

Optimising the Human Resource Potential of Higher Education Education Personnel: Strategies for Recruitment, Training, Welfare, and Performance Evaluation to Improve Effectiveness and Productivity

Tita Rachdawati Santanu^{1*)}; Paroli²⁾; Hanung Eka Atmaja³⁾; Suhaila Binti Nadzari⁴⁾

^{1*)} titarachdawati01@stieyasaanggana.ac.id, Sekolah Tinggi Ilmu Ekoomi Yasa Anggana Garut, Indonesia

²⁾ paroli.feb@unsap.ac.id, Universitas Sebelas April Sumedang, Indonesia

³⁾ hanung.ekaatmaja@untidar.ac.id, Universitas Tidar, Indonesia

⁴⁾ shaila.nadzari@uis.edu.my, Universitas Islam Selangor, Malaysia

*) Corresponding author

ABSTRACT

Objective: Improving the quality of human resources (HR) of education personnel is crucial to supporting an effective and productive higher education system. This study aims to analyze the effect of recruitment, Training, welfare, and performance evaluation on the effectiveness and productivity of education personnel in Garut Regency universities.

Methodology: This study uses a quantitative approach with descriptive and causal designs. The population consisted of all education personnel in Garut Regency universities, with a sample of 271 respondents selected through a purposive sampling technique. Data were collected through a Likert scale questionnaire and analyzed using multiple linear regression using SPSS software.

Findings: The results showed that recruitment, Training, and performance evaluation positively and significantly affect the effectiveness and productivity of higher education personnel. These three factors are key in improving performance through HR planning, competency development, and performance-based evaluation. Meanwhile, welfare does not show a significant effect, indicating that structural and managerial factors are more decisive than material in resource-limited universities such as the Garut Regency. This finding confirms the importance of strategic HR governance in supporting higher education quality improvement.

Conclusion: These results confirm that HR management strategies that focus on competency-based recruitment, relevant Training, and structured performance evaluation are critical to improving the effectiveness and productivity of education personnel, especially in resource-constrained regions. The practical implication is that universities in areas such as Garut must prioritize the capacity building of education personnel through contextual and sustainable HR management policies.

Keywords: Recruitment; Training; Welfare; Performance Evaluation; Educational Staff Productivity

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INTRODUCTION

Improving the quality of human resources (HR) of education personnel in higher education is a crucial factor in creating a quality, effective, and productive education system (Dung, 2021). Especially in the Garut Regency, the problem of low effectiveness and productivity of education personnel in higher education is a challenge that must be addressed immediately. Various factors, such as recruitment of education personnel that are not by educational needs, lack of competency-based Training, and low welfare, contribute to the low motivation and performance of education personnel in the area. (The et al., 2024) . Along with the demands of society for better education and the relevance of higher education to regional development, strategies are needed to optimize the potential of education personnel in higher education. It is essential to carry out this research immediately to formulate solutions that can increase the effectiveness and productivity of education personnel in Garut Regency universities, contributing to higher education quality more broadly in Indonesia.

The selection of Garut Regency as the research object is based on the unique conditions the area faces, where, despite having several universities, Garut still faces difficulties in managing and developing qualified education personnel. The significant difference between Garut and other big cities, especially regarding access to educational resources and facilities, makes Garut a relevant location for further analysis. Garut district, which has limited infrastructure and access challenges compared to urban areas, requires a more specific approach to addressing the human resource problems of education personnel. This research will explore the factors that influence the recruitment, Training, welfare, and performance evaluation of education personnel in higher education institutions in Garut, provide new perspectives on improving the quality of human resources in higher education institutions in similar areas, and offer an HR management model that can be applied in regions facing similar challenges.

This research will focus on four main variables: the recruitment strategy of education personnel, organized Training, welfare, and performance evaluation. The four variables are interrelated and form a unity supporting the development of education personnel's quality. Appropriate recruitment will produce competent education personnel; ongoing Training will strengthen their skills; optimal welfare will increase motivation and loyalty, while measurable performance evaluation will be the basis for continuous improvements. The relationship between these variables will encourage the formation of a comprehensive and integrated system to increase the effectiveness and productivity of education personnel in carrying out their duties in higher education (Abdul-Rahaman & Arkorful, 2022).

Several previous studies have been conducted on the human resource management of teaching staff in higher education. However, most are still general and have not explored the specific context of regions with limited resource challenges, such as in the Garut Regency. For example, (Indriani and Veronika, 2025) examined the human resource management of teaching staff in universities in big cities but did not consider the limited facilities in areas such as Garut. Research (Hanaysha & Majid, 2018) identifies the importance of welfare in increasing the motivation of education personnel but has not explored the aspect of performance evaluation in depth. This research will fill the gap by developing a more comprehensive HR management model that suits the unique conditions in the Garut Regency and contributes to the management of education personnel in similar areas that face similar challenges.

This research aims to make a practical contribution to overcoming the existing gaps in the management of human resources for education personnel by formulating more effective strategies related to recruitment, Training, welfare, and performance evaluation of education

personnel in Garut Regency universities. The novelty of this research lies in developing an integrated HR management model based on regional-specific conditions, which have not been widely explored in academic studies. The benefit of this research is improving the quality of higher education personnel, which will directly impact improving the quality of higher education in Garut. The main objective of this research is to formulate a more productive and effective HR management strategy for education personnel, which in turn can support the advancement of higher education in the Garut Regency and become a reference for other regions.

LITERATURE REVIEW

Recruitment of Education Personnel

Recruitment of education personnel is critical in higher education's human resource management (HRM) because it can determine the quality and performance of education personnel who will support the educational process. Effective recruitment involves selecting candidates who not only fulfill academic requirements but also have the skills and motivation that match the vision and mission of the college. (Qutni et al., 2021) . According to (Hamza et al., 2021), successful recruitment depends not only on the number of candidates but also on the quality of the candidates selected to reduce labor turnover and improve organizational efficiency and effectiveness. One of the main challenges in recruiting education personnel is the mismatch between the needs of universities and the qualifications of available education personnel candidates, which can impact their performance in carrying out their duties. This is increasingly important in regions such as the Garut Regency, which has limitations regarding the number and quality of prospective education personnel who meet the qualifications desired by universities. (Knight, 2023).

In Garut Regency, the challenges faced in recruiting education personnel include the limited number of qualified human resources in the area and the mismatch between the qualifications of candidates and the needs of education personnel in higher education. Therefore, this study will further explore the appropriate recruitment strategy to ensure that the recruited education personnel have competencies that match the educational needs in higher education in the Garut Regency.

Education Personnel Training

Training education personnel is a long-term investment in human resource development in higher education. Systematically conducted Training can improve technical and non-technical skills and strengthen soft skills such as communication, time management, and leadership. According to (Tafonao et al., 2024), good Training develops professional competence and increases work motivation, job satisfaction, and personal development of education personnel. Continuous Training in line with technological developments and changes in the education world will prepare education personnel to face new challenges and help them adapt to the evolving needs and demands of education. A study conducted by (McLean & Braden, 2006) emphasizes that competency-based Training is indispensable for improving the quality of human resources because it provides educational personnel with the opportunity to update their skills continuously.

In the Garut district, Training for education personnel is still limited and poorly structured. Existing training programs tend not to cover all the aspects needed to improve the overall quality of education personnel's human resources. Therefore, this study aims to identify

effective and relevant types of Training so that education personnel in Garut Regency universities can improve their competence and strengthen the technical and non-technical skills needed in higher education.

Education Personnel Welfare

The welfare of education personnel is a factor that significantly affects their motivation, job satisfaction, and performance. Welfare includes not only aspects of salary but also benefits, social security, and a supportive work environment. According to (Hariri et al., 2024), the welfare factor is one of the main drivers of job satisfaction, affecting the productivity and loyalty of education personnel to the institution. Good welfare will improve education personnel's quality of life and motivate them to carry out their duties diligently. A study by (Dennis and Dureza, 2022) shows that adequate welfare is positively correlated with higher levels of job satisfaction, leading to improved performance of education personnel. In the Garut Regency, the welfare of higher education personnel is still relatively low compared to urban areas. Limited facilities and available funds often hinder providing adequate welfare for education personnel. Therefore, this study will examine the relationship between welfare and the motivation and performance of education personnel in Garut Regency universities and provide recommendations on how to improve welfare to support the productivity of education personnel.

Evaluation of Education Personnel Performance

Performance evaluation is a process used to assess the extent to which education personnel achieve predetermined goals and how they contribute to the progress of higher education. Evaluations carried out objectively and based on clear and measurable indicators are essential to ensure that the performance of education personnel can be monitored and improved. According to (Vuong and Nguyen, 2022), practical performance evaluation serves as an assessment tool and a basis for making decisions related to HR development, such as providing Training and rewards. Proper performance evaluation can identify areas needing improvement, thus enabling continuous improvement in the quality of education services provided by education personnel.

In the Garut Regency, performance evaluation of higher education personnel tends to be less well structured and not based on clear indicators. This leads to a lack of accountability and sustainable development of education personnel. Therefore, this study aims to examine the importance of performance evaluations based on relevant indicators and provide constructive feedback to improve the effectiveness and productivity of education personnel in Garut Regency universities.

HYPOTHESIS AND RESEARCH FRAMEWORK

The Relationship Between Recruitment and Educational Staff Productivity

The first hypothesis focuses on the relationship between the proper recruitment of education personnel and the effectiveness and productivity of education personnel in higher education. Based on human resource management theory, good recruitment is the first step in ensuring an organization acquires individuals who fit its needs and objectives (M. Humburg et al., 2013). In the context of higher education, effective recruitment pays attention not only to academic qualifications but also to non-technical skills relevant to the higher education environment. Proper recruitment can produce education personnel who have competencies by

the standards set by the university and can adapt to changes in the world of education. Research (Khan, 2023) reveals that effective recruitment will reduce turnover rates and improve the performance of education personnel, contributing to their productivity and effectiveness in carrying out their duties.

With this in mind, recruiting education personnel based on needs and relevant qualifications will increase the effectiveness and productivity of education personnel in higher education. Therefore, the hypothesis developed is as follows:

H1: Recruitment of appropriate education personnel and the needs of universities will positively affect the effectiveness and productivity of education personnel in Garut Regency universities.

The Relationship Between Training and Educational Personnel Performance

The second hypothesis focuses on the effect of Training on improving the competence and performance of higher education personnel. Training conducted to improve the technical and non-technical skills of education personnel significantly affects the quality of their work. (Ibrahim et al., 2017) Practical Training improves technical skills and provides opportunities for education personnel to develop soft skills that are important in educational work, such as leadership and good communication. This is increasingly important in higher education, which faces complex challenges in the world of education. A study (Aryani & Istaryatiningtias, 2020) also shows that proper Training can motivate education personnel and improve the quality of education services they provide.

Based on this theory, adequate Training will improve the competence and performance of education personnel and contribute to achieving higher education goals. Therefore, the second hypothesis developed is as follows:

H2: Effective and relevant Training will improve the competence and performance of education personnel in Garut Regency universities.

The Relationship Between Welfare and Motivation of Education Personnel

The third hypothesis examines the effect of education personnel welfare on their motivation and performance. According to (Ang et al., 2024) motivation theory, welfare factors, which include salary, benefits, social security, and working conditions, play an important role in increasing job satisfaction and motivation. Good welfare can increase the loyalty of education personnel to universities and encourage them to work more effectively and productively. Research by (Diem Vo et al., 2022) supports these findings, stating that education personnel who feel their welfare is sufficient tend to show higher motivation and performance levels.

Based on these theories and research, it can be concluded that the welfare of personnel with a good education will increase their motivation and performance. Therefore, the third hypothesis developed is as follows:

H3: Good education personnel welfare will increase the motivation and performance of education personnel in Garut Regency universities.

The Relationship Between Performance Evaluation and Educational Staff Productivity

The fourth hypothesis focuses on the relationship between structured performance evaluation and the effectiveness and productivity of education personnel. Performance evaluations that are systematic and based on clear indicators are essential in providing constructive feedback for the improvement and development of education personnel. According to (Mehale et al., 2021), a good performance evaluation can provide the information needed to make decisions about Training, rewarding, or promoting education personnel. Poorly conducted evaluations can lead to a lack of accountability and hinder the development of education personnel. In higher education, practical evaluation also helps achieve educational goals by improving the overall performance of education personnel.

Thus, performance evaluations carried out in a structured manner and based on clear indicators will increase the effectiveness and productivity of higher education personnel. Therefore, the fourth hypothesis developed is as follows:

H4: Systematic performance evaluation based on clear indicators will increase the effectiveness and productivity of education personnel in Garut Regency universities.

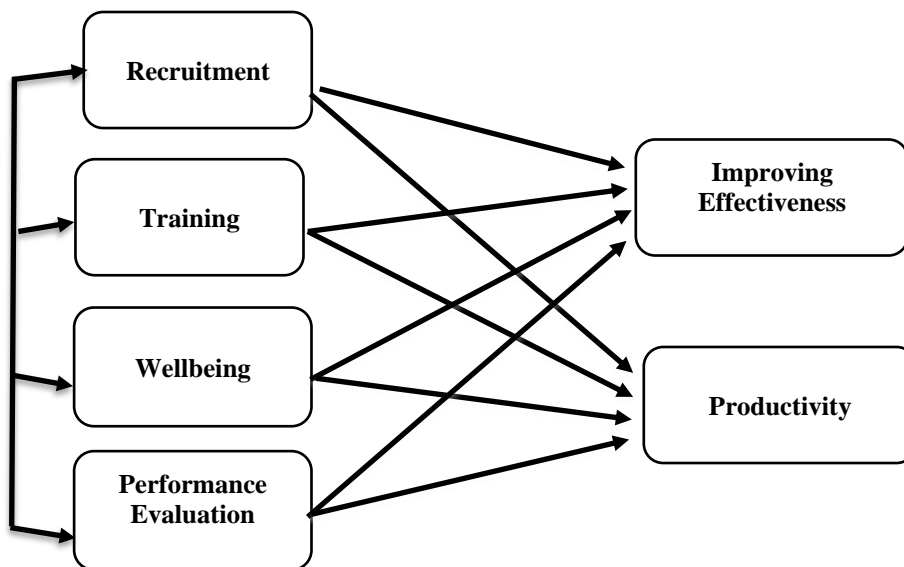


Figure 1. Conceptual Framework

METHODS

This research uses a quantitative approach with descriptive and causal research designs. The quantitative approach was chosen because this study aims to measure and analyze the relationship between variables that affect the effectiveness and productivity of education personnel in Garut Regency universities. Descriptive design describes existing characteristics and conditions, while causal design tests the cause-and-effect relationship between recruitment, Training, welfare, and performance evaluation and the effectiveness and productivity of education personnel (Yakin et al., 2023).

Research Instruments

The instrument used in this study is a questionnaire designed to collect data related to the variables studied: Recruitment, Training, welfare, performance evaluation, and productivity of education personnel. This questionnaire will use a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree) to measure respondents' perceptions regarding each variable studied. This instrument will be tested for validity and reliability before data collection. The instrument's validity is tested using item-total correlation analysis, while the reliability is tested using Cronbach's Alpha.

Data Source

The primary data source in this study is data obtained directly from respondents, namely education personnel who work in universities in the Garut Regency. Primary data will be collected through questionnaires distributed to education personnel who meet the research criteria. Secondary data from related documents and reports available at each college will also be used to support this research.

Location and Time of Research

This research was conducted at private universities in the Garut Regency. The selection of this location was based on the fact that several universities in the Garut Regency face challenges in managing the human resources of education personnel. The research was conducted for three months, from November to January 2025. Data collection will be conducted in the first and second months, while data analysis will be conducted in the third month.

Population and Sampling Technique

This study included all education personnel who worked at universities in the Garut Regency. Based on data from the Garut Regency Education Master Data Residue, around 909 education personnel are spread across various regional universities.

The sampling technique used in this study is purposive sampling, a deliberate sample selection technique that considers specific criteria relevant to the research objectives. The justification for using purposive techniques is based on the need to obtain data from respondents who understand the context and dynamics of the work of education personnel in higher education (Tojiri et al., 2023). Therefore, the inclusion criteria in this study are education personnel with a minimum tenure of one year at the tertiary institution where they work. A one-year working period was chosen as a minimum limit to ensure respondents are sufficiently familiar with their institution's tasks, work environment, and HR management system to provide valid and in-depth information about the variables studied.

The number of samples in this study was determined using the Slovin formula, with a margin of error of 5%. Based on calculations with a population of 909 people, a minimum sample size of 271 respondents was obtained. This number is considered representative enough to describe the population statistically while maintaining the validity of the generalization of findings within the scope of higher education in the Garut Regency. The selection of this number also considers the limited time and resources in the data collection process without sacrificing the quality and accuracy of the analysis.

Data Collection Technique

The data in this study will be collected through a survey method using a questionnaire. The questionnaire will be distributed directly to respondents at universities in the Garut Regency. Before data collection is carried out, the instrument will be tested first to ensure that the respondents can clearly understand the questions in the questionnaire. Researchers will provide clear instructions to respondents regarding how to fill out the questionnaire and ensure that the answers given are anonymous to maintain the honesty and confidentiality of the data.

Data Analysis Technique

The collected data will be analyzed using descriptive and inferential statistical analysis techniques. Descriptive statistical techniques describe the characteristics of respondents, such as age, gender, latest education, and length of work. Multiple linear regression analysis is used to analyze the relationship between variables. Multiple linear regression analysis was chosen because it can identify the effect of each independent variable (recruitment, training, welfare, performance evaluation) on the dependent variable (effectiveness and productivity of education personnel) (Tojiri et al., 2023).

In addition, normality and multicollinearity tests will be conducted to ensure that the data fulfills the assumptions required for regression analysis. The normality test uses the Kolmogorov-Smirnov test, while the multicollinearity test ensures that the relationship between the independent variables is not too strong. All analyses were conducted using SPSS version 26 software.

RESULTS AND DISCUSSION

Respondent Characteristics

Table 1 Demographic Characteristics of Respondents

Characteristics	Number of Respondents	Percentage (%)
Gender		
Male	124	45.8%
Women	147	54.2%
Age		
21-30 years	82	30.3%
31-40 years old	98	36.2%
41-50 years old	61	22.5%
51 years and above	30	11.1%
Last Education		
S1	190	70.1%
S2	80	29.5%
S3	1	0.4%
Period of Service		
1-5 years	135	49.8%
6-10 years	98	36.2%
11 years and above	38	14.0%

Source: Data processed by researchers

Table 1 shows the demographic data of the respondents who participated in this study. Of the 271 respondents, the majority were female (147 people or 54.2%), while men totaled 124 people (45.8%). This shows that women's involvement in the education workforce in Garut Regency universities is quite dominant.

Regarding age, most respondents were in the 31-40 age range (36.2%), followed by the 21-30 year age group (30.3%). This shows that most education personnel are at a productive age, which is ideal for increasing work capacity and professional development.

Based on the last level of education, most respondents were Bachelor's degree graduates, as many as 190 people (70.1%). S2 graduates totaled 80 people (29.5%), and only one person (0.4%) was an S3 graduate. This composition shows that most of the education personnel in Garut Regency have not pursued postgraduate education, which may be one of the obstacles to improving the quality of human resources.

Regarding tenure, most respondents have 1-5 years of work experience (49.8%), followed by a group with 6-10 years (36.2%), and the remaining 14% have worked for more than 11 years. This indicates that most education personnel are in the early to mid-career phase.

Validity and Reliability of Recruitment

Table 2 Validity of Recruitment

Item	r Count	r Table	Decision
R1	0,838	0,300	Valid
R2	0,853	0,300	Valid
R3	0,796	0,300	Valid

Source: Data processed by researchers

All items have a calculated r value $>$ r table, indicating that all items are valid.

Table 3 Recruitment Reliability

Reliability Statistics	
Cronbach's Alpha	N Item
,773	3

Source: Data processed by researchers

A Cronbach's Alpha value $>$ 0.70 indicates that the recruitment instrument is reliable and consistent.

Validity and Reliability of Training

Table 4 Validity of Training

Item	r Count	r Table	Decision
P1	0,790	0,300	Valid
P2	0,814	0,300	Valid
P3	0,817	0,300	Valid

Source: Data processed by researchers

The instrument to measure Training has also proven valid, as all items, namely P1 to P3, have an r count greater than the r table (0.300).

Table 5 Training Reliability

Reliability Statistics	
Cronbach's Alpha	N Item
,731	3

Source: Data processed by researchers

In addition, this instrument's reliability is shown by Cronbach's Alpha value of 0.731, which indicates excellent internal consistency.

Validity and Reliability of Wellbeing

Table 6 Validity of Wellbeing Validity of Wellbeing

Item	r Count	r Table	Decision
K1	0,805	0,300	Valid
K2	0,778	0,300	Valid
K3	0,800	0,300	Valid

Source: Data processed by researchers

The validity of the Welfare instrument was well achieved, as all items, namely K1 to K3, had a calculated r value greater than the r table (0.300), so they were all valid.

Table 7 Reliability of Wellbeing

Reliability Statistics	
Cronbach's Alpha	N Item
,706	3

Source: Data processed by researchers

In terms of reliability, Cronbach's Alpha value of 0.706 ensures that this instrument is highly and consistently reliable.

Validity and Reliability of Performance Evaluation

Table 8 Validity of Performance Evaluation

Item	r Count	r Table	Decision
EK1	0,740	0,300	Valid
EK2	0,764	0,300	Valid
EK3	0,777	0,300	Valid

Source: Data processed by researchers

The validity of the Performance Evaluation instrument is well achieved because all items, namely EK1 to EK3, have a calculated r value greater than the r table (0.300), so they are all valid.

Table 9 Reliability of Performance Evaluation

Reliability Statistics	
Cronbach's Alpha	N Item
,629	3

Source: Data processed by researchers

The reliability value 0.629 is still within acceptable limits, although lower than other variables.

Validity and Reliability Effectiveness and Productivity

Table 10 Validity of Effectiveness and Productivity

Item	r Count	r Table	Decision
EP1	0,882	0,300	Valid
EP2	0,803	0,300	Valid
EP3	0,801	0,300	Valid

Source: Data processed by researchers

The validity of the Effectiveness and Productivity instruments is well achieved, as all items, EP1 to EP3, have a calculated r value greater than the r table (0.300), so they are all valid.

Table 11 Effectiveness and Productivity Reliability

Reliability Statistics	
Cronbach's Alpha	N Item
,772	3

Source: Data processed by researchers

In terms of reliability, Cronbach's Alpha value of 0.772 ensures that this instrument is highly and consistently reliable.

Analysis of the Relationship Between Research Variables

Multiple Linear Regression Analysis

Table 12 Multiple Linear Regression Analysis Results

Model	Coefficient ^a				
	Unstandardised Coefficient		Standardised Coefficient		Sig.
	B	Standard Error	Beta	t	
1 (Constant)	,420	,282		1,490	,138
Recruitment	,200	,060	,199	3,346	,001
Training	,227	,087	,227	2,613	,009
Wellbeing	,148	,140	,139	1,050	,295
Performance Evaluation	,373	,132	,320	2,816	,005

a. Dependent Variable: Effectiveness and Productivity

Source: Data processed by researchers

Table 12 presents the regression analysis results to identify the effect of independent variables (recruitment, Training, welfare, performance evaluation) on the dependent variable (effectiveness and productivity of education personnel).

- 1) The recruitment variable has a coefficient of 0.200 ($p = 0.001$), which means that improving the quality of recruitment significantly increases effectiveness and productivity.
- 2) Training contributed 0.227 ($p = 0.009$), showing a positive and significant influence on performance.
- 3) Welfare, with a coefficient of 0.148 and a significance value of 0.295, is insignificant. This suggests that despite its positive effect, welfare is not the main factor driving productivity in this context.
- 4) Performance evaluation has the most significant influence, with a coefficient of 0.373 ($p = 0.005$), indicating that a sound evaluation system significantly contributes to increasing the productivity of education personnel.

Overall, the regression model can be formulated as follows:

$$Y = 0.420 + 0.200X_1 + 0.227X_2 + 0.148X_3 + 0.373X_4$$

This means that if all independent variables increase by one unit each, effectiveness and productivity will increase according to their respective coefficients.

Multiple Correlation Analysis

Table 13 Multiple Correlation Analysis Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,839 ^a	,704	,699	1,188786

a. Predictors: (Constant), Performance Evaluation, Recruitment, Training, Welfare

Source: Data processed by researchers

Table 13 shows the correlation value (R) of 0.839, which means that the relationship between the independent and dependent variables is powerful. The R^2 value of 0.704 indicates that the four independent variables in this model can explain 70.4% of the effectiveness and productivity variables. The remaining 29.6% is explained by other factors not examined in this study.

Table 14 F test results

ANOVA ^a						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	893,305	4	223,326	158,027	,000 ^b
	Remaining	375,914	266	1,413		
	Total	1269,220	270			

a. Dependent Variable: Effectiveness and Productivity

b. Predictors: (Constant), Performance Evaluation, Recruitment, Training, Welfare

Source: Data processed by researchers

Based on Table 14, the calculated F value of 158.027 is much greater than the F table value (3.767). The significance value (p-value) of $0.000 < 0.05$ means that simultaneously, the variables of recruitment, Training, welfare, and performance evaluation significantly affect the effectiveness and productivity of education personnel.

Discussion

The Relationship Between Recruitment and the Effectiveness and Productivity of Education Personnel

The results showed that proper recruitment significantly positively affects the effectiveness and productivity of education personnel. The regression coefficient for the recruitment variable is 0.200 with a significance value of 0.001, which indicates that the more appropriate the recruitment is carried out, the higher the level of effectiveness and productivity of the education staff. These results support the research findings by (Humburg et al., 2013), which state that recruitment that suits the organization's needs improves individual performance and reduces turnover rates, leading to improved education quality.

Research (Khan, 2023) also found that effective recruitment produces competent education personnel and has the potential to improve the quality of education. Recruitment of education personnel with the right skills and motivation, by the university's goals and vision, will more easily adapt and positively contribute to the institution's development.

However, research (Indriani & Veronika, 2025) examining the recruitment of teaching staff in big cities did not find a significant relationship between appropriate recruitment and increased productivity of teaching staff. This may be due to a different context, where the teaching force already has relatively uniform qualifications in big cities. In other words, recruitment in big cities is no longer significant in improving educator performance, as most educators already fulfill the required standards.

Difference with Previous Research: This study found that proper recruitment is crucial to improving the quality of education in areas with limited human resources, such as Garut.

Meanwhile, in big cities, the quality of recruitment does not matter because educators already have uniform qualifications, so the challenges faced are different.

The Relationship Between Training and the Effectiveness and Productivity of Education Personnel

Training positively influences the effectiveness and productivity of education personnel, with a regression coefficient of 0.227 and a significance value of 0.009. These results are consistent with the findings (Tafonao et al., 2024), which state that practical Training can improve the professional competence and work motivation of education personnel, improving their performance. Training relevant to educational needs will enrich technical and non-technical skills, such as leadership, time management, and communication, that are indispensable in higher education.

However, research (Mclean & Braden, 2006) shows that although Training can improve competence, its effect on the productivity of education personnel is still limited if adequate motivation and welfare factors do not support it. This indicates that although Training has a positive impact, external factors such as welfare and institutional support also greatly influence the results.

This research confirms that in areas with limited human resources, such as Garut, Training is a significant factor in improving the effectiveness and productivity of education personnel. Meanwhile, according to research (Mclean & Braden, 2006), Training alone is insufficient without other factors such as motivation and supportive welfare.

The Relationship Between Welfare and Motivation with the Performance of Education Personnel

The results of this study indicate that welfare has an insignificant effect on the motivation and performance of education personnel, with a significance value of 0.295, which is greater than 0.05. Research (Dennis & Dureza, 2022) states that adequate welfare can increase work motivation, which contributes to improving the performance of education personnel. However, although welfare is an important factor in this study, other factors, such as Training and performance evaluation, have more influence on the effectiveness and productivity of education personnel.

Research by Dennis and Dureza (2022) shows that welfare positively correlates with the motivation and performance of education personnel. However, the results of this study show that although welfare is an important factor in Garut, it does not have a significant influence. This may be due to the limited funds and facilities available at universities in Garut, limiting the impact of welfare on the motivation and performance of education personnel.

The Relationship Between Performance Evaluation and the Effectiveness and Productivity of Education Personnel

Performance evaluation has a significant positive effect on the effectiveness and productivity of education personnel, with a regression coefficient of 0.373 and a significance value of 0.005. This aligns with research by Michael et al. (2021), which states that structured performance evaluations can increase motivation and provide a basis for career development and reward decision-making. Evaluations that are carried out transparently and continuously help education personnel improve their performance and achieve the goals set by the university.

Research (Vuong & Nguyen, 2022) states that although performance evaluation is important, the lack of clarity in performance indicators and follow-up evaluation can cause the evaluation to be ineffective. In this study, a precise performance evaluation with structured follow-up proved effective in improving the productivity of education personnel in Garut. This suggests that in resource-limited areas such as Garut, clear and measurable performance evaluations are essential to ensure continuous improvement in education quality.

CONCLUSIONS

This study aims to analyze the factors that influence the effectiveness and productivity of education personnel in Garut Regency universities, focusing on four main variables: Recruitment, Training, welfare, and performance evaluation. The results show that proper recruitment, practical Training, and structured performance evaluation significantly influence the effectiveness and productivity of education personnel. Meanwhile, the welfare variable does not show a significant effect, although theoretically, it has an important role in building work motivation. This finding indicates that in higher education institutions in areas with limitations, such as Garut, strategies to increase the productivity of education personnel depend more on planned and measurable HR management processes rather than solely on providing welfare facilities.

This study has several limitations that need to be considered. The geographical coverage only includes universities in the Garut Regency, so it cannot be generalized to other regions with different characteristics. In addition, the approach used is quantitative, so it has not explored subjective and contextual dimensions such as individual experiences, perceptions of organizational climate, and work culture dynamics. The analytical model also only includes four main variables. In contrast, several other factors that may influence effectiveness and productivity, such as leadership style, technology use, and organizational structure, have not been included.

Considering these limitations, future research is expected to expand the study area to other areas, both in urban areas and remote areas, to observe a wider variety of contexts. A mixed-methods approach is recommended so that qualitative aspects such as intrinsic motivation, perceptions of the work environment, and job satisfaction can be analyzed in more depth. Future research is also recommended to integrate additional variables that reflect modern working conditions, including digital transformation, work flexibility, and leadership effectiveness in managing education personnel.

The findings in this study have important implications for human resource management policies in higher education, especially in regions with limited infrastructure and budget. Local competency-based recruitment must be prioritized, considering the suitability of values, work culture, and institutional vision. Training should be formulated as a continuous process relevant to the field's fundamental challenges, not just as a formal activity. Performance evaluation needs to be carried out objectively, transparently, and directly linked to the career development plans of education personnel. Meanwhile, regarding welfare, it is important to adopt non-financial approaches more adaptive to budget constraints, such as symbolic rewards, providing space for participation, and creating a positive work environment.

Based on the research results, several practical recommendations for higher education institutions in regions with limitations, such as Garut, include building a recruitment system connected to local potential, including cooperation with vocational education institutions and

regional alums. Institutions also need to develop training models based on real needs and tailored to each individual's readiness level, with a flexible and integrated online and offline approach. Performance evaluation should be designed as a control tool and an instrument to map potential and design sustainable career paths. In improving welfare, institutions must utilize non-monetary incentives, such as flexible working hours, informal recognition, and strengthening the sense of belonging and solidarity among education personnel. In addition, it is important to encourage advocacy to local policymakers so that budget allocations and HR development policies are not only focused on teaching staff but also pay attention to education personnel as an integral part of the success of higher education institutions.

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