

## **Human Resource Management as a Performance Reinforcement Model in Tahfidz Islamic Primary Education**

Ahmad Fatoni<sup>1\*</sup>, Zhiger Baidildin<sup>2</sup>, Saio Alusine Marrah<sup>3</sup>

<sup>1</sup>Universitas Islam Negeri Sunan Ampel Surabaya, Indonesia

<sup>2</sup>Esil University, Kazakhstan

<sup>3</sup>University of Electronic Science and Technology of China, China

\*Corresponding Author: [fathonid24@gmail.com](mailto:fathonid24@gmail.com)

**Submitted** : March 4, 2026

**Accepted** : April 18, 2026

**Published** : April 30, 2026

### **ABSTRACT**

Human resource management plays a critical role in shaping educator performance, particularly in faith-based educational institutions where pedagogical and moral objectives are closely intertwined. However, existing studies on educational human resource management often remain normative and insufficiently address context-specific strategic models in Tahfidz-based Islamic schooling. This study examines the implementation of strategic human resource management in enhancing educator performance at a Tahfidz-based Islamic primary school in Indonesia. Using a qualitative approach, data were collected through interviews, observations, and documentation involving key institutional actors, including school leaders and administrative personnel. Data validity was ensured through source and technique triangulation. The findings reveal that educator performance is shaped through an integrated human resource management system combining strategic planning, competency-based task allocation, continuous supervision, and a structured reward and punishment mechanism. This system operates as a performance reinforcement model linking institutional control with motivational and behavioral dimensions. Supporting factors include strong work ethic, intrinsic motivation, conducive work environment, and clarity of roles, while challenges emerge from variations in individual capacity and institutional resource limitations. This study contributes by proposing a context-sensitive model of strategic human resource management that integrates performance management and behavioral reinforcement within Tahfidz-based education. The findings highlight the importance of adaptive and value-oriented human resource strategies to sustain educator performance and improve educational quality in Islamic schooling contexts.

**Keywords:** human resource management, teacher performance, educational optimization



Cabis Karya © 2026 by MAPAN: Manajemen Pendidikan dan Analisis is licensed under [Creative Commons Attribution-ShareAlike 4.0 International](https://creativecommons.org/licenses/by-sa/4.0/)

## **Introduction**

Although education plays a strategic role in enhancing the quality of human resources, many educational institutions still encounter challenges in optimizing teacher performance. One of the primary issues lies in the suboptimal implementation of Human Resource Management (HRM), particularly in managing motivation, performance evaluation, and teachers' professional development. In practice, HRM in some schools tends to focus predominantly on administrative aspects, while the development of teachers' intellectual contributions such as instructional innovation and pedagogical creativity has not received adequate attention.

Education plays a strategic role in determining the direction and quality of a nation's development, as it systematically and continuously shapes the values, knowledge, skills, and character of human resources. The success of national development is not solely determined by economic and technological advancement but is highly influenced by the quality of human beings produced through well managed, high quality education. Therefore, education is considered a fundamental instrument in preparing a generation capable of adapting, innovating, and remaining competitive amid the dynamics of social, economic, and global changes.

One of the most critical factors in Indonesia's education sector is the presence of teachers as educators and mentors who guide the nation's generation in the right and proper direction. Educators are qualified educational personnel, including teachers, lecturers, counselors, tutors, instructors, facilitators, or other titles according to their area of expertise, and they play an active role in the implementation of education. In carrying out this role, continuous professional growth is essential because it enables teachers to effectively integrate innovative methods and ideas into their teaching, ultimately enhancing student learning and achievement (Rahmi & Rasanjani, 2025). Therefore, alongside ensuring the teacher's role, it is also important to foster students' positive attitudes toward teachers, increase their interest in learning, and encourage active participation in learning activities to ensure quality education (Akter, 2025). Therefore, effective human resource management in educational institutions is essential to support the improvement of educator performance. Proper management can help optimize teachers' competencies in enhancing the quality of the learning process.

In line with the strategic role of education and the centrality of teachers in improving human resource quality, a management system is required to sustainably optimize educators' potential. Teachers are not only positioned as implementers of learning but also as sources of intellectual value contributing to the quality of educational processes and outcomes. Therefore, human resource management in educational institutions becomes a crucial aspect in ensuring that

teachers' competencies, ideas, and professional practices can develop optimally to achieve quality education goals.

In this context, teachers play a central role in determining the quality of education, as the effectiveness of schools and learning processes largely depends on their competencies, pedagogical practices, and professional contributions (Munir & Putra, 2021; Zulfatunnisa & Maknun, 2022). Teachers are expected not only to deliver effective instruction but also to support the development of students' potential, which places them in a strategic position within the education system (Munir & Putra, 2021). Therefore, continuous improvement of teacher quality is essential and cannot be separated from effective human resource management in educational institutions. In addition, the increasing complexity of teachers' roles requires systematic and sustainable HRM to ensure that their potential and professional contributions are optimally developed (Siregar, 2020).

The effectiveness of human resource management (HRM) in schools serves as a crucial pillar in ensuring the success and advancement of education (Saiddaeni et al., 2023). The complexity and urgency of HRM practices in the education sector highlight the central role of educators or teachers (Permatasari & Tandiyuk, 2023). Human resource issues are a highly dominant factor in the teaching and learning process, making effective HRM a critical aspect of school education management (Suharsaputra, 2013). Therefore, human resource challenges remain a highly influential factor in educational processes, underscoring that effective HRM is essential for the successful administration of education in schools.

Human resource management involves activities such as recruitment, selection, development, maintenance, and utilization of human resources to achieve individual and organizational goals. HRM plays a strategic role in improving educational quality, particularly through managing teachers as key actors in the learning process (Candrasa et al., 2025). HR aspects, such as recruitment, selection, compensation, and performance appraisal, are implemented through policies designed to meet workforce needs and support educational objectives (Mukminin et al., 2019). In this context, educational policies focus not only on fulfilling workforce needs but also on managing teachers' intellectual and professional contributions, reflected in their ideas, teaching innovations, and pedagogical practices that enhance educational quality.

Within HRM in educational institutions, compensation and reward systems play an important role in enhancing teachers' motivation and performance. Rewards are not only given for administrative achievements but also for teachers' intellectual contributions, such as ideas, teaching innovations, and pedagogical works that improve educational quality. One form of reward that can be applied is royalties, which in the educational context are understood as recognition of teachers' intellectual and professional value utilized by the institution.

SDTQ An-Nafi'iyah Tulangan Sidoarjo is an elementary school located in Kenongo Village, Tulangan District, Sidoarjo Regency. The school implements several flagship programs, one of which is the Tahfidz al-Qur'an program. In this context, the principal plays a central role in managing human resources to optimize teacher performance, particularly through the implementation of reward and punishment systems as a form of control and motivation.

Previous studies on human resource management in education have generally placed greater emphasis on administrative and structural aspects, such as recruitment, training, and performance evaluation. Limited attention has been given to the role of reward systems in recognizing teachers' intellectual contributions, including instructional innovation and pedagogical creativity. This indicates a research gap in understanding how strategic HRM practices can be optimized to enhance teacher performance in tahfidz based elementary schools.

Based on preliminary observations conducted by the researcher at SDTQ An-Nafi'iyah Tulangan Sidoarjo, human resource management has been implemented through various policies aimed at improving teacher performance and discipline. The principal plays an active role in managing educators through a system of rewards and punishments as a form of control and motivation. However, the current reward mechanism still tends to focus on administrative performance and discipline, while appreciation for teachers' intellectual contributions such as ideas, learning innovations, and pedagogical works has not yet been systematically structured. This condition highlights the need for further investigation into how HRM practices, particularly reward systems, can be optimized to improve teacher performance and educational quality.

Therefore, this study aims to analyze the implementation of Human Resource Management (HRM) in optimizing teacher performance at SDTQ An-Nafi'iyah Tulangan Sidoarjo, with particular emphasis on reward systems and teachers' professional development. This study positions itself to address the identified gap by focusing on the role of HRM in strengthening teachers' intellectual contributions through structured reward mechanisms.

## **Research Method**

A qualitative approach was employed in the study on human resource management in optimizing educator performance at MTs Progresif. Nasution states that qualitative education involves observing people in their environment, interacting with them, and attempting to understand how they communicate and perceive the world around them (Sugiyono, 2004). Accordingly, this research aims to gain insight and understanding of events or human behaviors within an organization or institution, where the researcher seeks to explore information

regarding human resource management in optimizing educator performance at SDTQ An-Nafi'iyah Tulangan Sidoarjo.

Several elements of the research subjects at SDTQ An-Nafi'iyah Tulangan Sidoarjo also served as informants during data collection and became research participants. Information presented in this study was gathered using various methods, including interviews, observations, and documentation. During the interview phase, a group of informants believed to be involved in human resource management activities were selected to provide information related to the research title: "Human Resource Management in Optimizing Educator Performance at SDTQ An-Nafi'iyah Tulangan Sidoarjo." The research subjects consisted of three participants, including the School Principal, Vice Principal of Student Affairs, Vice Principal of Curriculum, Administrative Staff, Head of the School Committee, and Parents.

Table 1. Research Informants

No.	Data Source / Research Informants
1	School principal
2	Vice principal of student affairs
3	Vice principal of curriculum

In conducting this study, data and information were collected directly in the field, so the researcher employed observation, interviews, and documentation techniques to uncover relevant information.

In this study, the researcher used direct observation techniques to obtain information from the school regarding the human resource management process in optimizing educator performance at SDTQ An-Nafi'iyah Tulangan Sidoarjo. Poerwandari argues that observation is the most fundamental approach, as in many aspects we are always involved in the process of observing. All types of research, whether qualitative or quantitative, contain elements of observation within them (Gunawan, 2017).

Table 2. Observation Data Requirement Indicators

No	Data Requirement
1	Human Resource Management
2	Optimization of Educator Performance

To obtain information relevant to the research needs, the interview process must follow established guidelines. An interview is a conversation aimed at constructing an understanding of current events, activities, organizations, feelings, motivations, acknowledgments, concerns, and other related aspects (Suwendra, 2018).

Table 3. Interview Data Requirement Indicators

No.	Informant	Data Requirement
1	School Principal	a. School profile data b. School organizational structure data c. Data on human resource management d. Data on human resource management policies e. Efforts to optimize educator performance
2	Vice Principal of Student Affairs	a. Data on human resource management b. Data on human resource management policies c. Efforts to optimize educator performance
3	Vice Principal of Curriculum	a. Data on human resource management b. Data on human resource management policies c. Efforts to optimize educator performance

### Data Analysis

To ensure that qualitative research maintains validity and reliability, strategies for testing data validity must be developed. The following are several approaches to accurately assess the validity of research data: Source Triangulation, where the researcher uses multiple informant sources. Sources are drawn from various key stakeholders involved in human resource management in optimizing teacher performance. For example, exam results can be cross checked with educators, students, and parents related to the research being conducted. Technique Triangulation, where tests are conducted using various techniques or methods. For instance, direct field observations are used to validate data obtained from interviews. This study will employ several techniques, including interviews, observations, and documentation. Time Triangulation, where data collected at different times, such as morning and afternoon, may vary. In the morning, respondents are generally more alert and can provide more detailed and comprehensive information, whereas in the afternoon, fatigue may lead to more straightforward or minimal responses. Interviews are conducted when informants are relaxed so that the process is effective and data can be collected according to research needs.

### Results and Discussion

#### Analysis of Human Resource Management

Based on the findings obtained through interviews, observations, and documentation, human resource management (HRM) at SDTQ An-Nafi'iyah

Tulangan Sidoarjo is understood as a strategic effort to manage educators and educational staff in order to achieve the school's educational objectives. HRM becomes a critical factor because the quality of educational delivery is largely determined by how the potential, competence, and performance of teachers are systematically and sustainably managed.

Conceptually, human resource management in education is part of educational administration, encompassing planning, organizing, directing, supervising, developing, and providing compensation for educational personnel. According to James J. Jones and Donald L. Waiters, human resource management is a specific function within the broader field of educational administration (Purnama, 2016). Furthermore, HRM is also understood as the process of utilizing, developing, evaluating, compensating, and managing individuals within an organization or workgroup (Sinambela, 2021). In addition, HRM emphasizes the recognition of the workforce as a key organizational asset that plays a strategic role in effectively and efficiently driving the organization's goals (Sutrusno, 2017). Therefore, effective human resource management plays an important role in achieving the goals of educational organizations optimally.

Based on interviews and observations at SDTQ An-Nafi'iyah Tulangan Sidoarjo, the objectives of HRM at this school are aimed at achieving the school's primary goals, namely improving teacher quality and learning outcomes. This is supported by documentation including the school's vision, mission, and work programs. Efforts to achieve these goals are carried out through the implementation of HRM functions, including planning, organizing, directing, and controlling. In line with these practices, references on HRM objectives indicate that HRM plays a role in: a) contributing to the determination of organizational goals, such as planning equal employment opportunities and action objectives for staff; and b) examining the effects of other HR policies and programs while recommending the most effective approaches for organizational implementation. This confirms that HRM activities at SDTQ An-Nafi'iyah Tulangan Sidoarjo are in accordance with the principles outlined in the literature.

Operationally, the management functions applied at SDTQ An-Nafi'iyah Tulangan Sidoarjo include planning through meetings involving all stakeholders and task allocation, supervision to assess the success of activities using evaluation instruments, and the development of teacher capabilities through training provided by the school, supported by workshop documentation and supervision research instruments. Nevertheless, based on field analysis, the researcher interprets that the implementation of HRM is still not fully optimal, as miscommunication and misperceptions among staff lines are still observed, affecting the overall effectiveness of human resource management at the school.

The results of this study indicate that the implementation of human resource management functions at SDTQ An-Nafi'iyah Tulangan Sidoarjo as generally been carried out in accordance with the concept of educational management, which emphasizes planning, organizing, directing, and supervising in managing educational personnel. However, field findings reveal that there are still obstacles in the form of miscommunication and differences in perception among staff, indicating that organizational coordination and communication have not yet functioned optimally. This condition shows that the effectiveness of human resource management is not only determined by the structural implementation of management functions, but also by the quality of communication and collaboration among organizational members in supporting the achievement of educational goals.

### **Educator Performance at SD Tahfidh Al-Qur'an An Nafi'iyah**

Based on the analysis of the research findings obtained through interviews, educator performance, according to the informants, is defined as the ability or competence possessed by educators in carrying out the teaching and learning process at the school. The informants stated that educator performance is generally good, as evidenced by the improvement in students' ability to memorize the Qur'an. According to Rotty et al., this aligns with findings by Supit et al., who identify the teacher's role as a motivator and facilitator as the most influential factor on students' academic achievement (Supit et al., 2025). This indicates that educator performance plays an important role in supporting the success of the learning process and improving students' academic achievement.

The research findings indicate that, in general, educator performance at SD Tahfidh Al-Qur'an An Nafi'iyah is categorized as good. This is demonstrated by improvements in students' Qur'an memorization, both in terms of quantity and quality. These findings suggest that educators are able to perform optimally as guides and facilitators in the tahfidz learning process. Furthermore, the success of educator performance is reflected in students' achievements, which are not only prominent in religious fields but also in various competitions, including sports. According to Rosnaeni in Elitasari, teachers as educators play a key role in facilitating student learning at school. The teacher's role begins with lesson planning and continues through assessment to evaluate student learning outcomes (Elitasari, 2022). Meanwhile, Suyatno et al. in Mustaqim argue that professional teacher expertise involves the understanding, skills, and attitudes necessary to effectively carry out educational tasks (Mustaqim, 2023).

Furthermore, this study reveals several key factors influencing educator performance. These factors include teacher work motivation, work ethic, work environment, and clarity of duties and responsibilities. Teacher work motivation is the dominant factor, as it directly affects enthusiasm, commitment, and

consistency in performing their duties. Work ethic also plays an important role in shaping professional attitudes, discipline, and dedication in educating students. Meanwhile, a conducive work environment supports teacher comfort and the effectiveness of the teaching and learning process. Multiple factors influence educator performance. According to (Aziz, 2022), five primary factors affecting teacher performance are work motivation, work ethic, work environment, and duties and responsibilities. Additionally, (Pianda, 2018) notes that optimizing teacher work groups also contributes to supporting effective performance.

Based on the analysis of interview data, it was found that key considerations in human resource management to optimize educator performance include providing adequate supporting facilities, thorough and visionary planning, proper task allocation, staff synergy, and offering rewards such as incentives or promotions. From the analysis of sources and field conditions, the researcher interprets that teacher performance is generally good, although some issues were identified through teacher performance evaluations. The results are also reflected in student achievements, marked by improvements in Qur'an memorization and victories in competitions across various fields, including sports.

These findings indicate that the success of educator performance is not only determined by teachers' individual competence in carrying out the learning process, but is also influenced by various supporting factors, such as effective school management, a conducive work environment, clear and well-directed task distribution, and strong work motivation in carrying out their professional responsibilities as educators. In addition, continuous support through professional development, collaboration among educational staff, and institutional policies that encourage innovation also contribute significantly to improving the quality of educator performance.

According to the researcher's interpretation of field conditions, educator performance at SD Tahfidh Al-Qur'an An Nafi'iyah is generally satisfactory. However, several issues identified through performance evaluations require attention and follow up. Therefore, continuous improvement and development efforts are necessary to further enhance educator performance, thereby having a more optimal impact on student achievements and the school's educational objectives.

### **Human Resource Management in Optimizing Educator Performance at SD Tahfidh Al-Quran An-Nafi'iyah Tulangan**

One of the key efforts in human resource management (HRM) is optimizing educator performance. There are several strategies to achieve this. To ensure that each educator works effectively and efficiently, the school principal must take the following steps: 1) Place individuals in positions or tasks according to their interests and skills; 2) Provide guidance and consultation for each position or task

so that they accept it willingly; 3) Create a conducive work environment and assign tasks to ensure smooth workflow; 4) Encourage the efficient use of personnel; 5) Assign responsibilities to all staff to avoid idle time; and 6) Provide rewards, such as verbal praise during meetings or, if possible, material incentives (Purnama, 2016). According to Sodiki, it is important for teachers and principals to understand the needs in improving competencies, particularly pedagogical competencies (Sodikin, 2022). Therefore, the implementation of appropriate human resource management strategies can become an important step in continuously improving educators' competence and performance.

Analysis of the sources shows that well executed human resource management can significantly help optimize educator performance. Efforts by the principal and staff include allocating teaching assignments according to subject expertise, conducting workshops and training to improve teaching methods, and evaluating educator performance at the end of each semester. In line with professional development practices, Rahman et al. state that schools routinely organize workshops and training tailored to curriculum needs and modern learning challenges (Rahman et al., 2025) further assert that the optimal utilization of individual potential can significantly enhance teacher performance (Anggraeni & Prastowo, 2025). These findings indicate that well planned and sustainable human resource management plays an important role in improving educator performance. Through competency development and systematic evaluation, the quality of the learning process can be improved more effectively.

Based on interviews, informants highlighted several factors that must be considered to optimize educator performance, including providing adequate facilities, meticulous and visionary planning, proper task allocation, staff synergy, and offering rewards such as promotions or recognition. From the analysis of sources and field conditions, the researcher interprets that strategic and well planned human resource management can effectively optimize educator performance. According to Astuti et al. in Hestari et al providing both rewards and penalties can significantly influence motivation, highlighting the importance of positive reinforcement in educational environments (Anggraeni & Prastowo, 2025). This indicates that appropriate human resource management can enhance educators' motivation and performance in supporting the achievement of educational goals.

Several factors are important for optimizing educator performance, including career development and welfare management. Career development links educator achievements with promotions, both structural and functional, assisting teachers in advancing through formal proposals (PAK). Welfare management ensures teachers receive their rights, recognizes high-performing educators, fosters familial relationships among staff and their families, and provides opportunities

for teachers to actualize their potential by expressing and realizing their ideas (Aziz, 2022). Performance itself is defined as the achievement of organizational goals (Faozan, 2022). Therefore, effective career development and welfare management play an important role in improving educators' motivation and performance in achieving the goals of educational institutions.

Efforts made by SD Tahfidh Al-Quran An-Nafi'iyah Tulangan to optimize educator performance include:

**Planning:** Designing workforce plans that are effective and efficient in achieving organizational goals, including establishing staffing programs. Good and appropriate staffing programs support the achievement of organizational, employee, and community objectives.

**Organizing:** Establishing task allocation, work relationships, delegation of authority, integration, and coordination within the organizational chart, covering all aspects of employee organization.

**Directing:** Encouraging collaboration and ensuring that all staff work effectively and efficiently to help the organization, employees, and community achieve their goals. Leaders provide guidance by instructing subordinates to perform their duties correctly.

**Controlling:** Directing staff to follow plans and comply with company regulations constitutes the controlling function.

When human resources are of high quality, administrative processes and goal achievement are enhanced (Wahyudi, 2010). To ensure that every educator works effectively and efficiently, the school principal must implement several measures: placing staff according to interests and skills, providing guidance for each position, creating a supportive work environment, encouraging efficient use of personnel, assigning tasks to all staff, and providing rewards such as praise or material incentives (Purnama, 2016). These findings indicate that the implementation of appropriate human resource management strategies by the school principal can contribute significantly to improving educator performance. Proper task allocation, guidance, and motivation are essential in ensuring that teachers can perform their duties effectively in supporting the achievement of educational goals.

Human resource management plays a crucial role in optimizing educator performance at SD Tahfidh Al-Qur'an An-Nafi'iyah Tulangan. Effective HRM strategies implemented by the school include proper task allocation based on teachers' competencies and expertise, the organization of workshops and training programs to improve teaching methods, as well as regular performance evaluations conducted at the end of each semester. These efforts demonstrate that the school management actively supports professional development and seeks to

ensure that educators perform their duties effectively in the teaching and learning process.

Furthermore, several supporting factors contribute to the optimization of educator performance, including adequate facilities, clear task distribution, staff synergy, and the provision of rewards such as recognition or incentives. These findings indicate that well planned and strategic human resource management can significantly enhance educator performance. Therefore, continuous efforts in planning, organizing, directing, and controlling human resources are essential to maintain and further improve teacher performance, which ultimately contributes to better student achievements and the attainment of the school's educational objectives.

### **Conclusion**

This chapter discusses the conclusions and recommendations regarding human resource management in optimizing educator performance at SDTQ An-Nafi'iyah Tulangan Sidoarjo.

The human resource management at SDTQ An-Nafi'iyah Tulangan Sidoarjo has been implemented, although some challenges remain, particularly in planning and activity evaluation. The activities conducted include collaborative planning with educational staff and school stakeholders to determine the programs for the academic year. Task assignments are adjusted according to individual abilities and competencies. At the end of each activity, supervision is carried out by evaluating whether the implemented activities align with the established plan. If any educator shows shortcomings in their duties, special training is provided to develop their skills and competencies.

Educator performance at SDTQ An-Nafi'iyah Tulangan Sidoarjo is considered satisfactory, as evidenced by improvements in students' ability to memorize Qur'anic verses and their success in inter-school competitions. This performance is driven by the educators' commitment to achieving the school's educational quality goals. When educators demonstrate good performance, the school provides rewards and promotions when they are deemed suitable for new positions.

Human resource management in optimizing educator performance at SDTQ An-Nafi'iyah Tulangan Sidoarjo can be carried out through several strategies. These include task allocation, workshops and training sessions, and activity evaluation. Key factors determining the success of these efforts are adequate facilities, careful planning, clear division of tasks, inter departmental collaboration, and the provision of rewards to motivate educators to work enthusiastically and effectively. Therefore, it is recommended that SDTQ An-Nafi'iyah Tulangan Sidoarjo continue to improve the planning and organization of human resource management systematically, provide more adequate facilities, and strengthen

professional development programs through regular workshops and training sessions.

## References

- Akter, M. (2025). The Role of Teachers in Implementing Quality Education at the Secondary Level for Achieving Sustainable Development Goal 4: Analytical Study Based on Students' Perceptions. *IJRSS: International Journal of Research and Innovation in Social Science*, IX(VIII). <https://dx.doi.org/10.47772/IJRIS.2025.908000642>
- Anggraeni, R., & Prastowo, S. L. (2025). The Role of Human Resource Management in Improving Teacher Performance atTKPancaran Berkas. *EDUCTUM: Journal Research*, 4(6). <https://doi.org/10.56495/ejr.v4i6.1411>
- Aziz, A. (2022). *Konsep Kinerja Guru dan Sumber Belajar Dalam Meraih Prestasi*. Jakarta: Guepedia.
- Candrasa, L., Cahyadi, W., Cahyadi, L., & Cen, C. C. (2025). The Influence of Human Resource Management on Teacher Work Motivation. *JIMKES: Jurnal Ilmiah Manajemen Kesatuan*, 13(4). <https://doi.org/10.37641/jimkes.v13i4.3452>
- Elitasari, H. T. (2022). Kontribusi Guru dalam Meningkatkan Kualitas Pendidikan Abad 21. *JURNAL BASICEDU*, 6(6). <https://doi.org/10.31004/basicedu.v6i6.4120>
- Faozan, A. (2022). *Peningkatan Kinerja Guru*. Serang: A-Empat.
- Gunawan, I. (2017). *Metodologi Penelitian Kualitatif Teori dan Praktik*. Jakarta : Bumi Aksara, 2017.
- Krykliy, O. (2023). The Role of Education in the Development of Human Capital: A Bibliometric Analysis of Literature Outputs in 1990-2023. *Journal of Intercultural Management*, 15(3). <https://doi.org/10.2478/joim-2023-0013>
- Mukminin, A., Habibi, A., Prasojo, L. D., & Yuliana, L. (2019). *Manajemen Sumber Daya Manusia dalam Pendidikan*. Yogyakarta: UNY Press.
- Munir, M., & Putra, A. R. (2021). The Role of The Teacher Determines The Quality of Education in Indonesia. *JESS: Journal of Engineering and Social Sciences (JESS)*, 1(1). <https://journal.unsuri.ac.id/index.php/jess/article/view/62>
- Mustaqim, D. Al. (2023). Peran Pendidikan Profesi Guru untuk Meningkatkan Profesionalitas dan Kualitas Pembelajaran di Indonesia. *Literaksi: Jurnal Manajemen Pendidikan*, 1(2). <https://doi.org/10.70508/literaksi.v1i02.224>
- Permatasari, N., & Tandiayuk, S. (2023). Human Resource Management in Education: Optimizing Teacher Performance for Better Learning Outcomes. *Golden Ratio of Mapping Idea and Literature Format*, 3(1). <https://doi.org/10.52970/grmilf.v3i1.354>
- Pianda, D. (2018). *Kinerja Guru: Kompetensi Guru, Motivasi Guru, Motivasi Kerja dan Kepemimpinan Kepala Sekolah*.

- Purnama, B. J. (2016b). Optimilasaki Manajemen Sumber Daya Manusia Dalam Upaya Peningkatan Mutu Sekolah. *Jurnal Manajemen Pendidikan*, 12(2).
- Rahman, H., Romlah, & Septuri. (2025). Human Resource Management In Optimizing The Performance Of Teaching Staff In Integrated Islamic Elementary Schools. *JAEM: Journal Of Advanced Islamic Educational Management*, 5(1). <https://doi.org/10.24042/te1nnv86>
- Rahmi, I., & Rasanjani, S. (2025). Enhancing teacher quality in Indonesia: The impact of teacher professional development on achieving sustainable development goal 4.c. *Social Sciences & Humanities Open* 12. <https://doi.org/10.1016/j.ssaho.2025.102123>
- Saiddaeni, Santoso, M. F. T., & Munadi, M. (2023). Implementation Of Human Resource Management (Hrm) In Improving Teacher Performance And Insuring Education Quality. *At-Tarbawi: Jurnal Kajian Kependidikan Islam*, 8(2). <https://doi.org/10.22515/attarbawi.v8i2.7758>
- Sinambela, L. P. (2021). *Manajemen Sumber Daya Manusia*. Jakarta: Bumi Aksara.
- Siregar, N. H. (2020). Pengembangan Kualitas Pendidikan Di Indonesia Dilakukan Melalui Peningkatan Profesionalitas Guru. *Jurnal Penelitian, Pendidikan Dan Pengajaran*, 1(1). <https://doi.org/10.30596/jpppp.v1i1.4454>
- Sodikin, H. (2022). The Management of Pedagogical Competence Development asan Effort to Improve The Quality of PAILearningProcess. *Edukasi: The Journal of Educational Research*, 2(2). <https://doi.org/10.57032/edukasi.v2i2.133>
- Sudarwati, N., & Naim, S. (2022). The Urgency of Education in Economic Development and Human Resources: A Theoretical Perspective. *TADBIR: Jurnal Studi Manajemen Pendidikan*, 6(2). <http://dx.doi.org/10.29240/jsmp.v6i2.4667>
- Sugiyono. (2004). *Statistika untuk Penelitian*. Bandung: IKAPI, 2004.
- Suharsaputra, U. (2013). *Manajemen Sumber Daya Manusia Pendidikan*. Bandung: Refika Aditama.
- Supit, D., Tumbel, N. J., Lotulung, M. S. D., & Ole, A. A. (2025). Peran Guru Dalam Meningkatkan Prestasi Belajar dan Motivasi Belajar Siswa. *Edukasiana: Jurnal Inovasi Pendidikan*, 4(3). <https://doi.org/10.56916/ejip.v4i3.1795>
- Sutrusno, E. (2017). *Manajemen Sumber Daya Manusia*. Jakarta: Kencana.
- Suwendra, W. (2018). *Metedologi Penelitian Kualitatif*. Bandung: NilaCakra, 2018.
- Wahyudi, B. (2010). *Manajemen Sumber Daya Manusia*. Jakarta: Sulita, 2010.
- Zulfatunnisa, S., & Maknun, L. (2022). Pentingnya Peran Guru Dalam Proses Pembelajaran. *JGPD: Jurnal Gentala Pendidikan Dasa*, 7(2). <https://doi.org/10.22437/gentala.v7i2.16603>