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Tree HR Model Implementation for Enhancing Teacher Professionalism: The Mediating Role of Tree HR Personality

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ABSTRACT

This study examines how motivation, teaching style, and interpersonal skills influence teacher professionalism, with Tree HR Personality positioned as a mediating mechanism. A quantitative associative design was applied to 184 active teachers drawn from 35 elementary schools in Dramaga District, Bogor Regency. Data were collected using a five-point Likert-scale questionnaire and analyzed through Structural Equation Modeling–Partial Least Squares (SEM-PLS). Teaching style had a positive and significant direct effect on teacher professionalism and Tree HR Personality. Motivation and interpersonal skills did not significantly affect professionalism directly, but both significantly strengthened Tree HR Personality. Tree HR Personality positively affected teacher professionalism and fully mediated the effects of motivation and interpersonal skills, while partially mediating the effect of teaching style. These findings indicate that professionalism is not produced by motivation or social capability alone; it emerges when these resources are internalized into an adaptive personality, mindset, and professional behavioral pattern. The study extends the Tree HR Model by providing empirical evidence that Tree HR Personality functions as a personality-based human resource development mechanism in elementary education.

INTRODUCTION

Improving educational quality requires more than expanding access or revising curricula; it depends substantially on teachers' capacity to translate professional standards into effective learning practices. Teachers are expected to design, implement, assess, and continuously improve instruction while responding to diverse student needs. Yet teacher quality remains uneven despite pre-service preparation and in-service development programs, indicating that professional development must address not only competence but also the motivational, interpersonal, and personality foundations of professional behavior (Siti Maisaroh, Pengaruh Supervisi Akademik, Iklim Organisasi Sekolah Dan Motivasi Kerja Terhadap Profesionalisme Guru Sekolah Dasar di Kecamatan Banjarejo Kabupaten Blora, 2023).

Indonesian law formally positions teachers as professionals responsible for educating, teaching, guiding, training, assessing, and evaluating students (Law No. 14 of 2005 on Teachers and Lecturers; Law No. 20 of 2003 on the National Education System). Research has likewise shown that professionalism is multidimensional, encompassing pedagogical mastery, subject competence, social capability, ethical conduct, and sustained commitment to professional learning (Untoro, 2023). Consequently, legal status alone does not guarantee professional practice; professionalism must be developed through interacting individual and organizational mechanisms.

Motivation is one such mechanism because it supplies the internal energy that directs effort, persistence, and willingness to improve. Prior studies, however, report mixed findings. Some studies identify motivation as an important predictor of professionalism (Adam, 2021; Ansel, 2023), whereas others find that motivation does not independently improve teacher performance when competence, leadership, or the work environment is insufficient (Nahak, 2025; Widyastuti, 2026). This inconsistency suggests that motivation may require an intervening psychological mechanism before it is translated into professional conduct.

Teaching style represents the observable manner in which teachers organize instruction, communicate content, involve students, and adapt learning activities. Adaptive and interactive teaching is associated with stronger student engagement and learning motivation (Astuti, 2024; Hartati, 2023; Suciyaniti, 2023). Because teaching style reflects both pedagogical competence and behavioral expression, it is expected to influence professionalism directly and to contribute to the formation of a teacher's professional personality.

Interpersonal skills enable teachers to understand others, communicate effectively, develop constructive relationships, and maintain a conducive classroom climate. Existing evidence also remains inconclusive. Interpersonal competence supports social and instructional interaction (Lestari, 2024; Sartika, 2024), but several studies indicate that communication skills alone do not necessarily produce higher performance or professionalism (Khoeriyah, 2025; Urfil, 2025). This implies that interpersonal capability may affect professionalism indirectly through the way

it is integrated into personality and professional behavior.

The Tree HR Model conceptualizes human resource development through the metaphor of a tree: roots represent values, motivation, and inner character; the trunk represents mindset, competence, and the capacity to act; and branches, leaves, and fruit represent behavioral expression, performance, and contribution (Ramly, 2020; Ramly, 2022). Tree HR Personality operationalizes this architecture as the integration of personality energy, mindset, temperament, and behavioral tendencies. In the present study, Tree HR Personality is proposed as the mechanism through which motivation, teaching style, and interpersonal skills are converted into teacher professionalism.

The novelty of this study lies in testing Tree HR Personality as an intervening variable in the relationship between three teacher-level antecedents and professionalism. Previous studies generally examine motivation, teaching style, interpersonal capability, or professionalism separately. This study integrates them within a personality-based human resource development model and tests both direct and mediated relationships among elementary school teachers.

Motivation provides the internal drive for teachers to persist, assume responsibility, and pursue self-development. Accordingly, motivation is expected to improve professionalism directly and to strengthen Tree HR Personality as the internal architecture that channels motivational energy into behavior. H1: Motivation positively affects teacher professionalism. H2: Motivation positively affects Tree HR Personality.

Teaching style represents teachers' practical competence and behavioral adaptation in the classroom. Effective teaching style should therefore enhance professional performance and reinforce the mindset and behavioral patterns represented by Tree HR Personality. H3: Teaching style positively affects teacher professionalism. H4: Teaching style positively affects Tree HR Personality.

Interpersonal skills support communication, empathy, cooperation, and relationship building. These capabilities are expected to contribute to professionalism and to the social-behavioral expression embedded in Tree HR Personality. H5: Interpersonal skills positively affect teacher professionalism. H6: Interpersonal skills positively affect Tree HR Personality.

Tree HR Personality integrates inner values, personality energy, mindset, temperament, and professional behavior. A stronger Tree HR Personality should enable teachers to transform motivation, instructional capability, and social competence into consistent professional conduct. H7: Tree HR Personality positively affects teacher professionalism. H8: Tree HR Personality mediates the effect of motivation on teacher professionalism. H9: Tree HR Personality mediates the effect of teaching style on teacher professionalism. H10: Tree HR Personality mediates the effect of interpersonal skills on teacher professionalism.

The research model positions motivation, teaching style, and interpersonal skills as exogenous variables; Tree HR Personality as the intervening variable; and teacher professionalism as the endogenous variable. Direct paths are specified from each exogenous variable to Tree HR

Personality and teacher professionalism, together with a path from Tree HR Personality to professionalism and three indirect paths through the mediator.

RESEACH METHOD

This study employed a quantitative associative design using a cross-sectional survey. The design was selected to estimate the direct and indirect relationships among motivation, teaching style, interpersonal skills, Tree HR Personality, and teacher professionalism within a single structural model.

The research was conducted in Dramaga District, Bogor Regency, because the district provided a relevant elementary-school setting with broad institutional coverage and feasible access to active teachers. The setting comprised 35 elementary schools—34 public schools and one private school—allowing the model to be examined across nearly the entire local elementary-school network included in the study frame.

The population consisted of 340 teachers. Using the Slovin formula with a 5% margin of error, the minimum sample was 184 respondents. Purposive sampling was applied, and all 184 respondents included in the analysis met three criteria: they were active teachers, were directly involved in classroom learning, and agreed to participate. The source manuscript did not provide disaggregated demographic data such as age, gender, tenure, or certification status; therefore, the respondent profile is reported at the sample and institutional levels only.

Data were collected through a five-point Likert-scale questionnaire. Motivation was operationalized through self-reflection, work enthusiasm, and task focus, drawing on the motivational literature cited in the study (Satya, 2021). Interpersonal skills were measured through pedagogical empathy, effective communication, and relationship-building ability, based on Gardner's interpersonal intelligence framework and educational communication studies (Sari, 2019). Teaching style covered adaptive learning, active student engagement, and clarity of material delivery (Sari, 2019). Tree HR Personality was measured through task-oriented introverted and extroverted characteristics as expressions of personality energy and behavior (Ramly 2020,2022) Teacher professionalism was measured through pedagogical, professional, social, and personality competencies in line with Indonesian teacher standards. Because the original manuscript does not report item counts or complete scale-development procedures, these details should be added from the research instrument before final publication.

Data were analyzed using SEM-PLS with SmartPLS. Measurement-model assessment included indicator reliability, internal consistency reliability, convergent validity, and discriminant validity. Structural-model assessment included collinearity (VIF), coefficient of determination (R^2), predictive relevance (Q^2), effect size (f^2), path coefficients, and bootstrapped indirect effects. Hypotheses were evaluated at a 5% significance level using t-statistics greater than 1.96 and p-values below 0.05. The research framework employed is as follows, as shown in Figure 1.

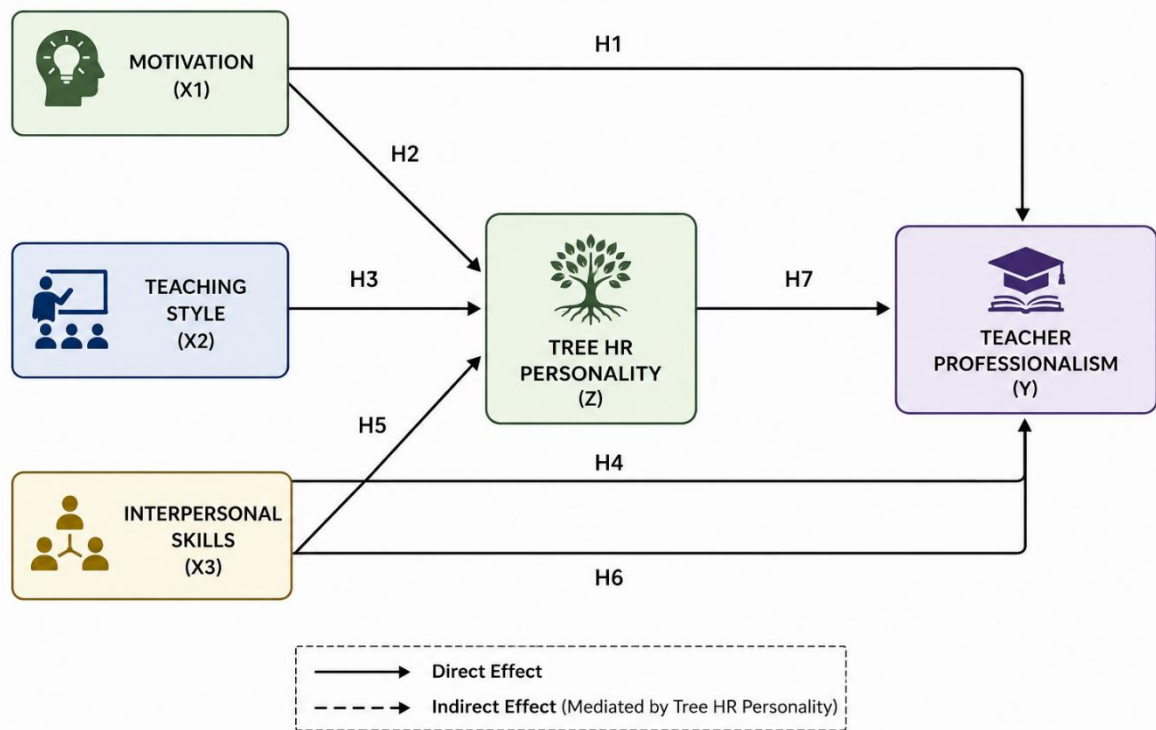


Figure 1. Research Framework

RESULTS & DISCUSSION

Respondent and Research-Setting Profile. The final analysis included 184 active teachers from 35 elementary schools in Dramaga District. The sample represented 54.1% of the population of 340 teachers and covered 34 public schools and one private school. As demographic distributions were not included in the source manuscript, interpretation is limited to this institutional and occupational profile.

Hypothesis Testing. The structural results show three distinct patterns. First, teaching style directly and significantly improved teacher professionalism and Tree HR Personality. Second, motivation and interpersonal skills significantly improved Tree HR Personality but did not directly improve professionalism. Third, Tree HR Personality significantly improved professionalism and transmitted the effects of all three antecedents.

H1 was rejected because motivation did not significantly affect teacher professionalism ($\beta = 0.004$, $t = 0.063$, $p = 0.950$). H2 was supported because motivation positively affected Tree HR Personality ($\beta = 0.321$, $t = 4.601$, $p < 0.001$). These results clarify the mixed evidence in prior studies: motivation creates energy and willingness, but it does not automatically become professional practice. In the schools examined, motivated teachers were described as more enthusiastic and willing to develop, yet some remained less active in training, used learning technology suboptimally, or retained monotonous instructional methods. Thus, motivation requires internalization into personality, discipline, and adaptive behavior before it contributes

to professionalism.

H3 and H4 were supported: teaching style had a positive and significant effect on teacher professionalism and on Tree HR Personality. The source manuscript reports significance for both paths, although it does not provide the complete direct-path statistics for H3 and H4. The findings are consistent with studies linking adaptive and interactive instruction to student engagement and learning effectiveness (Astuti, 2024; Suciyantri, 2023). Within the Tree HR Model, teaching style represents the trunk: the operational capability through which knowledge, mindset, and internal values become visible professional behavior. Teachers who applied creative, interactive, and student-centered approaches were also described as more confident, communicative, and capable of creating an active learning environment.

H5 was rejected because interpersonal skills did not directly affect teacher professionalism ($\beta = 0.071$, $t = 1.079$, $p = 0.281$). H6 was supported because interpersonal skills positively affected Tree HR Personality ($\beta = 0.180$, $t = 2.417$, $p = 0.016$). This distinction indicates that communication and relationship-building are necessary social resources but are not sufficient indicators of pedagogical or professional quality. In the observed setting, limited active interaction and difficulty creating a conducive classroom atmosphere may have weakened the direct contribution of interpersonal skills. Nevertheless, interpersonal capability strengthened the social and emotional expression of Tree HR Personality, supporting Gardner's (2009) view that understanding and collaborating with others forms an important component of effective human behavior.

H7 was supported because Tree HR Personality positively affected teacher professionalism ($\beta = 0.482$, $t = 5.197$, $p < 0.001$). This was the central explanatory path in the model. Teachers with stronger integration of personality energy, mindset, temperament, and behavior were better positioned to manage learning, communicate constructively, adapt to the work environment, and maintain professional responsibility. The finding provides empirical support for the Tree HR proposition that visible performance and contribution depend on the quality of underlying roots and trunk dimensions (Ramly, 2020, 2022).

Mediation Effects. H8 was supported. Motivation had a significant indirect effect on professionalism through Tree HR Personality ($\beta = 0.155$, $t = 3.708$, $p < 0.001$). Because the direct effect of motivation was insignificant, Tree HR Personality functioned as a full mediator. Motivation therefore contributes to professionalism only when it develops into a constructive personality, mindset, discipline, and behavioral pattern.

H9 was supported. Teaching style had a significant indirect effect on professionalism through Tree HR Personality ($\beta = 0.167$, $t = 2.584$, $p = 0.005$). Because the direct effect of teaching style was also significant, Tree HR Personality functioned as a partial mediator. Teaching style enhances professionalism through two routes: directly as instructional competence and indirectly by reinforcing professional identity and adaptive behavioral patterns. The original phrase referring to commitment and work motivation was removed because it was unrelated to

this hypothesis. Table 1 illustrates the mediating effect of human resource personality on teacher professionalism.

Table 1. Mediating effect of Tree HR Personality on teacher professionalism.

Hypothesis	Mediation Path	Indirect Effect (β)	t-value	p-value	Direct Effect	Mediation Type	Interpretation
H8 Supported	Motivation $\rightarrow$ Tree HR Personality $\rightarrow$ Professionalism	0.155	3.708	< 0.001	Insignificant	Full Mediation	Motivation contributes to professionalism only when it is transformed through Tree HR Personality into constructive personality, mindset, discipline, and behavioral patterns.
H9 Supported	Teaching Style $\rightarrow$ Tree HR Personality $\rightarrow$ Professionalism	0.167	2.584	0.005	Significant	Partial Mediation	Teaching style enhances professionalism through two pathways: directly as instructional competence and indirectly through reinforcement of professional identity and adaptive behavioral patterns.
H10 Supported	Interpersonal Skills $\rightarrow$ Tree HR Personality $\rightarrow$ Professionalism	0.087	2.223	< 0.05	Insignificant	Full Mediation	Interpersonal skills become professionally consequential when integrated into stable personality and work behavior through Tree HR Personality.

Source: Research Data, 2026

H10 was supported. Interpersonal skills had a significant indirect effect on professionalism through Tree HR Personality ($\beta = 0.087$, $t = 2.223$, $p < 0.05$). Because the direct effect was insignificant, Tree HR Personality functioned as a full mediator. This result means that interpersonal competence becomes professionally consequential when it is integrated into stable personality and work behavior. The source manuscript inconsistently labels this pathway as motivation in several sentences; the discussion has been corrected to interpersonal skills in accordance with the stated hypothesis and coefficient.

Theoretical and Practical Implications. Theoretically, the findings extend the Tree HR Model from a conceptual metaphor into a tested mediation framework. Motivation as a root resource, teaching style as trunk-level capability, and interpersonal skills as social-behavioral capacity do not contribute equally or automatically to professionalism. Tree HR Personality explains how these resources are integrated and expressed as professional conduct. The full mediation of motivation and interpersonal skills is particularly important because it demonstrates that internal energy and social ability must be transformed through personality architecture before producing professional outcomes.

Practically, schools should avoid relying on isolated motivational programs or communication training. Teacher development should combine reflective motivation, instructional coaching, interpersonal practice, and Tree HR Personality-based development. Programs can include personality assessment, mentoring, peer observation, adaptive-teaching workshops, technology-supported lesson design, and individualized development plans. Such integration is more likely to produce sustainable professionalism than one-off training focused solely on knowledge or enthusiasm. The Tree HR personality as a mediator of teacher professionalism, along with its theoretical and practical implications, is illustrated in Figure 2.

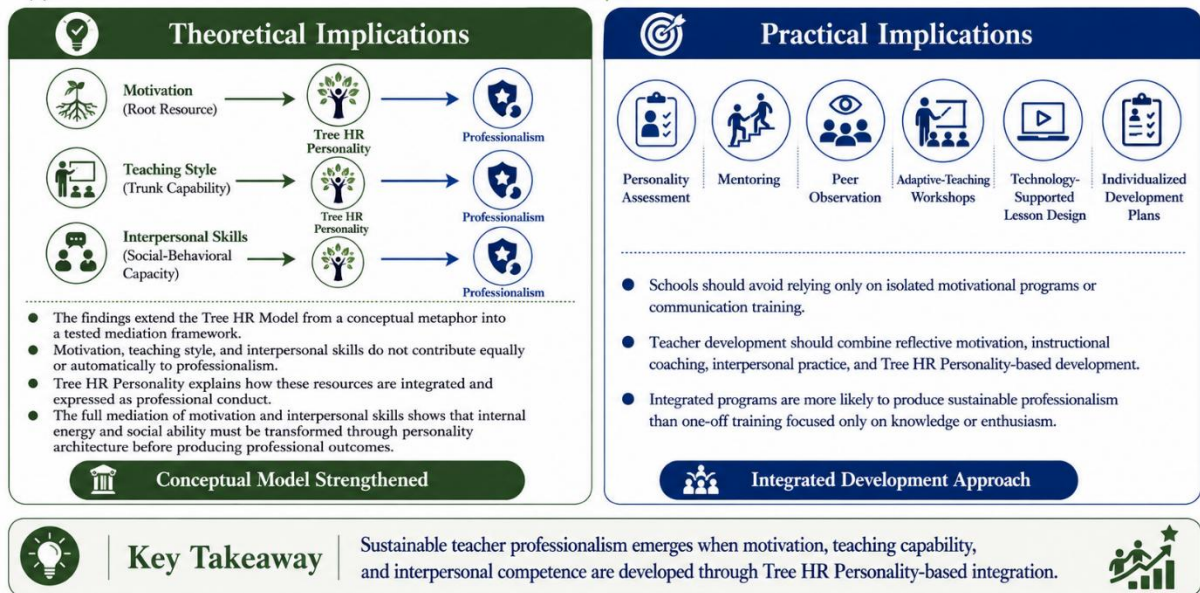


Figure 2. Theoretical and Practical Implications

The Tree HR Personality serves as a central mediating mechanism. It acts as a full mediator regarding motivation and interpersonal skills, while functioning as a partial mediator regarding teaching style. Thus, teacher professionalism is shaped not merely by motivation, interpersonal skills, or teaching style in isolation, but also by how these factors are integrated through the Tree HR Personality structure.

CONCLUSION & SUGGESTION

The conclusions follow the hypothesis sequence. H1 was not supported: motivation did not directly affect teacher professionalism. H2 was supported: motivation strengthened Tree HR Personality. H3 and H4 were supported: teaching style improved both professionalism and Tree HR Personality. H5 was not supported: interpersonal skills did not directly affect professionalism. H6 was supported: interpersonal skills strengthened Tree HR Personality. H7 was supported: Tree HR Personality improved teacher professionalism. H8 and H10 were supported with full mediation, whereas H9 was supported with partial mediation.

The central conclusion is that Tree HR Personality is a strategic human resource development mechanism that converts motivation and interpersonal capability into professional behavior while reinforcing the effect of teaching style. Teacher professionalism is therefore shaped not only by instructional competence but also by the integration of values, personality energy, mindset, temperament, and behavioral expression. Educational institutions should design integrated teacher-development programs that combine motivation, adaptive teaching, interpersonal competence, and personality-based coaching. Future studies should report complete respondent demographics, item sources, scale-development procedures, measurement-model statistics, structural-model indices, and all path coefficients. The model should also be tested across regions and educational levels and extended with leadership, organizational culture, work environment, competence, and job satisfaction to assess its generalizability.

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