



# Human Resource Management Strategies to Improve Teacher Performance at Ypi Braja Selebah Islamic Junior High School

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## Abstract

The rapid shifts in the modern educational landscape have sparked growing concern about integrating moral values and academic success in Islamic elementary schools. This study aims to investigate the extent to which religious character and self-discipline serve as significant predictors of academic excellence among students in Islamic primary education. Employing a quantitative research design with a correlational approach, data were collected from a sample of students using Likert-scale questionnaires to measure character traits and standardized academic records to evaluate performance. Multiple regression analysis was used to determine the relationships among variables. The findings reveal that both religious character and self-discipline have a positive and significant impact on students' academic achievement, with self-discipline emerging as the stronger predictor. These results suggest that high levels of spiritual adherence and personal consistency foster a conducive environment for cognitive development. In conclusion, fostering moral and behavioral discipline is essential for holistic student development. Schools are encouraged to integrate character-building programs into the core curriculum to sustain long-term academic excellence.

**Keywords:** Religious Character, Self-Discipline, Academic Excellence, Islamic Primary Education, Student Development.

*Pergeseran pesat dalam lanskap pendidikan modern telah memicu kekhawatiran yang semakin besar mengenai integrasi nilai-nilai moral dan keberhasilan akademik di sekolah dasar Islam. Studi ini bertujuan untuk menyelidiki sejauh mana karakter religius dan disiplin diri berperan sebagai prediktor signifikan keunggulan akademik di kalangan siswa pendidikan dasar Islam. Dengan menggunakan desain penelitian kuantitatif dengan pendekatan korelasional, data dikumpulkan dari sampel siswa menggunakan kuesioner skala Likert untuk mengukur sifat karakter dan catatan akademik standar untuk mengevaluasi kinerja. Analisis regresi berganda digunakan untuk menentukan hubungan antar variabel. Temuan menunjukkan bahwa baik karakter religius maupun disiplin diri memiliki dampak positif dan signifikan terhadap prestasi akademik siswa, dengan disiplin diri muncul sebagai prediktor yang lebih dominan. Hasil ini menunjukkan bahwa tingkat ketaatan spiritual dan konsistensi pribadi yang tinggi menumbuhkan lingkungan yang kondusif untuk perkembangan kognitif. Kesimpulannya, menumbuhkan disiplin moral dan perilaku sangat penting untuk perkembangan siswa secara holistik. Sekolah didorong untuk mengintegrasikan program pembentukan karakter ke dalam kurikulum inti untuk mempertahankan keunggulan akademik jangka panjang.*

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**Author Note**

The authors declare that they have no conflicts of interest.

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## 1. INTRODUCTION

Education is a key pillar of civilization development and a crucial parameter determining the quality of a nation's future (Surur et al., 2025; T. Usman, 2025). In an era of globalization rife with knowledge-based competencies, the demand to produce a young generation that excels not only academically but also possesses moral resilience is non-negotiable (Kim & Hidayana, 2022; Wijayati, 2022). A nation's success in social and economic transformation hinges heavily on the effectiveness of its education system in managing human potential (Astuti et al., 2024; Karim et al., 2024). Schools, as the smallest formal institutions in the education ecosystem, bear a significant responsibility for transferring knowledge (cognitive transfer), building character (character building), and honing students' life skills (soft skills). This entire transformation process culminates in one vital element within the classroom: the teacher.

Teachers are the vanguard and primary articulators of every curriculum policy formulated at the macro level (Djamaluddin et al., 2024; Hassan et al., 2025). A teacher's actual performance in the classroom is directly proportional to students' academic achievement (Fakhruroji, 2019; Ishak et al., 2024), learning motivation, and personality development. The existence of professional and highly dedicated teachers aligns with the normative mandate stipulated in Law Number 20 of 2003 concerning the National Education System, specifically Article 1 paragraph (1) (Mahrus et al., 2025; Saptaningrum et al., 2025), which defines education as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential. Furthermore, the goal of national education is explicitly directed at developing individuals who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

To operationalize this noble goal, the government issued Law Number 14 of 2005 concerning Teachers and Lecturers. Chapter IV, Article 20 (a) of this regulation, legally affirms that every educator has a professional obligation to plan quality learning, implement interactive and inspiring learning processes, and conduct objective, transparent, and continuous assessment and evaluation of learning outcomes. This obligation demands high performance standards that arise not only from the individual teacher's own awareness but also must be supported by a supportive institutional governance system. Teacher professionalism is fundamentally characterized by strong accountability, mastery of pedagogical, personal, and social competencies, and a moral commitment to continuously improve the learning process.

However, in reality, efforts to maintain consistent, optimal teacher performance face various structural and operational obstacles in the field. This is where the crucial role of educational institution-based Human Resource Management (HRM) becomes highly relevant (Fahmi et al., 2025; Hakiem et al., 2023). HRM in the school context should no longer be viewed narrowly as a mere administrative activity—such as recording attendance, managing promotion files, or managing payroll. Instead, HRM must be redefined as a dynamic strategic management instrument. This instrument is tasked with aligning the potential of individual educators with the tactical vision of the educational institution through a series of integrated cycles: from formation needs analysis, accountable recruitment and selection, induction programs, continuous professional development training, performance assessments based on output indicators, to a fair compensation and reward and punishment system.

Investing in teacher capacity development is a strategic step with a multi-decade impact. When schools

implement a robust human resource development strategy (Memon, 2011; Sumintono & Hakim, 2025), teachers will feel valued, motivated, and have sufficient room to innovate in the classroom. Conversely, neglecting human resource development aspects will result in stagnant teaching competencies, low work morale, high levels of burnout, and a massive decline in graduate quality. In today's era of technological disruption, teachers' adaptability to digital learning media and modern teaching methodologies is largely determined by the extent to which school management is able to facilitate organizational learning processes in a focused and systematic manner.

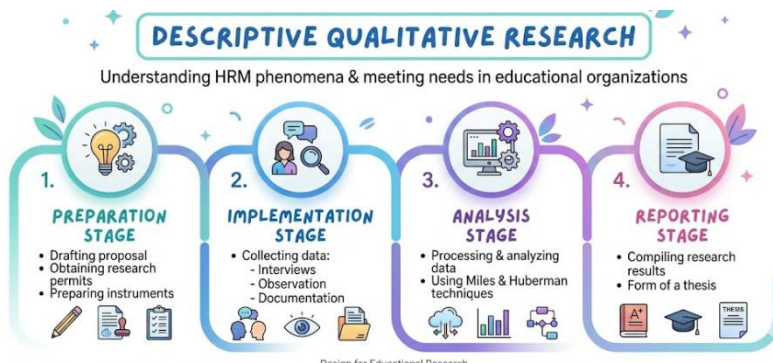
As a private educational institution operating in East Lampung, SMP Islam YPI 1 Braja Selehah bears a complex dual responsibility. Located at Jl. K.H. Ahmad Dahlan No. 01, Braja Harjosari Village, Braja Selehah District, the school must balance the idealism of Islamic-based education with the demands of rigorous academic competitiveness amidst increasingly dynamic competition among private schools. With its current human resources of 23 teachers (17 of whom have professional certification) and supported by five administrative staff, the school has significant potential to become a leading institution in the region. The high percentage of certified teachers at this school ideally serves as an absolute guarantee of exceptional classroom learning quality.

However, preliminary studies and initial observations at SMP Islam YPI 1 Braja Selehah indicate a significant gap between this theoretical potential and the reality of on-the-ground performance (Brifkani, 2023; Budak, 2025). Several crucial phenomena identified include: Curriculum Implementation Gaps: A misalignment was found between formally prepared lesson planning documents (Lesson Implementation Plans/Teaching Modules) and actual classroom instructional practices. This has led to the periodic failure to achieve curriculum targets. Low Participation and Relevance of Training: Teacher participation in various external competency improvement programs is considered low and sporadic. Often, the training is not based on a training needs analysis, resulting in little impact on changing teachers' teaching methodologies. Suboptimal Performance Assessment Mechanism: Current teacher performance assessments tend to be annual formalities and lack transparency. As a result, the results of these assessments are unable to provide constructive feedback for improving teacher performance or provide a basis for determining fair compensation and rewards. These conditions raise critical questions about the contribution and effectiveness of the HRD strategies implemented by the management of SMP Islam YPI 1 Braja Selehah in fostering and encouraging the work productivity of their teachers.

## 2. RESEARCH METHODS

### 2.1 Research Approach/and Type

This research uses a descriptive qualitative approach aimed at understanding and describing human resource management phenomena and meeting human resource needs within educational organizations. This approach allows researchers to gain in-depth information about implemented HRM strategies, policies, and practices.



This study employs a descriptive qualitative research approach to gain an in-depth understanding of

human resource management phenomena and the fulfillment of HR needs within educational organizations (Rohid et al., 2025; Yasmeeen et al., 2024). The research follows a structured four-stage procedure: the Preparation stage, which involves drafting the proposal (Iqbal et al., 2023; Yuliantri, 2024), securing research permits, and preparing instruments; the Implementation stage, focused on data collection through interviews, observation, and documentation; the Analysis stage, which entails processing and interpreting data using Miles and Huberman techniques; and the Reporting stage, which concludes with the compilation of research findings into a formal thesis.

## **2.2 Location and Time of Research**

The research was conducted at YPI 1 Braja Selehah Islamic Junior High School, located in Braja Selehah District, East Lampung, from January to March 2026.

## **2.3 Subjects and Objects of Research**

Research subjects: parties involved in human resource management, such as the principal, vice principal for curriculum, vice principal for student affairs, subject teachers, and related administrative staff. Research objects: HR management strategies and practices, including planning, recruitment, training and development, performance assessment, and compensation, implemented to meet human resource needs and their impact on teacher performance at SMP Islam YPI 1 Braja Selehah.

## **2.4 Data Collection Techniques**

Data were collected through:

1. In-depth interviews: conducted with key informants to obtain information on HR policies and practices.
2. Participatory observation: directly observing HR management activities in the work environment.
3. Documentation study: reviewing related documents such as organizational structures, job descriptions, and HR reports.

## **2.5 Research Instruments**

The primary instrument in qualitative research is the researcher themselves. They act as planners, implementers, data collectors, analysts, and reporters of research results (Sugiyono, 2020).

In addition, researchers also use supporting instruments in the form of:

1. Interview guides
2. Observation sheets
3. Document analysis checklists
4. Voice recorders, and field notebooks

## **2.6 Data Analysis Techniques**

The obtained data was analyzed using the interactive model from Miles and Huberman, which includes:

1. Data reduction: selecting and simplifying relevant data.
2. Data presentation: organizing data in narrative or tabular form to facilitate understanding.
3. Conclusion drawing and verification: interpreting data to obtain valid and accountable conclusions.

The collected data is analyzed using the interactive model developed by Miles and Huberman, a process

that encompasses three systematic steps: data reduction, which involves selecting and simplifying the relevant information; data presentation, where findings are organized into narrative or tabular formats to facilitate clear understanding; and finally, conclusion drawing and verification, which entails interpreting the processed data to ensure the resulting conclusions are both valid and accountable.

### 2.7 Validity test+data

To ensure data validity, triangulation techniques are used, namely:

1. Source triangulation: comparing information from various sources
2. Technical triangulation: using various data collection techniques for cross-checking
3. Time triangulation: collecting data at different times to ensure consistency of information.

### 2.8 Research procedures

The research procedure is carried out through several stages, as follows:

1. Preparation stage: drafting a proposal, obtaining research permits, and preparing instruments.
2. Implementation stage: collecting data through interviews, observation, and documentation.
3. Analysis stage: processing and analyzing data using the Miles and Huberman techniques.
4. Reporting stage: compiling research results in the form of a thesis.

## 3. RESULTS AND FINDINGS

This document presents an in-depth analysis and comprehensive discussion of the implementation of Human Resource Management (HRM) strategies at SMP Islam YPI 1 Braja Selehah. The data presented were obtained through direct observation, in-depth interviews with the principal, foundation administrators, and teachers, and through an analysis of the school's personnel documentation.

### 3.1 General Profile, Composition, and Structural Implications of Human Resources

YPI 1 Braja Selehah Islamic Junior High School, located in East Lampung Regency, is staffed by 23 teachers and five administrative staff. The school's staff composition is unique, with employee status and teacher certification creating a work dynamic that requires careful management.

**Table 1: Distribution Matrix of Teacher Certification and Employment Status**

No	Klasifikasi Status Kepegawaian	Sudah Bersertifikasi	Belum Bersertifikasi	Total Guru	Persentase (%)
1	Guru Tetap Yayasan (GTY)	12	2	14	60,87%
2	Guru Honorer Sekolah	5	4	9	39,13%
<b>Total</b>	<b>Seluruh Pendidik</b>	<b>17 (73,91%)</b>	<b>6 (26,09%)</b>	<b>23</b>	<b>100,00%</b>

The high proportion of certified teachers (almost 74%) provides a significant competitive advantage for this private school. Academically, certification demonstrates that the majority of educators have passed the national competency test and the Teacher Professional Education (PPG) program, thus providing a

solid pedagogical foundation and mastery of the material. However, from a managerial perspective, there is a status gap between Permanent Foundation Teachers (GTY), who enjoy more stable job security and foundation benefits, and Honorary School Teachers, whose compensation is highly dependent on the school's operational budget. This disparity requires a fair HR strategy to avoid creating barriers that demotivate honorary teachers, who often have greater mobility and a willingness to adapt to technology.

### **3.2 In-depth Analysis: The 4 Pillars of School HR Strategy**

The success of teacher management at SMP Islam YPI 1 Braja Selehah is driven by the continuous implementation of four tactical pillars of HR. This system is designed to ensure that teachers do not simply work mechanically, but are emotionally and spiritually connected to the school's vision and mission.

#### **A. Planning and Recruitment Strategy Based on Integration of Islamic Values**

Unlike public schools, SMP Islam YPI 1 views the recruitment process as a key element in character development, not simply fulfilling the teaching load.

1. **Teacher Needs Analysis:** Teacher needs planning is not solely calculated based on the student population, but also based on specific subject competencies and internal needs for student character development (such as the need for *tahfiz* teachers or Islamic-themed guidance and counseling teachers).
2. **Multidimensional Selection Stage:** The recruitment process is carried out through three rigorous selection stages:
  - a. **Administrative and Portfolio Selection:** Verifying the validity of diplomas (minimum Bachelor's degree in linear education) and previous teaching track records.
  - b. **Teaching Practice Test (Microteaching):** Prospective teachers are required to conduct a teaching simulation in front of the principal and senior teachers to assess classroom mastery, the suitability of the teaching modules to the Merdeka Curriculum, and interactive communication skills.
  - c. **Commitment and Personality Interview:** This session is used to evaluate the alignment of prospective teachers' personal values with the foundation's vision of moderate Islam.
3. **Special Islamic Criteria:** Prospective teachers are tested on their ability to recite the Quran in tartil (intelligible text), their understanding of practical Islamic jurisprudence (*fiqh*), and their commitment to maintaining the dignity (*muruah*) of themselves and the institution, such as the requirement for female teachers to wear Muslim attire and the habit of praying in congregation.

Unlike public schools, which often rely on standardized and quantitative metrics, SMP Islam YPI 1 approaches teacher recruitment as a fundamental, mission-driven strategy for character development rather than a mere administrative process of fulfilling teaching loads. The institution recognizes that a teacher is the primary architect of the student's spiritual and intellectual environment; therefore, the school initiates its process with a deeply tailored Teacher Needs Analysis. This strategic planning prioritizes specific subject competencies—such as the urgent requirement for *tahfiz* (Quran memorization) mentors or specialized Islamic-themed guidance counselors—over the traditional reliance on simple student-teacher ratios. By aligning human resource acquisition with the school's unique educational goals, SMP Islam YPI 1 ensures that every new hire possesses not only pedagogical proficiency but also the specific expertise necessary to nurture the students' moral and religious development.

The recruitment mechanism itself is a rigorous, multidimensional process consisting of three distinct selection stages designed to filter for both academic excellence and ethical alignment. First, the Administrative and Portfolio Review provides a baseline verification of professional integrity, ensuring candidates hold at least a Bachelor's degree in a linear field and possess a proven track record of effective teaching. Second, the Microteaching session serves as a high-stakes assessment where candidates demonstrate their pedagogical mastery, specifically evaluating their ability to integrate the Merdeka Curriculum into daily instruction, their command over classroom management, and their skill in fostering interactive, student-centered communication. Third, the Commitment and Personality Interview acts as the final gatekeeper, where leadership assesses the synergy between a candidate's personal values and the foundation's vision of moderate, inclusive Islam.

Beyond these standard pedagogical requirements, all prospective teachers must satisfy stringent, specialized Islamic criteria that define the school's cultural identity. This includes a mandatory evaluation of their ability to recite the Quran in *tartil* (a measured and clear recitation), a practical understanding of Islamic jurisprudence (*fiqh*) applicable to daily life, and a strong commitment to institutional *muruah* (dignity). This final aspect of professionalism is non-negotiable, as it encompasses both conduct and appearance; for example, female teachers are required to adhere to modest Muslim attire, and the entire faculty is expected to model religious discipline through habits such as praying in congregation (*jama'ah*). By enforcing these standards, SMP Islam YPI 1 ensures that its educators are not merely conveyors of subject matter, but also authentic living examples of the religious and character-based values the school strives to instill in its students.

## B. Targeted Competency Development and Training Strategy

Recognizing the rapidly evolving curriculum, the school implements a capacity development program divided into two main areas:



### 1. Internal Independent Development (In-House Training):

- a. Independent Curriculum Acceleration: Conducting module reviews and formulating the Pancasila Student Profile Strengthening Project (P5) independently by bringing in school supervisors or local education practitioners.
- b. Learning Technology Empowerment: Practical training in creating digital-based interactive quizzes

(Quizizz/Kahoot) and designing visual teaching materials using Canva to stimulate learning interest in Generation Alpha students.

- c. Continuous Mentoring System (Peer-Tutoring): Grouping young, promising honorary teachers with certified senior teachers (GTY). The senior teachers act as mentors, guiding the creation of teaching materials, providing feedback on teaching methods, and serving as a consultative body for handling student conflict in the classroom.

## 2. Networked External Development:

- a. Revitalizing the Role of MGMP: The school provides dispensation and full transportation funding for teacher representatives to attend regular Subject Teacher Conference (MGMP) meetings at the East Lampung Regency level. This forum is crucial for aligning exam material standards and sharing the latest learning methods.
- b. Scientific Paper Training: Teachers are involved in Classroom Action Research (CAR) writing training so they can reflect on challenges in their classrooms and translate them into scientific papers that will be useful for their own promotion/certification.

## C. Comprehensive and Transparent Teacher Performance Assessment (PKG) System

Teacher quality monitoring no longer relies on a daunting bureaucratic approach, but instead utilizes a transparent and guiding performance appraisal system.

1. Multi-Level Academic Supervision: Principals conduct scheduled classroom visits. This step is divided into three phases: pre-supervision (checking the readiness of teaching materials), supervision (direct observation of the teaching process), and post-supervision (reflective discussions on the teacher's strengths and weaknesses during teaching).
2. Use of the National PKG Instrument: Adopting an official government assessment instrument that covers four mandatory teacher competencies: Pedagogical (teaching skills), Personality (discipline and morals), Social (communication with the school community), and Professional (mastery of essential material).
3. Multi-Rater Evaluation (360-Degree Feedback): In addition to the principal's assessment, teachers are assessed anonymously by peers through daily professional behavior questionnaires and receive feedback from students through a questionnaire evaluating the comfort of teaching and learning at the end of the semester. The results of these evaluations are compiled confidentially and delivered personally as a roadmap for educators' self-improvement.

## D. Strategic Compensation System (Reward & Punishment)

To maintain consistent work motivation, this private school implements a balanced combination of material and moral rewards.

1. Attendance and Discipline Incentives: The school allocates additional financial incentives calculated based on attendance records (fingerprint attendance). Educators who record 100% attendance without tardiness and submit daily teaching journals on time receive a monthly discipline allowance.
2. Foundation "Exemplary Teacher" Award: Every National Teachers' Day or student graduation ceremony, the foundation awards official awards in the form of honorary plaques, religious vacation packages, or financial bonuses to teachers deemed to have demonstrated exceptional dedication

beyond their usual work hours.

3. Enforcement of Educative Sanctions (Punishment): Teachers who violate the code of ethics or demonstrate a decline in disciplinary performance will be processed through the following coaching mechanisms:
  - a. Verbal Reprimand: A one-on-one persuasive approach by the Principal to listen to the teacher's personal challenges.
  - b. Warning Letters (SP 1 to SP 3): Issued in writing if repeated violations continue without a clear change in attitude.
  - c. Structural Action: Reduction of teaching hours allocated or return of employee status to the foundation to evaluate the suitability of the work contract.

#### **4. Supporting and Inhibiting Factors of Teacher Performance**

Teacher performance at YPI 1 Braja Selehah Islamic Junior High School does not exist in a vacuum, but is heavily influenced by the internal support ecosystem and external challenges typical of suburban areas.

##### **1. Supporting Factors (Enablers):**

- a. Licensed Competency Capital (74% Certified Teachers): Having a large group of state-recognized educators ensures that the basic teaching standards at this school are above the average of surrounding private schools.
- b. Work as Worship-Based Work Culture: The spiritual belief that educating the nation's children is part of da'wah (Islamic outreach) and has the value of ongoing rewards creates an extraordinary psychological strength. This spiritual value maintains the loyalty of both permanent and contract teachers, encouraging them to continue teaching sincerely despite limited resources.
- c. Foundation Policy Flexibility: The harmonious synergy between the Principal and the management of the Islamic Education Foundation (YPI) 1 provides independent managerial space. The Principal can quickly implement local innovation programs without the bureaucratic red tape typical of state institutions.

##### **2. Barriers:**

- a. Financial Vulnerability of Private Schools: School operational budgets are highly dependent on the timely payment of student tuition fees and the disbursement of BOS funds from the central government. This fluctuation directly impacts the limited budget allocation for sending teachers to expensive out-of-town training programs.
- b. Intergenerational Technology Competency Gap (Digital Divide): There is a significant gap in IT adaptability. Senior educators, who generally hold GTY status and professional certification, sometimes struggle to operate interactive digital teaching aids, while younger, IT-savvy contract teachers often lack experience in classroom psychology management.
- c. Income Gap (Welfare Disparity): The unequal income difference between permanent foundation teachers who receive a regular base salary and certification allowance, and contract school teachers who are paid based on the number of teaching hours (hourly honorarium), can slowly trigger social jealousy and undermine the consistency of daily work morale if not managed assertively.

## 5. DISCUSSION

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Finally, the tiered teacher performance appraisal (PKG) system and the formulation of the compensation mechanism implemented at SMP Islam YPI 1 Braja Selehah emphasize the importance of fulfilling the principle of justice (equity theory) in the governance of private institutions. The use of academic supervision combined with 360-degree feedback evaluation—involving self-assessment, peer assessment, and questionnaire responses from student representatives—can minimize leadership subjectivity and create a healthy culture of transparency within the school environment. Furthermore, the provision of additional incentives based on fingerprint attendance data objectively provides direct rewards for teachers' daily discipline. However, the foundation must remain assertive and vigilant against the potential for hidden social jealousy resulting from the unequal income disparity between permanent foundation teachers who enjoy various cash benefits and honorary school teachers whose welfare is still limited. Standardizing the foundation's internal minimum wage and a balanced distribution of non-financial rewards are absolute prerequisites for the discipline and punishment system to be enforced with authority, objectivity, and respect by all teaching staff without exception.

Teacher performance at SMP Islam YPI 1 Braja Selehah is a product of its unique ecosystem, shaped significantly by both internal organizational support and the distinct socio-economic challenges inherent to its suburban context. Understanding these dynamics is crucial for evaluating how the institution sustains educational quality despite external pressures.

## 1. Supporting Factors (Enablers)

The school's pedagogical success is anchored by three primary pillars that foster a high-performance culture:

- **Professional Certification and Competency:** With 74% of the faculty holding professional teacher certification (Hosen & Shukri, 2023; J. Usman et al., 2023), the school maintains a baseline of instructional quality that significantly exceeds that of many neighboring private institutions. This high rate of certification is not merely a statistical achievement (Ilham et al., 2025a, 2025b); it ensures that the teaching staff possesses the fundamental pedagogical standards required to deliver the national curriculum effectively (González-Doğan, 2023; Minan et al., 2025), providing a sense of reliability and academic rigor that builds trust with both parents and students.
- **Work-as-Worship Culture:** A unique spiritual framework defines the school's work culture (Keegan, 2020; Shaikh & Alam Kazmi, 2022), where the act of educating is viewed as *da'wah* (Islamic outreach). This framework elevates the act of teaching from a simple contractual obligation to a form of devotion (Astor et al., 2024; Sukkar et al., 2024), promising long-term spiritual rewards. This "extraordinary psychological strength" serves as a powerful motivator, fostering deep-seated loyalty among both permanent and contract staff. Because teachers perceive their presence in the classroom as a form of ibadah, they are remarkably resilient, continuing to teach with sincerity and dedication even when physical and material resources are constrained.
- **Managerial Flexibility:** The harmonious synergy between the school principal and the foundation management creates a robust environment for innovation (Sahin, 2018; Shaleh, 2024). Unlike state institutions often constrained by rigid, top-down bureaucracy, SMP Islam YPI 1 enjoys an independent managerial space. This autonomy empowers the leadership to rapidly prototype and implement local, context-specific programs—such as character-building workshops or customized student monitoring systems—that directly address the unique needs of their suburban demographic, thereby creating a responsive and agile educational environment.

## 2. Barriers and Challenges

Despite these internal strengths, the institution grapples with several structural hurdles that impede consistent teacher performance:

- **Financial Vulnerability:** As a private entity, the school's operational budget is precariously tied to the timely collection of student tuition and the bureaucratic release of government-funded BOS (School Operational Assistance) grants. This financial instability prevents the school from establishing a dedicated training reserve, which restricts the school's ability to invest in high-cost, out-of-town professional development programs. Consequently, teachers often miss out on advanced external training that could further their expertise, leaving the school to rely heavily on internal knowledge sharing.
- **The Digital Divide:** An intergenerational technology competency gap persists within the staff, creating friction in pedagogical delivery. While senior educators—often those with professional certifications—bring valuable stability and pedagogical maturity, they frequently struggle with modern, interactive digital teaching aids. Conversely, younger, IT-proficient contract teachers bring technical expertise but may lack the depth of classroom management and psychological expertise required to handle diverse student needs effectively. Bridging this gap remains a primary challenge for consistent high-quality instruction.

- **Income Disparity:** A significant welfare gap exists between permanent foundation teachers, who benefit from regular base salaries and certification allowances, and contract teachers, who are often compensated solely based on hourly honorariums. This discrepancy creates a stratified work environment that can be detrimental to overall morale. If not managed with transparency and empathy, this disparity risks fostering social friction and professional jealousy, potentially undermining the collective morale and the long-term commitment of the teaching faculty, which is essential for a unified institutional vision.

## 6. CONCLUSION AND RECOMMENDATIONS

### Conclusion

Based on the research and discussion on human resource management strategies for improving teacher performance at SMP Islam YPI 1 Braja Selehah, it can be concluded that the school's human resource management strategy is implemented through participatory planning, teacher empowerment through core and additional tasks, role allocation tailored to the school's needs, competency development through training and collaborative learning, contextual supervision and performance assessment, and fostering work motivation through the communicative and supportive leadership of the principal. These strategies are not entirely present in a highly formalized system, but are clearly implemented in the school's policies and work culture.

Factors supporting the implementation of the HRM strategy at this school include the principal's participatory leadership, a collaborative culture among teachers, relatively adequate teacher resources, adequate infrastructure, and a strong Islamic value orientation in school life. Inhibiting factors include the uneven quality of teacher performance, inadequate documentation and performance evaluation instruments, limited resources in private schools, a significant additional workload, and differences in teacher readiness to adapt to learning developments.

The implementation of human resource management strategies has a positive impact on teacher professionalism, competence, and work motivation. Teacher professionalism improves as teachers are involved in school programs and assume greater responsibilities. Teacher competency develops through training and peer learning, although the variety of learning methods and media still needs to be improved. Teacher motivation also tends to be good, supported by a comfortable work climate, a good relationship with the principal, and opportunities for self-actualization through additional assignments and school activities.

In terms of the quality of the learning process, the HRD strategy at SMP Islam YPI 1 Braja Selehah can be considered quite effective. This effectiveness is evident in the learning process following the curriculum, teacher involvement in intracurricular and extracurricular activities, the implementation of learning assessments, and the existence of a strong culture of collaboration. However, this effectiveness is not yet fully optimal due to variations among teachers in the use of learning tools, media, and follow-up on evaluation results. Therefore, strengthening the supervision system, developing continuous competency, and documenting performance assessments are critical needs for the school going forward.

### Recommendations

Principals are advised to maintain a participatory and communicative leadership style, as this has proven to be a key strength in motivating teachers. Furthermore, principals need to develop a more documented supervision system, for example through classroom observation formats, follow-up notes, and regular

mapping of teacher needs. This will make an effective coaching approach more measurable and easier to evaluate over time.

For foundations, the results of this study demonstrate the importance of institutional support for the development of school human resources. Therefore, foundations are expected to focus more on teacher competency improvement programs, provide more planned rewards, and support the provision of facilities that can support the quality of learning. The role of foundations will be crucial for the sustainability of human resource management strategies, especially in private schools operating with limited resources.

For teachers, this study is expected to encourage them to continuously improve their professionalism, particularly in consistently developing and delivering learning materials, expanding the use of media and teaching methods, and utilizing assessment results as a basis for future improvements in teaching. Teachers are also expected to maintain the established culture of collaboration and utilize deliberation forums as spaces for mutual learning, rather than simply administrative forums. Institutionally, schools are advised to develop more sustainable teacher development plans. These programs could include internal training programs, mentoring sessions between teachers, reflective discussions after supervision, and a reward system for teachers who demonstrate good performance and innovation. With a more sustainable program, HR strategies will not only maintain existing conditions but also significantly drive improvements in educational quality.

For future researchers, it is recommended to follow up on this study with a broader design, for example, comparing several private Islamic schools or combining qualitative and quantitative approaches. Such follow-up research is crucial to deepen understanding of the most effective human resource management strategies for improving teacher performance in private educational settings.

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