



Transforming Educational HR Management: Integrating AI and Data Analytics for Enhanced Teacher Performance and Student Outcomes

Hari Kurniawanto^{1*}, Andi Asari², Alis Ratuningtyas³, Ahmad Mubarak¹, Lilies Esthi Riyanti³

¹ Politeknik Penerbang Indonesia, Banyuwangi, Indonesia

² Universiti Teknologi MARA, Malaysia

³ Politeknik Penerbang Indonesia, Curug, Indonesia

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Corresponding Author:

Hari Kurniawanto

harikur@yahoo.com

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Abstract: The increasing adoption of digital technologies in education has reshaped how human resource (HR) management functions are conducted in academic settings. This study examines the transformative potential of artificial intelligence (AI) and data analytics in educational HR management, focusing on their impact on teacher performance and student outcomes. As educational institutions adopt technology-driven solutions, AI tools present new opportunities for optimizing HR functions such as recruitment, performance evaluation, and professional development. Using a mixed-methods approach combining quantitative surveys and qualitative interviews with educators and HR professionals, this research evaluates the effectiveness of AI-driven HR practices. The findings show that AI tools enhance teacher performance by offering personalized feedback, streamlining administrative tasks, and improving professional development. Quantitative results reveal a positive correlation between AI use in HR management and increased teacher effectiveness, leading to better student engagement and academic achievement. Qualitative insights indicate that HR managers value AI for enhancing efficiency and reducing bias, while teachers appreciate actionable feedback. Despite these benefits, ethical concerns arise around data privacy, teacher autonomy, and over-reliance on technology for performance evaluations. To address these challenges, the study recommends establishing ethical guidelines, investing in AI-related training, and conducting longitudinal studies to understand AI's long-term impacts. This research contributes to the growing literature on AI in education by demonstrating its potential to improve HR processes and educational outcomes. The findings offer valuable insights for educators, HR professionals, and policymakers aiming to leverage AI benefits while maintaining a human-centered approach in education.

Keywords: Artificial Intelligence; Educational; HR Management

Introduction

As a result, the demands to come up with appropriate human resource management strategies are greater in this rapidly changing educational environment. For educational institutions, challenges lie

in recruiting and retaining qualified teachers, while increasing the performance that will bring students better learning outcomes. However, traditional HR practices often fall short in adapting to the complexities of modern educational demands, resulting in inefficiencies that can impact both teacher effectiveness

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and student success (Hendri Sucipto, 2024). Factors such as outdated evaluation methods, limited professional development opportunities, and subjective decision-making processes hinder the ability to optimize teacher potential.

With advancements in Artificial Intelligence (AI) and data analytics, the field of HR management has entered a new phase of transformation, allowing for more personalized, data-driven, and responsive HR practices. AI and data analytics can provide educational institutions with insights that were previously difficult to access or interpret, enabling leaders to make evidence-based decisions that improve teacher performance and foster an environment of continuous improvement (Laelawati, 2024). These technologies can also help promote streamlined administration, objective assessment, and focused professional growth that might have been lacking in traditional HR systems.

The potential benefits of integrating AI into HR management extend beyond administrative efficiency. AI-driven tools can offer real-time feedback and customized development plans for teachers, helping them address specific areas for improvement. Moreover, data analytics can highlight patterns and trends regarding teacher effectiveness and student engagement that will inform the decisions to be made by the HR manager, which affects the quality of education. These developments are bound to bring in more agility, responsiveness, and information-based decision-making in HR management in education (Igbokwe, 2024).

However, the adoption of AI and data analytics in the management of educational HR also brings about a number of challenges and ethical issues. These are issues related to data privacy, algorithmic bias, teacher autonomy, and the risk of overdependency on technology. Without detailed ethical guidelines and training to that effect for educators and professionals in HR, the fullest potential of AI cannot be seen. Therefore, consideration has to be given to a balanced approach toward opportunities and risks associated with AI-driven HR practices to make sure their usage is responsible and effective (Ibrahim et al., 2024).

The article examines how integrating AI and data analytics into educational HR management can help revolutionize traditional practices to best meet the unique goals and challenges of the education sector. This study seeks to highlight the potential that these technologies hold for bringing in an agile and effective educational workforce by examining the impact of AI-driven HR interventions on teacher performance and student outcomes. The findings carry valuable implications for educators, HR professionals, and policymakers navigating the tightrope between

innovation and ethics, people-centered approaches to education.

Method

Research Design

This study employs a mixed-methods approach that combines quantitative and qualitative data to provide a comprehensive understanding of how AI and data analytics can transform educational HR management. The quantitative component will assess the impact of AI-driven HR interventions on teacher performance and student outcomes, while the qualitative component will capture insights from HR professionals, teachers, and administrators on their experiences and perceptions of these technologies.

Population and Sample

The study targets educational institutions that have adopted AI and data analytics within their HR processes. This includes schools, colleges, and universities of various sizes to ensure diversity in the sample. Participants will include: (1) HR managers and administrators responsible for overseeing AI-driven HR implementations; (2) Teachers who have experienced AI-assisted HR interventions; (3) Students for indirect feedback on outcomes in terms of learning experiences.

A purposive sampling technique will be used to select participants from institutions known to have integrated AI and data analytics into their HR functions. The sample size is expected to include around 100 respondents for the quantitative phase, with 10-15 in-depth interviews for the qualitative phase.

Data Collection Methods

For quantitative data collection, an online survey will be administered to a range of respondents, including HR managers, teachers, and students. The survey is designed with Likert-scale questions to evaluate various aspects related to the implementation of AI technology in HR management. Key focus areas in the survey include the perceived effectiveness of AI-driven HR tools in functions such as recruitment, performance tracking, and professional development. In addition, the survey will assess how AI and data analytics interventions have contributed to improvements in teacher performance, including aspects such as enhanced teaching quality and classroom management (Wirawan et al., 2024). The survey will also evaluate the indirect outcomes observed in students, such as increased engagement and better academic performance, resulting from the improvements in teacher performance. The analysis of the quantitative data is expected to provide a clearer picture of the relationship between the use of AI in HR

management and the outcomes achieved by both teachers and students (Bruneault et al., 2022).

Meanwhile, for qualitative data collection, semi-structured interviews will be conducted with a subset of HR professionals and teachers who have direct experience with AI and data analytics tools in HR management. These interviews will offer an opportunity for respondents to share their in-depth experiences regarding the challenges they faced and the benefits they observed during the implementation of these technologies. Interview topics will include technical and organizational challenges encountered during the adoption of AI and data analytics in HR management, as well as issues related to training and the readiness of human resources to engage with new technologies. Additionally, the interviews will explore the respondents' perceptions of how AI and data analytics impact teacher motivation and effectiveness, as well as the observed influence on student engagement and learning outcomes. The interview questions will also be designed to explore broader impacts, such as changes in school culture and the effects on relationships between teachers, students, and educational management. The insights gained from these interviews are expected to provide a richer and deeper understanding of the subjective experiences of the participants, encompassing not only technical aspects but also their perceptions and evaluations of the success or failure of the technology's implementation in an educational context.

Data Analysis Techniques

Quantitative Analysis: The survey data will be analyzed using descriptive statistics and regression analysis to determine the relationship between AI-driven HR practices and teacher performance, as well as between teacher performance and student outcomes. SPSS or R software will be used to analyze these data, providing insights into trends and correlations (Loffing, 2022).

Qualitative Analysis: Thematic analysis will be used to analyze interview transcripts, identifying recurring themes related to the experiences, challenges, and perceived value of AI and data analytics in HR. NVivo or similar qualitative analysis software will be employed to organize and code the data, allowing for a comprehensive thematic exploration (Tang, 2023).

Validity and Reliability

Several strategies will be utilized to ensure the validity and reliability of this study. The basis for triangulation includes cross-verifying data from more

than one source, namely, from quantitative survey results and qualitative interview responses; this helps in the full comprehension of the research topic. Additionally, pilot testing of the survey will be conducted for refining questions and enhancing clarity to ensure that the survey instrument effectively captures the intended data. In the qualitative phase, member checking will be utilized whereby participants can review and validate their interview responses for accuracy in capturing their perspectives and give them an opportunity to clarify any misunderstanding, hence enhancing the credibility of the findings.

Ethical Considerations

This research has taken all ethics into consideration in the treatment of participants' rights to privacy. Informed consent will be sought from all respondents, ensuring that they have full comprehension of the intent of the research and the right to withdraw at any time without penalty. Data is anonymized to ensure confidentiality, and personal identifiers are not recorded in the final report to ensure that the assurance of privacy for participants is maintained. Additionally, data security will be guaranteed through the storage of all data in a secure environment and access limited to the research team only. These will ensure that the study is conducted with the highest respect for participants and their privacy.

Limitations of the Study

Potential biases in the study include sample bias and technology variability. The reliance on institutions that already use AI and data analytics in HR management may limit the generalizability of the findings, as the results may not apply to institutions that have not yet implemented such technologies. Moreover, the fact that different institutions may have different AI and data analytics tools could also affect the outcome, since different tools are effective and applied differently. These differences in technology could further lead to a variation in outcomes, limiting the broader applicability of the conclusions of this study.

Result and Discussion

This section presents the findings from both quantitative and qualitative analyses, exploring the impact of AI and data analytics on teacher performance and student outcomes within educational HR management.

Table 1. Data of AI Usage

Research Aspect	Number of Respondents	Percentage / Average Value	Description
Use of AI in Teacher Professional Development	100 teachers	75%	75% of teacher respondents reported that AI-assisted professional development programs enhanced their teaching skills.
Correlation Between AI Use and Teacher Performance Evaluation	100 teachers	$r = 0.62, p < 0.01$	Regression analysis showed a significant correlation between AI-driven teacher evaluations and improved classroom performance ratings.
Targeted and Actionable Feedback	100 teachers	-	Teachers using AI-driven feedback tools reported receiving more targeted and actionable feedback, which improved instructional practices.
AI-Enhanced Workload Management	100 teachers	68%	68% of teachers indicated that AI-supported scheduling systems allowed them more time for lesson planning and student engagement.
Satisfaction with Workload Balance in AI-Supported Institutions	100 teachers	20% higher	Teachers in AI-supported institutions reported 20% higher satisfaction with workload balance compared to those in non-AI institutions.
Impact on Student Engagement	200 students	12% higher	Students taught by teachers using AI-driven HR tools had engagement scores that were 12% higher on average compared to the control group.
Impact on Student Academic Performance	200 students	10% higher	Students taught by teachers receiving AI-driven feedback and development support scored 10% higher on average compared to the control group.
Correlation Between Teacher Performance and Student Outcomes	200 students, 100 teachers	$r = 0.58, p < 0.01$	There was a statistically significant correlation between improved teacher performance (using AI-driven HR practices) and student academic outcomes.

Correlation Value ($r = 0.58$)

Correlation is a statistical measure describing the strength of the linear relationship between two variables. In this study, the two variables examined are:
X: Teacher performance enhanced through AI-driven HR tools.

Y: Student outcomes, including engagement and academic performance.

Interpretation of the Correlation Value (r):

$r = 0.58$ represents a moderately strong positive relationship between teacher performance and student academic outcomes. A positive correlation denotes that with the improvement in teacher performance, student outcomes also see an improving trend. In this context, 58% of the variation in student outcomes can be explained by changes in teacher performance influenced by AI-driven HR practices (Eltahir & Babiker, 2024).

The Pearson's Correlation coefficient, denoted by r , can be estimated using the formula (Deng et al., 2024) given as below (Formula 1).

$$r = \frac{\sum (X_i - \bar{X})(Y_i - \bar{Y})}{\sqrt{\sum (X_i - \bar{X})^2 \cdot \sum (Y_i - \bar{Y})^2}}$$

(1)

Where:

- X_i : The set of teacher performance scores.
- Y_i : The set of scores of student academic outcome scores.
- \bar{Y} and \bar{X} : Mean values of the respective variables.

In this study, teacher performance data, such as evaluation scores, were compared with student outcomes, such as average test scores. Statistical analysis using software tools produced the correlation value of $r = 0.58$.

Significance Value ($p < 0.01$)

The p-value is the probability measure that tells us whether the observed relationship correlation happened by chance. In this study:

$p < 0.01$ means that the likelihood of this correlation occurring by chance is less than 1%. At a significance level of 1% ($\alpha = 0.01$), this result is considered highly statistically significant. The p-value ensures that the result on the correlation is not out of a random sampling bias or any other random factor. In this study, the value of $r = 0.58$ is valid since $p < 0.01$ confirms that there is indeed a real relationship between teacher performance and student outcomes. The p-value is calculated by using statistical tests, such as a t-test for Pearson correlation (Coscia, 2021):

$$t = r \cdot \sqrt{\frac{n - 2}{1 - r^2}}$$

(2)

Where:

- n : The number of data pairs (sample size)
- r : The correlation value

Then the calculated t-value is contrasted against critical values obtained for the t-distribution based on degrees of freedom ($n-2$) with regard to the chosen probability significance level of (α). For the present paper: if t exceeds the critical value for $p < 0.01$, the correlation is deemed significant. Conclusion from r and p values:

$r = 0.58$ indicates that teacher performance enhanced through AI-driven tools has a moderately strong positive relationship with student academic outcomes $p < 0.01$ confirms that this relationship is highly statistically significant and unlikely to have occurred by chance. These results provide statistical evidence that AI-driven HR tools can significantly improve teacher performance, which, in turn, enhances student engagement and academic achievement.

Quantitative Findings and Discussion

To study the indirect effect of teacher performance on student performance, two types of data were considered: students' feedback and their performance. These were taken from the classes taken by teachers using AI-assisted HR tools and those teachers who were not. Results indicate marked improvements in terms of increased student engagement and academic performances. Analysis showed that in classes taught by teachers who received AI-powered feedback and support for professional development, students were 12% more engaged than their peers in the control group. Similarly, academic performance measures, as reflected in average grades, indicated that students in these classes attained an average grade 10% higher than those students in the control group. These gains were determined by comparing the average levels of engagement and academic performance of the experimental and control groups, based on data from standardized assessments and feedback surveys. A statistical analysis further established a moderately strong positive relationship between improved teacher performance and student academic outcomes.

The Pearson correlation coefficient (r) was 0.58, with a significance level of $p < 0.01$, indicating a statistically significant correlation (Weisburd et al., 2020). This, therefore, suggests that the probability of getting these results by chance is less than 1%. The correlation analysis was conducted on a paired data points basis: improvements in teachers' performance metrics, like teaching evaluation scores and AI-driven feedback, were tracked against aggregated academic results, such as test scores and engagement levels of their students. The information sourced included student feedback surveys where engagement, through Likert-scale ratings of classroom experience, participation, and interest levels, was noted. Student performance metrics included those from standardized tests and graded

assignments conducted during the study period. Teacher performance metrics included classroom observation scores, participation in professional development, and AI-driven feedback data recorded before and after the intervention of AI tools.

Overall, the study demonstrates that the use of AI-assisted HR tools enhances teacher effectiveness, providing targeted, actionable feedback and personalized professional development. These improvements in teaching performance directly contribute to statistically significant gains in student engagement and academic achievement, underscoring the transformative potential of AI-driven tools in fostering better educational outcomes.

It investigated the indirect influence of teachers' performance on student outcomes through an analysis of data from student feedback surveys and performance metrics. The findings indicated that both student engagement and academic results showed a significant improvement in classes taught by teachers who utilized AI-assisted HR tools. In particular, students instructed by teachers with AI-powered feedback and professional support showed 12% higher engagement scores and achieved grades that were, on average, 10% higher than those in the control group. Additionally, it was shown that there is a positive and moderate-strong correlation between improved teacher performance and improved academic outcomes for students.

The Pearson correlation coefficient came to $r = 0.58$, which can be interpreted to mean that the better the teacher effectiveness with the intervention of AI-driven HR practices, the higher the increase in students' performances. This correlation was statistically significant at $p < 0.01$, confirming that the observed relationship is not due to chance. Results have pointed out the direct contribution of AI-assisted HR tools in enhancing teacher effectiveness for improved student engagement and academic performance.

This study demonstrates a positive and significant correlation between the utilization of AI-based human resource management tools and improvement in various dimensions of teachers' performance. The findings have pointed out the important contribution of AI technology in enhancing teaching quality and occupational well-being among teachers. More specifically, AI has been found to contribute to professional development, improvement of teaching practices, workload management, and efficient educational management.

Regarding professional development, 75% of teachers felt that AI-driven training programs greatly improved their teaching skills. The AI technology analyzed the needs of the teachers with great precision, showing strengths and weaknesses, and thus making recommendations for pedagogical improvement. This has been statistically analyzed to show a significant

correlation between the use of AI and improved classroom performance, with a correlation coefficient of $**r = 0.62^{**}$ and a significance level of $**p < 0.01^{**}$. These findings give a shout-out to AI in providing targeted and actionable feedback directly to improve teacher performance inside the classroom. Further, the AI-based tools provided very specific and relevant feedback to be used by teachers themselves. Teachers mentioned that AI can help them to resolve their shortcomings quickly and formulate teaching strategies in a more innovative way based on the analytics of students' performances, which will not only develop higher efficacy in teaching but also engage the teachers in data-driven teaching methodologies.

Workload management is another significant area where benefits were observed. Sixty-eight percent of the teachers reported that the AI-based scheduling system helped them reduce the time used in administrative tasks, hence leaving them with more time for lesson planning and student engagement. Teachers in institutions using AI reported a 20% higher workload satisfaction rate compared to institutions without AI integration.

These findings have strategic implications for educational institutions. Integration of AI in HR management could lead to better operational efficiency by reducing the administrative burden on teachers, who could then focus more on teaching and student development. Measurable and in-depth feedback by this technology will further encourage teachers to continuously enhance their competencies. Besides, improvements in time management and reduction of administrative stress add to the teachers' occupational well-being, which again results in better learning outcomes among students (Scarci et al., 2024).

Conclusively, this study reiterates that AI-powered technology holds tremendous potential to support teacher improvement through more efficient and measurable methods. Educational institutions will be able to establish a result-oriented teaching ecosystem to support the development of high-quality human resources on a sustainable basis (Bruneault et al., 2022).

Qualitative Findings and Discussion

Qualitative interviews with HR managers highlighted the perceived efficiency and objectivity brought by AI in teacher recruitment and professional development. HR managers noted that AI allowed for a more streamlined and unbiased recruitment process, with many reporting a reduction in hiring time by up to 30%. They also mentioned that AI-driven analytics provided deeper insights into teachers' developmental needs, enabling tailored training programs based on individual performance data. One HR manager stated, "Using AI in recruitment has helped us avoid

unintentional biases and focus on candidates' competencies more accurately. Our professional development plans are now much more aligned with each teacher's unique strengths and areas for growth".

Teachers' feedback on AI supported HR practices was generally positive, with many appreciating the immediacy and specificity of the performance feedback. Teachers reported that AI's role in scheduling and workload management reduced administrative burdens, allowing them more time for instructional planning and student engagement. However, some teachers expressed concerns about the potential for over monitoring, noting a sense of decreased autonomy when AI monitored classroom performance metrics closely.

Teachers also valued the data-driven professional development opportunities provided by AI systems. One teacher mentioned, "The insights from AI feedback helped me focus on specific teaching methods that I hadn't considered before. It's made me more aware of my teaching approach and its impact on my students".

While the study primarily focused on HR and teacher perspectives, student feedback provided indirect evidence of the changes AI and data analytics had on their learning experience. Many students reported that teachers who participated in AI-driven professional development showed higher engagement and adaptability in the classroom. Students noted that these teachers provided more interactive and diverse learning activities, which they attributed to improvements from AI-based feedback (Kaddoura & Al Hussein, 2023). For example, one student commented, "Our teacher tries new ways to teach and often asks us for feedback, which makes learning more interesting and helps us understand topics better".

The findings from this study emphasize how AI has transformed human resource practices in the education sector, and identify how HR managers, teachers, and students view these innovations. The results, in fact, demonstrate a three-dimensional contribution of AI towards recruitment processes, professional development, and learning environments.

HR managers consistently highlighted the efficiency and objectivity AI brings to teacher recruitment and development processes. AI was perceived as a critical tool in streamlining operations, with many HR professionals reporting a 30% reduction in hiring time due to automated processes. Moreover, AI-driven analytics provided granular insights into teachers' performance and developmental needs, enabling tailored training programs.

As one HR manager put it, "The biases are taken away in recruitment with AI it has placed a real emphasis on the competencies of the candidates. It's better linkage in the professional development plans with the unique strengths and weaknesses of each

teacher." These findings suggest that AI enhances not only procedural efficiency but also equity and strategic alignment in the practices of HR management.

Teachers generally showed a very positive attitude toward AI-supported HR practices—they considered the feedback on their performance very immediate and specific. Besides, this AI-assisted workload management and scheduling would reduce administrative loads and eventually give more time to instructional planning and engaging students (Chen et al., 2020).

However, the integration of AI was not without challenges. Some teachers expressed concerns about over-monitoring, reporting a perceived loss of autonomy when AI closely tracked classroom performance metrics. This suggests that balanced implementation strategies should be pursued—one that treads carefully between giving primacy to teachers' sense of agency and leveraging AI for performance enhancement (Lindqvist et al., 2020).

Notwithstanding, many of these reservations, some teachers liked the tangible information from AI, especially with regard to professional development. According to one of them, the data-based feedback shed light on areas where they needed to work in teaching methodology for refinement of instruction and enhancement of effectiveness toward learning outcomes of students.

While the core of the study centered on HR and teacher perspectives, students' feedback provided a somewhat indirect yet very important perspective on how AI may impact the learning environment. According to the students, it was evident that the training teachers who participated in AI-driven professional development programs were more engaged and adaptable. These teachers employed more interactive and various approaches to teaching, attributing this to the insights provided through AI-based feedback. One student captured this influence: "Our teacher tries new ways to teach and often asks us for feedback, which makes learning more interesting and helps us understand topics better." This would hint at the fact that AI supports teachers but also indirectly enhances students' learning experiences by creating innovation and responsiveness in the instructional practices.

The findings suggest significant implications for HR management in educational institutions. AI enhances recruitment efficiency, reduces biases, and supports tailored professional development plans that align with individual teacher needs. However, institutions must address the challenges associated with AI implementation, particularly in balancing monitoring with autonomy to maintain teacher trust and motivation (Igbokwe, 2024).

This indirectly shows how AI-supported human

resources practices translate into added values in developing the learning results of school students. Because teachers could be better supported with new tools and insights to continually develop their professional activities, thus offering a lively and fascinating environment for studying, that will be appealing for all students (Oluwatamilore Popo-Olaniyan et al., 2022).

The study confirms that the integration of AI into HR practices has immense benefits for educational institutions, teachers, and students (Yanamala, 2023). A well-planned and balanced approach to the adoption of AI can maximize these benefits while addressing potential concerns, thus ensuring a positive and sustainable transformation in the education sector.

Summary of Key Findings

Teachers who used AI-enabled HR support showed significant enhancement of their performances, especially pertaining to instructional quality and managing workload. These enhancements found manifestations in better classroom practices and enhanced focus on students' engagements. Furthermore, there was found to be a positive and statistically significant relationship between teacher performance improvements caused by AI-driven HR practices and student outcomes across increased levels of engagement to academic achievements. HR managers and administrators also applauded the efficiency and objectivity this brought in, underpinning how AI and big data analytics have helped smooth the processes of recruitment and reduce biases, hence yielding data-driven insights into targeted professional development. However, the emergence of autonomy did present an important issue. Although a majority of the teachers welcome the actionable feedback from these AI systems, some regarded privacy and the overreach of the monitoring practices with skepticism. These findings underscore the importance of implementing AI in educational HR with transparency and balance to maximize its benefits while addressing ethical and professional considerations.

Conclusion

This study goes to prove how the integration of AI and Data Analytics into academics-based HR management positively impacts teacher performance, operational efficiency, and indirectly impacts student outcomes significantly. AI-driven HR tools enhance hiring, professional development, and objective performance review, leading to a more impactful and satisfied pool of teachers; AI-powered feedback mechanisms foster the culture of Continuous Improvement in instructional practices toward

educators and students. While ethical considerations include data privacy and teacher autonomy, this report suggests the prudent implementation of AI, with policies, training, and piloting. Eventually, AI and data analytics have the potential to act as a powerful tool for bringing much-needed change to educational HR and improving the quality of education if implemented thoughtfully and ethically.

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Author Contributions

The first author contributed to data collection and processing of research data, and the second author contributed to collecting research references and compiling research results.

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Conflicts of Interest

In this research and publication there is no conflict of interest.

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