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Modeling and optimization strategies for improving human resource management effectiveness in private elementary schools: the role of personality, organizational climate, achievement motivation, and knowledge management

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ABSTRACT

This study aims to (1) examine the direct effects of personality, organizational climate, and achievement motivation on HRM effectiveness; (2) investigate the mediating role of achievement motivation and knowledge management; and (3) develop optimization strategies using the SITOREM approach. A mixed-methods design combining exploratory qualitative and quantitative causal approaches (POP-SDM method) was employed. Data were collected from 144 principals and teachers in private elementary schools with "A" (superior) accreditation in Bogor Regency, Indonesia, selected through area-cluster proportional random sampling. Path analysis and SITOREM analysis were used for hypothesis testing and indicator optimization. Personality (β=0.307, p<0.001), organizational climate (β=0.232, p<0.001), and achievement motivation (β=0.206, p<0.005) had significant positive direct effects on HRM effectiveness. Personality (β=0.251, p<0.001) and organizational climate (β=0.307, p<0.001) significantly influenced achievement motivation. Indirect effects through achievement motivation were significant for both personality (β=0.077, p<0.001) and organizational climate (β=0.142, p<0.001). Knowledge management mediated the personality→HRM effectiveness (total effect=0.492) and organizational climate→achievement motivation (total effect=0.333) relationships. SITOREM analysis identified five priority indicators requiring improvement: extraversion, work mechanisms, responsibility, knowledge application, and knowledge retention. HRM effectiveness in accredited private elementary schools is enhanced through integrated strengthening of personality, organizational climate, achievement motivation, and knowledge management. School leaders should prioritize interventions targeting the five low-performing indicators identified through SITOREM analysis.

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Introduction

A successful school is inseparable from good management, as optimal management is the key to success in a company or educational institution. An educational institution or organization requires management to improve the quality of its services to maintain consumer trust in its products or products. One organizational

resource that must be managed effectively is human resources. In this case, schools, whose spearhead is teachers, require maximum effort to ensure that human resources in schools are truly competent in managing other resources.

Quality human resources will provide excellent service, resulting in customer satisfaction. Human resources are a crucial factor in supporting the organization's continued existence, producing diverse works, talents, creativity, and drive. No matter how perfect the technology and economic aspects are, without the human factor, it will be difficult to achieve organizational goals. Human resource management is also an investment for a company or educational institution, as it requires funding to support it. The presence of human resources within an organization becomes even more crucial because organizations are created by people, and these resources are what enable organizations to survive and succeed in managing an institution. Human Resource Management is an approach to human resource management based on four basic principles: 1) Human resources are an organization's most important asset; 2) Effective management is key to its success; 3) This success is most likely to be achieved if the organization's human-related policies and procedures are interconnected and contribute to the achievement of organizational goals and strategic planning; and 4) Organizational culture and values, organizational climate, and managerial behavior derived from organizational culture will have a significant impact on optimal achievement (Yayasan & Menulis, 2021). The study of Human Resource Management continues to evolve in line with the progress and challenges of its time. It is noteworthy in Human Resource Management that new trends are being discovered that will have a significant positive impact on the development and effectiveness of organizations, both public and private, small and large (Pulungan, 2019).

This research submits to the management aspect, especially in improving the quality of teachers whose professionalism is the main factor in producing good quality education, in this case, quality students as a result of that education. As with the condition of the school, there needs to be an improvement in the quality of quality, one of which is the quality of its teaching staff because no matter how good the curriculum that has been prepared and the availability of adequate facilities and infrastructure according to educational needs, ultimately the success of education professionally lies in its education. In Human Resource management, this is related to the policies and management processes of a school starting from planning, organizing, directing, controlling procurement, development, compensation, integration, maintenance, discipline and dismissal.

An organization's human resource management is required to anticipate current and future developments, undertake various efforts to address these challenges, which ultimately can create a competitive advantage that other organizations do not possess. Human resource management is required to be more effective, starting from planning, management, and control related to the allocation and development of human resources. Changing a responsive work system to a proactive one, and a functional structure to a more flexible one, and implementing strategic policies. In line with this, for the world of education, strong human resource support and commitment from leaders (principals) are absolute for the overall success of the organization as well as the development and efforts to achieve competitive advantage and improve the quality of education. As an agent of social change, education in today's atmosphere of modernization and globalization is indeed required to be able to play its role dynamically and proactively. Education is expected to be able to bring about changes and meaningful contributions to improving the position of the community, both in the realm of intellectual, moral, and spiritual human resources, as well as on a practical level in the form of solutions to community problems. And for schools managed with professional management, growth will occur.

To address the aforementioned issues, in addition to the role and activities of management, it appears that educational institutions are not sufficient to simply undertake various managerial steps and activities. They are also required to achieve goals oriented towards improving the institution's quality, such as the success of school management in increasing the work-life satisfaction of its members. This is crucial, considering that many educational institutions focus solely on producing high-quality educational output, while neglecting efforts to improve the job satisfaction of their members, particularly the "driving force" of education in schools: teachers.

The strategy for increasing effectiveness through the Human Resource Development Plan (POP) utilizes teacher data to identify training needs, work patterns, and predict turnover. Ensuring that training is relevant to strategic needs increases work productivity. Implementing a fair feedback and reward system to enhance motivation. Placing the right individuals in the right positions (the right people in the right place) based on modeling results. With this approach, HR management becomes more than just an administrative task but also a data-driven strategic partner in achieving organizational goals.

Previous research has shown that factors influencing the effectiveness of elementary school management, particularly teachers in educational institutions, have not been comprehensively examined. This represents a

novelty in research. The novelty in research on the effectiveness of school Human Resource (HR) management is that it is no longer solely focused on personnel administration functions, but has shifted to a strategic and adaptive direction. To emphasize this novelty, this study compares it with previous research. Focusing on a specific location or context that has never been studied before can also be a novelty, although it is recommended to seek other substantive novelties. The novelty of this study is the discovery of a strategy for increasing HR Management Effectiveness through the development of variables that have a positive and dominant influence on HR Management Effectiveness.

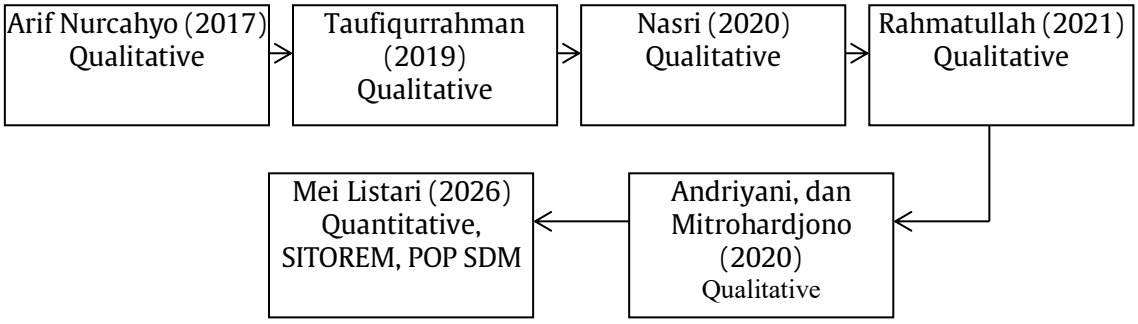

Figure 1. State of the Art

Human Resource Management (HR) is an approach or model for Human Resource Modeling and Optimization (HR) to strengthen management by analyzing various influencing factors, both qualitatively and quantitatively. The goal is to improve the quality of human resources within an organization, encompassing recruitment, development, and empowerment of the workforce.

According to (HS et al., 2024), effectiveness can be achieved by specifying resources for the entire organization, and individuals and groups within the organization need to be coordinated. This is a capability acquired and developed through scientific research. Factors that need to be considered in organizational effectiveness are: 1. Capabilities, namely technical skills, general skills, and coordination. For example, organizational skills are needed by superiors to direct their members to achieve desired goals; 2. Expertise, namely specific skills and handling certain technical problems in the work; coordination skills are important for a coordinator, just like a leader; 3. Knowledge, namely skills acquired and developed through scientific research; 4. Attitude, namely personality reflected in a person's behavior. With a good attitude, coordination can be carried out well; 5. Motivation, namely an urge that arises from within a person to carry out a desire; and 6. Stress. Stress is pressure that arises from environmental pressures outside of the individual, such as the work performed.

The effectiveness can also be interpreted as a measure of the success or failure of an organization in achieving its goals. An organization that successfully achieves its goals is said to be operating effectively. Indicators of effectiveness include: 1. Goal Achievement. Achievement is the overall effort to achieve goals and must be viewed as a process. Therefore, to ensure the achievement of the final goal, phasing is necessary, both in terms of phasing out individual parts and in terms of periodicity. Goal achievement consists of several factors, namely, timeframes and concrete targets; 2. Integration. Integration measures an organization's ability to socialize, develop consensus, and communicate with various other organizations. Integration concerns the socialization process; and 3. Adaptation. Adaptation is the organization's ability to adapt to its environment. This is used as a benchmark for the recruitment and recruitment process (Tahar et al., 2022).

The effectiveness can be defined as success in achieving predetermined goals. Furthermore, effectiveness is the relationship between output and objectives, where effectiveness is measured based on the extent to which policy outputs or outcomes achieve predetermined goals. Furthermore, the term effectiveness is the achievement of desired goals or results without considering factors such as energy, time, costs, thoughts, tools and others that have been determined by indicators, namely 1. Expertise; 2. Knowledge; 3. Attitude; 4. Quantity of work; 5. Quality of work; 6. Productivity, and 7. Job satisfaction (Hermawan & Susanti, 2023). The work effectiveness as a favorable state of success in management activities in achieving objectives, including work quantity, work quality, and timeliness in completing work. The indicators are: 1. Work quantity. Work quantity is the volume of work produced under normal conditions. This can be seen from the workload and the circumstances experienced or experienced during work; 2. Work quality. Work quality is the attitude demonstrated by employees, including neatness, accuracy, and relevance of results, without producing excessive work volume. 3. Time utilization. Time utilization is the use of work time in accordance with company policy so that work is completed on time (Mustofa & Author, 2025).

The effectiveness means having an effect (result, influence, impression) that can produce results and be effective. Effectiveness is the alignment between the person carrying out the task and the intended target. Effectiveness can also be defined as how an organization successfully obtains and utilizes resources in its efforts to achieve its operational goals. Indicators of effectiveness are: 1. Expertise; 2. Knowledge; 3. Attitude; 4. Quantity of work; 5. Quality of work; 6. Productivity; and 7. Job satisfaction. The effectiveness is a measuring tool for determining a person's ability to complete a task or job. If the results of the work align with the requirements set at the outset, then an individual's work can be considered effective. Indicators of effectiveness are: 1. Adaptability, meaning that human capabilities are limited in all respects, so that these limitations prevent humans from fulfilling their needs without collaborating with others; 2. Work performance, meaning the work results achieved by a person in carrying out assigned tasks based on skill, experience, dedication, and time; and 3. Job satisfaction, meaning a person's feelings about their work. Each individual will have different levels of satisfaction according to their prevailing value system. (Pulungan, 2019)

The Big Five Personality approach is one approach used to view individual personality through traits consisting of five personality aspects that have been formed using factor analysis. The dimensions include: a. Extraversion consists of being sociable, Activity level, Warmth, Positive emotions, Assertiveness; b. Agreeableness consists of trust, Straightforwardness, Compliance, Tendermindedness, Altruism, Modesty; c. Conscientiousness consists of competence, Order, Calm, Striving to get, Achievement, Responsibility; d. Neuroticism consists of depression, Vulnerability, Impulsiveness, Anger, Hostility, Anxiety, Self-consciousness; e. Openness to new experiences consists of fantasy, aesthetics, feelings, ideas, actions, and values (Yayasan & Menulis, 2021). According to (Revelle, 2016) personality is the sum total of an organism's actual or potential behavioral patterns, as determined by heredity and environment. It originates and develops through the functional interaction of four main sectors in which these behavioral patterns are organized: the cognitive sector (intelligence), the conative sector (character), the affective sector (temperament), and the somatic sector (constitution). The dimensions include: a. behavioral patterns; b. individual abilities; c. determined by heredity; d. interactions; e. organized by other factors such as intelligence, character, temperament, and somatic.

Furthermore, (Tasyari, 2023) argues that personality refers to the structures and tendencies within individuals that explain their distinctive patterns of thought, emotion, and behavior. The dimensions include: a. Conscientiousness (characteristics: dependable, organized, reliable, ambitious, hardworking, and persistent); b. Agreeableness (kind, cooperative, sympathetic, helpful, polite and warm); c. Neuroticism (nervous, moody, emotionally jealous, and unstable); d. Openness to Experience (curious, imaginative, creative, complex, refined and sophisticated); e. Extraversion (talkative, outgoing, passionate, assertive, courageous, dominant). Then personality as the sum total of the ways in which an individual reacts to and interacts with others. According to Robbins and Judge, personality dimensions include: a) Extraversion, tendency to be sociable, assertive, and sociable; b) Agreeableness, tendency to be submissive to others, very pleasant, warm, and trustworthy; c) Conscientiousness, very careful, responsible, organized, reliable, and persistent; d) Emotional stability, able to withstand stress, has positive emotional stability, tends to be calm, confident, and secure; e) Openness to experience, very open, creative, curious, and artistically sensitive (Arifin et al., 2019).

According (Tsani & Zulfiningrum, 2024), the Big Five personality theory identifies five main dimensions of human personality: Neuroticism, Extraversion, Openness, Agreeableness, and Conscientiousness. The personality is a group of behaviors that a person possesses as the background to their behavior. This means that the character aims to display a group of an individual's behavior so that he can act, recognize, think and feel specifically when he is in contact with other people or when he experiences a problem/condition (Sumaryani & Gunaningrat, 2021).

The organizational climate focuses on reasonable or measurable perceptions, particularly those that foster motivation, thus directly influencing the performance of organizational members (Rahmisyari, 2020). The organizational climate is a crucial aspect in creating a healthy and productive work environment. It encompasses several elements, including organizational culture, leadership, employee relations, and feelings of fairness in the workplace. A positive organizational climate can enhance employee motivation and performance, while a negative organizational climate can hinder work effectiveness (Rahanra, 2021). The organizational climate is the perception of organizational members regarding the internal or psychological environment. This is a shared understanding of policies, implementation, and various formal and informal procedures among organizational members that determine their performance and thus directly influence organizational performance, in order to achieve desired results (Yunita et al., 2025).

The achievement motivation is an individual's intrinsic drive to take action to achieve success, master a task, overcome obstacles, and surpass the achievements of others or a certain standard of excellence. It involves the desire to strive for the best results, set challenging but realistic goals, and persist through adversity

to reach one's highest potential (Budiwati, 2021). The achievement motivation is a drive characterized by someone doing their job well and performing optimally to achieve commendable achievements (Purworejo et al., 2024). The achievement motivation is a standard of excellence, namely an individual's tendency to achieve optimal performance. From this definition, it can be concluded that achievement motivation is an individual's drive to motivate, direct, and control their behavior with all their abilities in carrying out activities to achieve maximum performance (Anindya Silvyana Dwiningtyas et al., 2024).

Knowledge Management is a system or art of creating value from intangible assets, providing companies with opportunities to gain new knowledge, experience, and the creativity of their staff in order to improve performance (Hasbi, 2020). The Knowledge Management is a strategy for getting the right knowledge to the right people at the right time, and helping people share and process information into actions that will improve performance (Lestari et al., 2020). The knowledge management is the activity of an organizational members in collecting, organizing, storing, transferring, and using knowledge and experience within and outside the organization (Cui, 2025). The knowledge management practices have a positive impact on organizational and employee performance, as well as mediating the development of Human Capital. Organizations must implement Knowledge Management effectively to support their growth and sustainability in a rapidly changing business environment. Without Knowledge Management, organizations will struggle to achieve their goals optimally. A knowledge management chart or framework is a structure for managing organizational knowledge, which typically involves people, processes, and technology to create, share, use, and store knowledge effectively. Key components include the creation, conversion, communication, and transformation of knowledge, as well as the use of technology to facilitate these processes to achieve organizational goals (Reno, 2024).

Considering the many factors related to the Effectiveness of Human Resource Management that cannot be fully studied in a relatively short time, this study limits it to 3 (three) independent variables, namely Personality, Personality, and Knowledge Management, 1 (one) dependent variable, namely the Effectiveness of Human Resource Management, and 1 (one) intervening variable, namely achievement motivation. The unit of analysis in this study is Private Elementary School Teachers in Bogor Regency. The aim of the research is to find solutions to overcome the problems outlined in the research background. In accordance with the Management Hierarchy and Organizational Resources which are generally Limited. The hypothesis of the study were H1: Personality has a positive direct effect on HRM effectiveness; H2: Organizational climate has a positive direct effect on HRM effectiveness; H3: Achievement motivation has a positive direct effect on HRM effectiveness; H4: Personality has a positive direct effect on achievement motivation; H5: Organizational climate has a positive direct effect on achievement motivation; H6: Achievement motivation mediates the relationship between personality and HRM effectiveness; H7: Achievement motivation mediates the relationship between organizational climate and HRM effectiveness; H8: Knowledge management mediates the relationship between personality and HRM effectiveness; H9: Knowledge management mediates the relationship between organizational climate and achievement motivation

Method

The method used in this study is the POP-SDM Method or Modeling and Optimization of Management Resources, which is a Qualitative Exploratory research approach that is then combined with a Quantitative Descriptive research approach or a Quantitative Causal approach (Sunaryo et al., 2020). The POP-SDM method is a comprehensive research approach that can be used to build models and find optimal solutions for research on management resources that are to be strengthened. This method was born from a requirement of the KKNI (Indonesian National Qualifications Framework), which states that dissertation research is at level 9 in the KKNI, which requires dissertation research to produce something new. POP-SDM is an alternative research approach to create research with the expected novelty and can be a means to develop comprehensive research and is a creative, original work that can be tested based on applicable scientific principles (JamilahRecolecta, 2020). The number of private elementary schools in Bogor Regency is 315 schools, which in this study are the units of analysis.

SITOREM analysis is an abbreviation of Scientific Identification Theory to Conduct Operation Research in Education Management, which is generally defined as a scientific method used to identify theoretical variables for conducting Operation Research in the field of Education Management. The purpose of SITOREM analysis is to "optimize" (optimize research variable indicators in the form of improvements (improved), maintenance (maintained) or development (developed) (Nelfuad; et al., 2021). The sampling technique used in this study was area-cluster proportional random sampling, a method of data collection that involves proportional sampling of the population based on the area to be sampled. The target population comprised all teachers (N=1,248) from 315 accredited private elementary schools in Bogor Regency. Using the

Taro Yamane formula with 5% margin of error: n = 1,248/(1+1,248×0.05²) = 306. Adjustment for clustering and anticipated non-response yielded a target sample of 350. Stratified proportional random sampling was employed.

This study employed a sequential mixed-methods design combining exploratory qualitative and quantitative causal approaches, referred to as the Modeling and Optimization of Human Resource Management (POP-SDM) method (Sunaryo et al., 2020). The qualitative phase (n=12 key informants) informed instrument development, while the quantitative phase tested causal relationships through path analysis. The data processing in this study used descriptive and inferential analysis techniques with a path analysis approach. This data analysis sequentially discusses normality tests, homogeneity tests, linearity tests, and path analysis. Descriptive statistics, assumption testing (normality via Kolmogorov-Smirnov, homogeneity via Levene, linearity via ANOVA), and path analysis using maximum likelihood estimation in AMOS 26.0 were conducted. Model fit was assessed using χ^2/df (<3.0), CFI (>.90), TLI (>.90), RMSEA (<.08), and SRMR (<.08). Indirect effects were tested using bootstrapping with 5,000 resamples.

Results and Discussions

Result

The description of the research data begins with the presentation of descriptive statistical analysis data aimed at describing the data from each research variable, then testing the data analysis requirements aimed at determining the validity of the use of parametric statistics in hypothesis testing and inferential results to test the hypothesis. Data were obtained through measuring the variables of Human Resource Management Effectiveness, Personality, Organizational Climate, and Achievement Motivation based on the results of respondents' responses to the questionnaire for each variable.

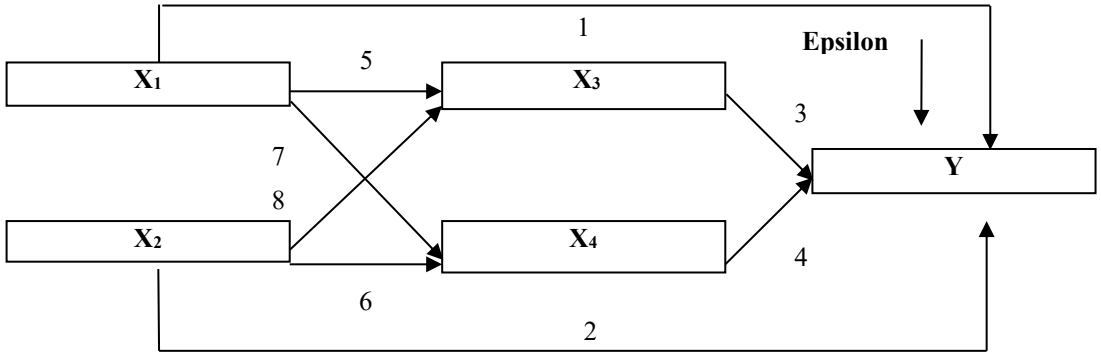

Figure 2. Constellation of Relationships between Variables

Based on the results of statistical description analysis for the research variables, data centralization symptoms can be revealed as listed in the following table:

Table 1. Descriptive Statistics of Research Variables (N = 144)

Description	Human Resource Management Effectiveness (Y)	Personality (X_1)	Organizational Climate (X_2)	Achievement Motivation (X_3)	Knowledge Management (X_4)
Number of Data	144	144	144	144	144
Mean	135,13	142,83	137,58	136,11	135,10
Median	133	141	138	138	133
Mode	135	135	132	135	133
Std. Deviation	7,604	10,982	8,084	7,233	7,774
Variance	57,816	120,601	65,351	52,309	60,443
Range	43	43	41	33	33
Minimum	112	120	118	122	122
Maximum	155	163	159	155	155
Sum	19458	20568	19811	19600	16478

Prerequisite analysis testing is testing to determine the continuation of calculations to parametric calculations. This prerequisite analysis test uses 1) Normality Test, which is if the data is normally distributed, it can be continued to parametric statistical testing. 2) Homogeneity Test, which is to determine whether the sample objects being studied have the same variance or not. This test is followed by an analysis of variance (ANOVA) test if the sample objects under study do not have the same variance. 3) Linearity Test, which is used to determine whether the relationship between variable Y (dependent) and variable X (independent) is linear and continues with the application of the linear regression method.

Normality Test of Standard Error Estimates

The normality test is used to assess whether the distribution of data in a group of variables or data is normally distributed. This is an important step as a prerequisite in parametric statistical analysis.

Table 2. Normality Test Summary

Relationship Model Between Variables	L calculated	L table (α = 0.05)	Confidence Level	Conclusion
Variable X1 - Y	0,069	0,074	95%	Normally Distributed
Variable X2 - Y	0,052	0,074	95%	Normally Distributed
Variable X3 - Y	0,060	0,074	95%	Normally Distributed
Variable X4 - Y	0,055	0,074	95%	Normally Distributed

From the table above, it can be seen that all pairs of independent variables with dependent variables are normally distributed, in other words, the estimated error of the regression equation Y on X comes from a normally distributed population and the requirements for normality of the estimated error distribution are met, because L count > L table.

Homogeneity Test

Homogeneity testing is conducted to determine whether the population variance is homogeneous or not. The homogeneity test of variable data in this study was conducted using the Bartlett test. The data is considered homogeneous if the sig value is > significance level 0.05.

Table 3. Homogeneity Test Summary

Relationship Model Between Variables	$\chi 2$	$\alpha = 0.05$	Test Result
Variable X1 – Y	62,21	131,81	Homogeneous
Variable X2 – Y	-127,05	137,70	Homogeneous
Variable X3 – Y	44,25	141,03	Homogeneous
Variable X4 – Y	52,17	141,03	Homogeneous

The calculation results for testing the homogeneity of variables in the table above show that the relationship between variables X and Y as a whole is homogeneous and the requirements for homogeneity of group variance are met, this is based on the calculation results > 0.05.

Linearity Test of Regression Model

The linearity test aims to examine whether the regression line of the independent variable on the dependent variable has a linear relationship or otherwise. The data should show a linear relationship between the independent variable and the dependent variable. This linearity test is a prerequisite before performing a linear regression test.

Table 4. Summary of Regression Linearity Test

Relationship Model Between Variables	Deviation from Linearity (Sig.)	Confidence Level (α = 0.05)	Test Result
Variable X1 - Y	3,241	,001	Linear
Variable X2 - Y	3,817	,001	Linear
Variable X3 - Y	3,542	,005	Linear
Variable X4 - Y	3.623	.000	Linear

The table above shows that all data is linear because the sig value is > 0.05. Thus, the independent variable is linearly related to the dependent variable.

Model Testing

After the data has been obtained, processed and examined through various required tests, the next stage in causal model testing is to conduct path analysis. The model testing is as follows:

Table 5. Summary of Hypothesis Testing Results

Hypothesis	Path Coefficient	Statistical Test	Decision	Conclusion
X1-Y	0.307	H0: βY1 ≤ 0; H1: βY1 > 0	H0 Rejected; H1 Accepted	Positive Direct Effect
X2-Y	0.232	H0: βY2 ≤ 0; H1: βY2 > 0	H0 Rejected; H1 Accepted	Positive Direct Effect
X3-Y	0.206	H0: βY3 ≤ 0; H1: βY3 > 0	H0 Rejected; H1 Accepted	Positive Direct Effect
X4-Y	0.251	H0: βY4 ≤ 0; H1: βY4 > 0	H0 Rejected; H1 Accepted	Positive Direct Effect
X2-X3	0.690	H0: βY5 ≤ 0; H1: βY5 > 0	H0 Rejected; H1 Accepted	Positive Direct Effect
X1-X3-Y	0.059	H0: βY5 ≤ 0; H1: βY5 > 0	H0 Rejected; H1 Accepted	Positive Indirect Effect
X2-X3-Y	0.487	H0: βy41 ≤ 0; H1: βy41 > 0	H0 Rejected; H1 Accepted	Positive Indirect Effect
X1-X2-Y	0,325	H0: βy41 ≤ 0; H1: βy41 > 0	H0 Rejected; H1 Accepted	Positive Indirect Effect
X1-X4-Y	0,353	H0: βx41y ≤ 0; H1: βx41y > 0	H0 Rejected; H1 Accepted	Positive Indirect Effect
X2-X4-Y	0,251	H0: βx41y ≤ 0; H1: βx41y > 0	H0 Rejected; H1 Accepted	Positive Indirect Effect
X1-X3-X4	0,492	H0: βx41y ≤ 0; H1: βx41y > 0	H0 Rejected; H1 Accepted	Positive Indirect Effect
X2-X3-X4	0,333	H0: βx41y ≤ 0; H1: βx41y > 0	H0 Rejected; H1 Accepted	Positive Indirect Effect

The table above shows that all research hypotheses (H1) are accepted, both direct and indirect influences.

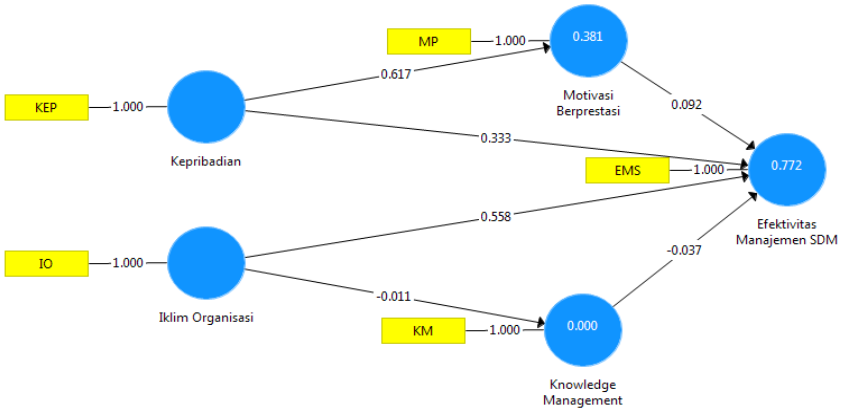

Figure 3. Path Analysis Model (Path Test)

Discussion

The Direct Effect of Personality on Human Resource Management Effectiveness

Based on the results of the first hypothesis test, we found a significant positive direct effect of Personality on Human Resource Management Effectiveness, with a path coefficient of $\beta = 3.07$ at a significance level of 0.001 ($p<0.05$). According to (Prihartanto & Maimunah, 2021), one factor influencing behavior is personality. A negative personality will result in negative behavior, and vice versa. Personality is patterned, consistent, and persistent human behavior. Personality reflects the uniqueness and characteristics of human behavior.

Personality is the essence of superior human nature, thus the effectiveness of every resource used by management. Personality significantly influences the effectiveness of HR management because the right personality can improve employee performance and productivity, encourage teamwork, and create a positive work culture. HR managers need to consider employee personality in the recruitment, job placement, and development processes to align talent and potential with organizational needs for overall work effectiveness. Personality that matches talent can increase employee productivity and performance. Employees who have personalities that align with their work tend to be more motivated and show better work results. Employee personalities collectively shape the organizational work culture. Positive employee behavior and attitudes will contribute to a positive work culture, which is a critical factor in successful HR management. Understanding individual personality is crucial for placing employees in positions that match their talents and potential. Proper placement will maximize employee contributions to the organization. Different personalities can affect teamwork dynamics. HR managers can facilitate the formation of harmonious teams by understanding and managing the personalities of their members to improve team performance. Personality influences how employees receive and participate in training. By understanding personality, companies can design more effective development programs that are tailored to individual employee needs.

The Direct Effect of Organizational Climate on Human Resource Management Effectiveness

Based on the results of testing the second hypothesis, it was found that there is a significant positive direct effect of Organizational Climate on Human Resource Management Effectiveness, with a path coefficient of $\beta = 0.232$ at a significance level of 0.001 ($p<0.05$). The organizational climate is a crucial aspect in creating a healthy and productive work environment. It encompasses several elements, including organizational culture, leadership, employee relationships, and feelings of fairness in the workplace. A positive organizational climate can increase employee motivation and performance, while a negative organizational climate can hinder work effectiveness (Rahanra, 2021).

A conducive organizational climate can contribute to the effectiveness of HR management because it creates a pleasant atmosphere within the organization so that the objectives of HR management can be effective. Organizational climate significantly influences the effectiveness of HR management because it creates employee perceptions of the work environment, which directly impacts their behavior, attitudes, and performance. A positive climate encourages motivation, discipline, and collaboration, so that HR management becomes more effective and the organization can achieve its goals. Conversely, a negative climate can cause dissatisfaction, stress, and decreased performance, hampering HR management efforts. Organizational Climate Influences HR Management based on an organizational climate that supports and motivates employees can improve their performance. Employees who feel appreciated and have a conducive work environment will be more productive. A positive climate facilitates open communication and good relationships between employees and management, which are essential for organizational goals. A good organizational climate contributes to increased work discipline, because employees feel bound by rules and shared goals. A comfortable and fear-free work atmosphere makes employees feel safe and happy, which affects loyalty and retention. In a supportive climate, employees are better prepared to face change, which is important for HR to continue to develop and adapt to organizational goals.

Supporting research findings include research conducted by (Alhadihaq & Sumiati, 2023) which explains that organizational climate has a positive effect on HR, contributing 13.2 percent. Therefore, it can be concluded that organizational climate has a direct influence on HR management effectiveness.

The Direct Effect of Achievement Motivation on Human Resource Management Effectiveness

Based on the results of testing the third hypothesis, it was found that there is a significant positive direct effect of Achievement Motivation on Human Resource Management Effectiveness, with a path coefficient of $\beta = 0.206$ at a significance level of 0.005 ($p<0.05$). Achievement motivation significantly improves Human Resource Management Effectiveness because it positively influences employee performance, encourages creativity, and improves work discipline. Highly motivated employees tend to be more productive, innovative, and responsible in carrying out their duties, which ultimately benefits the organization as a whole. Achievement motivation is one of the elements that influences the implementation of effective human resource management. A strong teacher achievement motivation is the foundation for effective human resource

management. Achievement motivation has a positive and significant impact on the effectiveness of Human Resource (HR) management because employees with high achievement motivation tend to perform better, be more responsible, and be innovative, ultimately improving the quality and quantity of work output and organizational efficiency. HR management can be improved by creating a supportive work environment, providing appropriate rewards, and aligning tasks with employees' competencies and career paths to continuously foster their achievement motivation.

Employees who are motivated to achieve will be more enthusiastic about their work, take greater responsibility for their tasks, and strive to achieve the best results, which directly contributes to improving overall organizational performance. The desire to be the best drives employees to think creatively and seek innovative solutions to complete their work, thus creating a competitive advantage for the organization. With strong motivation, employees will work more carefully, produce high-quality products or services, and also be able to complete more work (quantity) in a more efficient time. High achievement motivation from employees can create a healthy competitive atmosphere and encourage other coworkers to also achieve, thereby increasing collective work enthusiasm.

The results of previous research by (Reraki et al., 2015) found that Achievement Motivation has a strong and significant relationship with HR management ($r = 0.770$, $\rho < 0.000$). Thus, the results of Hasan's research support the results of the research conducted, namely that there is an influence of Achievement Motivation on HR management.

The Direct Effect of Personality on Achievement Motivation

Based on the results of testing the fourth hypothesis, it was found that there is a significant positive direct effect of Personality on Achievement Motivation, with a path coefficient of $\beta = 0.251$ at a significance level of 0.000 ($p<0.05$). Personality fosters Achievement Motivation and trust in management, with a value of $\alpha=0.721>\alpha=0.01$. Personality that aligns with the norms of organizational members will have a positive impact on Achievement Motivation, with a value of $\alpha=0.466>\alpha=0.01$. Therefore, both studies support the findings of the current study, which demonstrates the influence of Personality on Achievement Motivation.

Previous research by (Nindyati, 2022) found that personality contributes to the development of achievement motivation and trust in management, with a value of $\alpha=0.721>\alpha=0.01$. (Nindyati, 2022) stated that personality aligned with organizational norms positively impacts achievement motivation, with a value of $\alpha=0.466>\alpha=0.01$. Therefore, both studies support the findings of the previous study, which demonstrated the influence of personality on achievement motivation. Personality and achievement motivation are closely related because personality influences how a person responds to challenges, takes responsibility, and sets goals to achieve better performance. Individuals with a strong personality tend to be more motivated to achieve because they possess a high level of responsibility, the ability to take risks, and the courage to try new things.

Personality refers to how people influence others and how they understand and view themselves, as well as the measurable patterns of their inner and outer traits and the interaction of the person's situation in enhancing achievement motivation. Personality significantly influences achievement motivation because certain personality traits, such as conscientiousness (conscientiousness), encourage individuals to set challenging goals and work hard to achieve them, as well as to have confidence in their own abilities. Individuals with high achievement motivation typically assume high levels of responsibility, set challenging and realistic goals, and have high expectations and strive for success.

The personality trait of conscientiousness (persistence, carefulness, and orderliness) has a significant positive relationship with achievement motivation. Conscientious people tend to be more organized, goal-oriented, and persistent in their endeavors. Confidence in one's own abilities (self-confidence in one's abilities) is an internal factor that influences achievement motivation. Individuals who believe in their abilities are more motivated to face challenges and strive to achieve standards of excellence. Personality also influences mental attitudes and learning activities. Individuals with positive personalities tend to have mental attitudes that support learning and achievement motivation.

The Direct Effect of Organizational Climate on Achievement Motivation

Based on the results of testing the fifth hypothesis, it was found that there is a significant positive direct effect of Organizational Climate on Achievement Motivation, with a path coefficient of $\beta = 0.690$ at a significance level of 0.000 ($p<0.05$). Previous research by (Saragih et al., 2024) showed that organizational climate significantly influences achievement motivation. The contribution of organizational climate to achievement motivation was 13.8%, while the remainder was influenced by other variables not included in the study. The influence of organizational climate on achievement motivation was demonstrated with a value of $\alpha=0.897>\alpha=0.01$, and its impact on achievement motivation. Achievement motivation did not significantly influence achievement motivation. The contribution of organizational climate and achievement motivation to

achievement motivation was 13.8%, while the remainder was influenced by other variables not included in the study. Therefore, these results support the findings of the previous study, which found an influence of organizational climate on achievement motivation. A conducive and positive organizational climate is closely related to achievement motivation because it can improve employee perceptions of their work and work environment. The better the organizational climate, such as comfort and support, the stronger the employee's motivation to excel in their work or organization.

Organizational climate is a set of characteristics of an organization that persist over time, (Pertiwi et al., 2016), as quoted by Smith, define organizational climate as a measurable aspect of the work environment, directly or indirectly influencing teachers and their work, with the assumption that it will influence teacher motivation and behavior. Organizational climate has a positive and significant effect on achievement motivation. A positive, supportive, and conducive work environment can increase employee or student enthusiasm and drive to work hard, achieve goals, and achieve success. Conversely, a negative or unsupportive organizational climate can hinder achievement motivation.

The Indirect Effect of Personality on Human Resource Management Effectiveness through Achievement Motivation

Based on the results of the sixth hypothesis test, the Sobel test or calculated X3 value was 4.1939, with a one-tiled probability of 0.0 <α 0.05. The Achievement Motivation variable can act as an intervening variable in influencing the influence of the Personality variable on the Human Resource Management Effectiveness variable. The results of the study revealed that the direct effect of Personality on Human Resource Management Effectiveness was α = 0.307, while the indirect effect of Achievement Motivation on Human Resource Management Effectiveness was α = 0.059. Thus, the α value for the direct effect was greater than the indirect α (0.307 <0.059), thus indicating that Achievement Motivation does not effectively mediate the effect of Personality on Human Resource Management Effectiveness.

The Influence of School Personality and Teacher Metacognitive Awareness on the Innovativeness of the Learning Process at SMK Negeri 9 in the Field of Business and Management Expertise in Semarang City. The results showed that simultaneously school personality and teacher metacognitive awareness influenced the innovativeness of the learning process by 55.8% with a value of β = 0.558>ρ = 0.05. While partially school personality influenced 24.11% with a value of β = 0.241>ρ = 0.05 and teacher metacognitive awareness influenced 23.72% on the innovativeness of the learning process with a value of β = 0.237>ρ = 0.05. "The Impacts of Employee Empowerment on Innovation: A Survey on Isparta and Burdur Organized Industrial Zones" (Uzunbacak et al., 2022) found that Achievement Motivation has a strong and significant relationship with innovativeness (r = 0.770, ρ <0.000). Thus, both studies support the results of this study, namely that Personality influences the Effectiveness of Teacher Human Resource Management through Achievement Motivation.

The Indirect Effect of Organizational Climate on Human Resource Management Effectiveness Through Achievement Motivation

Based on the results of the seventh hypothesis test, the Sobel test or calculated X3 value was 0.1176, and the one-tiled probability value was 0.0 <α 0.05. Therefore, it can be concluded that the Achievement Motivation variable can act as an intervening factor in influencing the Organizational Climate variable on Human Resource Management Effectiveness. The research results revealed a direct effect of Organizational Climate on Human Resource Management Effectiveness of α = 0.232, while the indirect effect of Achievement Motivation on Human Resource Management Effectiveness was α = 0.487. Therefore, the α value for the direct effect is smaller than the indirect α (0.232>0.487), thus indicating that Achievement Motivation effectively mediates the influence of Organizational Climate on Human Resource Management Effectiveness.

The results of previous research by (Ro man & Štrukelj, 2021) entitled "Opportunity For Innovation And Transformational Leadership In The Nigerian Hospitality Industry" resulted in the finding that Transformational Leadership has an influence on innovativeness (r = 0.555 p <0.001). Thus, an increase in Transformational Leadership is predicted to increase teacher innovativeness and Hasan Hüseyin Uzunbacak's research (2015) entitled "The Impacts of Employee Empowerment on Innovation: A Survey on Isparta and Burdur Organized Industrial zones" resulted in the finding that Achievement Motivation has a strong and significant relationship with innovativeness (r = 0.770, ρ <0.000). Thus, an increase in Achievement Motivation is predicted to increase teacher innovativeness.

Positive Indirect Effect of Personality on HR Management Effectiveness through Organizational Climate

The positive indirect effect of personality on HR management effectiveness through organizational climate is represented in the form of a regression equation. Furthermore, to determine the path coefficient of the positive indirect effect of personality on HR management effectiveness through organizational climate, the path

coefficient (βy3) of 0.325 can be seen, indicating a positive indirect effect of personality on HR management effectiveness through organizational climate.

The positive indirect effect of personality on HR management effectiveness through organizational climate can be explained by the fact that positive individual personality (e.g., proactive and optimistic) will contribute to creating a positive organizational climate, which in turn will enhance HR management effectiveness, such as increasing employee satisfaction and performance. Personality is a set of relatively stable characteristics and tendencies of a person's thoughts, feelings, and behaviors in response to situations, distinguishing them from others. Indicators include: conscientiousness, agreeableness and agreeableness, emotional stability, openness to experience, and extroversion.

Human resource management effectiveness is the degree to which leadership achieves the goals of human resource management activities, thus impacting the achievement of organizational goals. Indicators of human resource management effectiveness include: 1) Accurate human resource deployment, 2) Motivating compensation, 3) Developing competencies and work attitudes, and 4) Strengthening employee commitment.

Achievement motivation is an internal drive to achieve standards of excellence, overcome challenges, and achieve success in meaningful tasks. Indicators of achievement motivation include: a. Challenge seeking, b. Standards of excellence, c. Resilience to failure, d. Goal orientation, and e. Recognition and feedback. Personality and achievement motivation have a positive and significant influence on the effectiveness of Human Resources (HR) management, where employees with personalities that match their talents and high motivation tend to demonstrate better performance. Effective HR management can be achieved by considering employee personality aspects for appropriate job placement and enhancing achievement motivation, both of which contribute to organizational productivity and competitiveness.

Positive Indirect Effect of Personality on HR Management Effectiveness through Knowledge Management
The positive indirect effect of personality on HR Management Effectiveness through Knowledge Management is represented in the form of a regression equation. The path coefficient value of $\beta = 0.353$ is categorized as moderate. This data leads to the conclusion that there is a positive indirect effect of personality on HR Management Effectiveness through Knowledge Management.

Personality can indirectly influence HR Management Effectiveness through knowledge management (KM) because a positive personality encourages employees to be more active in the process of sharing and utilizing knowledge (KM). Effective KM then creates an environment where employees have access to training and resources, ultimately improving their skills and engagement, thus contributing to overall HR Management Effectiveness.

Human Resource Management Effectiveness is the degree to which leadership achieves the goals of human resource management activities, thus impacting the achievement of organizational goals. Indicators of Human Resource Management Effectiveness include: 1) Accurate Human Resource Deployment, 2) Motivating Compensation, 3) Developing Competencies and Work Attitudes, and 4) Strengthening Member Commitment.

Knowledge management is the individual activity of acquiring, storing, sharing, and applying knowledge, thus positively impacting decision-making, operational efficiency, and enhancing organizational competitiveness. Indicators that can measure knowledge management include: a. Knowledge Acquisition, b. Knowledge Storage, c. Knowledge Refinement, d. Knowledge Sharing, e. Knowledge Application, and f. Knowledge Transfer.

Personality and knowledge management (KM) have a positive and significant impact on Human Resource Management Effectiveness. Good personality shapes employee attitudes and behaviors that support organizational goals, while KM facilitates the sharing and use of knowledge, which improves organizational performance and development. The combination of these two factors creates a more productive and innovative work environment.

Positive Indirect Effect of Organizational Climate on HR Management Effectiveness through Knowledge Management.
The positive indirect effect of organizational climate on HR management effectiveness through knowledge management is represented in the form of a regression equation. The path coefficient interpretation is 0.251, which indicates a positive indirect effect of organizational climate on HR management effectiveness through knowledge management. A positive organizational climate indirectly influences HR management effectiveness through knowledge management (KM) by creating a work environment conducive to collaboration and information sharing, thus encouraging the growth of a knowledge-sharing culture that ultimately improves employee efficiency and performance. Organizational climate is the subjective perception shared by

organization members regarding the work environment, policies, management practices, and values that influence motivation, behavior, and performance. Indicators of organizational climate include: a. Physical environment, b. Non-physical environment, c. Role clarity, d. Trust, and e. Communication.

Human resource management effectiveness is the degree to which leadership achieves the goals of human resource management activities, thus impacting the achievement of organizational goals. Indicators of human resource management effectiveness include: 1) Accurate human resource deployment, 2) Motivating compensation, 3) Developing competencies and work attitudes, and 4) Strengthening employee commitment.

Knowledge management is the individual activity of acquiring, storing, sharing, and applying knowledge, thus constructively impacting decision-making, operational efficiency, and enhancing organizational competitiveness. Indicators that can measure knowledge management include: a) Knowledge acquisition; b) Knowledge storage; c) Knowledge refinement; d) Knowledge sharing; e) Knowledge application, and f) Knowledge transfer.

A positive organizational climate and sound knowledge management (KM) implementation significantly impact HR Management Effectiveness, as they create an environment that supports innovation, collaboration, and improved employee performance. A positive organizational climate facilitates harmonious working relationships and mutual trust, while KM enables organizations to leverage individual knowledge to improve overall skills and productivity.

Positive Indirect Effect of Personality on Achievement Motivation Through Knowledge Management

The total direct and indirect effect is 0.492, indicating that knowledge management effectively mediates the indirect effect of personality on the effectiveness of human resource management through knowledge management. The positive indirect effect of personality on achievement motivation through knowledge management (KM) occurs when positive personality traits (e.g., proactive and learning-oriented) encourage individuals to engage in KM activities, such as sharing and managing knowledge, which then improves their efficiency, skills, and understanding, thereby increasing their motivation to achieve.

Human Resource Management Effectiveness is the degree to which leadership achieves the goals of human resource management activities, thus impacting the achievement of organizational goals. Indicators of Human Resource Management Effectiveness include: 1) Accurate Human Resource Deployment, 2) Motivating Compensation, 3) Developing Competencies and Work Attitudes, and 4) Strengthening Member Commitment. Knowledge management is the individual activity of acquiring, storing, sharing, and applying knowledge, thus positively impacting decision-making, operational efficiency, and enhancing organizational competitiveness. Indicators that can measure knowledge management include: a) Knowledge Acquisition; b) Knowledge Storage; c) Knowledge Refinement; d) Knowledge Sharing; e) Knowledge Application; and f) Knowledge Transfer. Personality and knowledge management (KM) have a positive and significant impact on Human Resource Management Effectiveness. Good personality shapes employee attitudes and behaviors that support organizational goals, while KM facilitates the sharing and use of knowledge, which improves organizational performance and development. The combination of these two factors creates a more productive and innovative work environment.

Positive Indirect Effect of Organizational Climate on Achievement Motivation Through Knowledge Management

The total direct and indirect effect is 0.333, indicating that knowledge management effectively mediates the indirect effect of organizational climate on achievement motivation through knowledge management. The positive indirect effect of organizational climate on achievement motivation through knowledge management (KM) occurs when a conducive organizational climate (e.g., supportive, comfortable, and standards-oriented) stimulates individuals to engage in the process of sharing and managing knowledge, which then increases their intrinsic motivation to achieve. Organizational climate is the subjective perception shared by organization members regarding the work environment, policies, management practices, and values that influence motivation, behavior, and performance. Indicators of organizational climate include: a. Physical environment, b. Non-physical environment, c) Role clarity; d) Trust; and e) Communication.

Human resource management effectiveness is the degree to which leadership achieves the goals of human resource management activities, thus impacting the achievement of organizational goals. Indicators of human resource management effectiveness include: 1) Accurate human resource deployment, 2) Motivating compensation, 3) Developing competencies and work attitudes, and 4) Strengthening employee commitment. Knowledge management is the individual activity of acquiring, storing, sharing, and applying knowledge, thus constructively impacting decision-making, operational efficiency, and enhancing organizational competitiveness. Indicators that can measure knowledge management include: a) Knowledge acquisition, b)

Knowledge storage, c) Knowledge refinement, d) Knowledge sharing, e) Knowledge application, and f) Knowledge transfer.

A positive organizational climate and sound knowledge management (KM) implementation significantly impact HR Management Effectiveness, as they create an environment that supports innovation, collaboration, and improved employee performance. A positive organizational climate facilitates harmonious working relationships and mutual trust, while KM enables organizations to leverage individual knowledge to improve overall skills and productivity.

Table 6. SITOREM Analysis Results

Indicator	Variable	Expert Weighting	Indicator Value
Personality	Extraversion	22%	3,67
Knowledge Management	Knowledge Application	17%	3,74
	Knowledge Storage	15%	3,77
Achievement Motivation	Responsibilities	21%	3,74
Organizational Climate	Working Mechanism	23%	3,98

Notes:
Indicator score 4.00 – 5.00: Indicators to be maintained or developed
Indicator score 0.00 – 4.00: Indicators that require improvement

Conclusions

This study empirically demonstrates that personality, organizational climate, achievement motivation, and knowledge management collectively influence HRM effectiveness in accredited private elementary schools. Personality had the strongest direct effect (β=0.307), followed by organizational climate (β=0.232) and achievement motivation (β=0.206). Achievement motivation and knowledge management served as significant mediators, with organizational climate showing stronger indirect effects through these mediators than personality. This research advances HRM literature in three ways. First, it extends the application of trait activation theory to educational settings in developing countries. Second, it provides empirical validation of the POP-SDM method as an integrated analytical framework. Third, it identifies the specific indirect pathways through which organizational climate influences HRM effectiveness a mechanism previously underexamined in elementary school contexts. School principals should prioritize five low-performing indicators identified through SITOREM analysis: extraversion (personality), work mechanisms (organizational climate), responsibility (achievement motivation), knowledge application, and knowledge retention (knowledge management). Targeted interventions include: (a) structured team-building activities to foster extraversion; (b) documentation and simplification of standard operating procedures; (c) accountability systems linking teacher responsibilities to student outcomes; (d) protected time for collaborative lesson planning; and (e) mentoring programs and digital knowledge repositories. Four limitations warrant consideration. First, the cross-sectional design precludes causal inference despite the path analysis framework. Second, self-reported data may introduce common method bias; future studies should incorporate objective performance metrics or supervisor ratings. Third, the sample was restricted to accredited schools in one regency, limiting generalizability to non-accredited schools or other regions. Fourth, the study did not examine potential moderators such as principal leadership style or school size. Longitudinal designs tracking changes in the five priority indicators over 12-24 months would strengthen causal evidence. Cross-validation studies in public schools and other Indonesian provinces are needed to assess generalizability. Intervention research employing randomized controlled trials of SITOREM-based improvement strategies would provide the strongest evidence for policy recommendations. Qualitative comparative analysis (QCA) could identify configurational pathways to high HRM effectiveness beyond the linear relationships examined here.

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