The Relationship Between Human Resource Management and Teacher Performance in Islamic Education at One Roof Junior High School 3 Sekotong

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Article Info	Abstract
	This study aims to analyze the effect of human resource management (HRM) on teacher performance in the context of Islamic education. The method used was sampling technique with linear regression test, involving a population of teachers at SMP Satu Atap 3 Sekotong. Data were collected through a questionnaire designed to explore the relationship between HRM and teacher performance. The analysis showed a significant correlation with a Pearson Correlation value of 0.882 (p < 0.01), indicating a strong positive relationship. The regression model yielded an R Square of 0.778, indicating that 77.8% of the variation in the management relationship can be explained by teacher performance. ANOVA analysis showed the regression model was significant (F = 27.998, p < 0.001). This finding confirms that effective HRM implementation contributes to improved teacher performance. This study provides important insights for education managers in formulating more effective development strategies to improve the quality of education.

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1. INTRODUCTION

Human Resources (HR) play a crucial role in determining the success of educational institutions, including improving the quality of education. Quality education depends not only on the curriculum and infrastructure, but also on the quality of the human resources involved, such as teachers and educational staff. Human Resource Management (HR) in the context of Islamic education plays a vital role in improving teacher performance. In the era of globalization and technological advancement, the challenges faced by the education system are increasingly complex [1]. Islamic education focuses not only on academic aspects, but also on the formation of students' character and morals. Therefore, teacher performance is a key factor in achieving holistic educational goals.

In this context, HR serves to effectively manage and develop teacher potential. A sound teacher recruitment, training, and career development process will contribute to improving their professional and pedagogical competencies. When teachers feel supported and empowered through appropriate development programs, they tend to be more motivated and committed to their educational duties. This process aims to ensure that only the best teachers are selected, who are competent in providing quality education to students [2]. In addition, the implementation of an effective performance management system allows for constructive feedback for teachers, so they can continuously improve their teaching skills [3].

Internal communication is an important aspect of human resource management. Good relationships between school leaders, teachers, and staff contribute to a conducive work

environment that supports productivity [4]. Furthermore, institutional performance is one of the most important factors in achieving success, because this performance depends not only on the contributions of certain individuals, but also on the collective efforts of all members of the organization. The ability of an organization to achieve good performance is intrinsically linked to the achievements of each of its members [5]. The use of performance assessment as a mechanism can increase the motivation and productivity of educators and education personnel [6]. Transparent assessments that focus on personal development can inspire these individuals to be more actively involved in their responsibilities. Performance assessment is an evaluative process carried out by an institution, in accordance with established provisions or criteria related to teacher responsibilities [7]. However, it is still a general problem that educational institutions experience several obstacles in realizing competent human resources.

The relationship between human resource management and teacher performance systems is a systematic approach to assessing and measuring the effectiveness, efficiency, and quality of educators' work [8]. This process aims to provide feedback, improve performance, and support the achievement of educational goals [7]. The purpose of this study is to analyze the influence of effective human resource management relationships on improving teacher performance in the context of Islamic education. This study is expected to provide in-depth insight into the managerial factors that contribute to educator performance in Islamic educational institutions. Based on the above objectives, the following hypotheses can be formulated:

H_0 = there is no influence of the relationship between effective human resource management and improving teacher performance in the context of Islamic education.

H_1 = there is an influence of the relationship between effective human resource management and improving teacher performance in the context of Islamic education.

2. RESEARCH METHOD

This study adopted a sampling technique that utilized linear regression testing to explore the variables to be studied. The population used in this study was the number of teachers at SMP Satu Atap 3 Sekotong. Meanwhile, to determine the sample size, a purposive sampling technique was used. According to Arikunto,*purposive sampling or* purposive sampling is a sampling method carried out by selecting subjects based on specific objectives, not based on strata, random, or location [9]. In sampling, if the number of subjects is less than 100, it is recommended to take the entire population so that this research becomes a population study. However, if the number of subjects is more than 100, between 10%-15% or 20%-25% of the population can be taken [10].

Data collection in this study was conducted through a questionnaire designed to obtain information from teachers regarding the relationship between human resource management and teacher performance in Islamic Education. Primary data were obtained from distributing questionnaires to respondents (teachers) at SMP Satu Atap 3 Sekotong. Secondary data were obtained indirectly from sources at SMP Satu Atap 3 Sekotong, such as documents provided by teachers. Data analysis techniques used included descriptive analysis and hypothesis testing through product moment correlation analysis and simple linear regression. Quantitative analysis was conducted to process data in numerical form obtained from the questionnaire results, using SPSS 21.0 for Windows statistical software.

The data analysis techniques in this study consist of: (1) Instrument testing to test the validity and reliability of the research tools, (2) Descriptive statistical analysis, (3) Simple linear regression analysis, (4) Simple correlation, and (5) Coefficient of determination.

3. RESEARCH RESULTS AND DISCUSSION

Aiming at the analysis techniques used to test the data, the results of the research below are mapped:

3.1. Research result

Table 1 presents the results of a correlation analysis examining the relationship between teacher performance and management relationships. This analysis uses the Pearson correlation coefficient to determine the degree of association between the two variables.

Table 1 Correlation Analysis

		Teacher Performance	Management Relations
Teacher Performance	Pearson Correlation	1	.882**
	Sig. (2-tailed)		.001
	N	10	10
Management Relations	Pearson Correlation	.882**	1
	Sig. (2-tailed)	.001	
	N	10	10

**. Correlation is significant at the 0.01 level (2-tailed).

Table 2 Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.882a	.778	.750	3.053

a. Predictors: (Constant), Teacher Performance

Table 2 presents the results of the coefficient of determination analysis, which measures the contribution of teacher performance variables to the dependent variable. In this table, the R value of 0.882 indicates a strong relationship between the tested variables.

Table 3 presents the results of the analysis of variance (ANOVA) which aims to test the significance of the regression model in explaining each variable.

Table 3 ANOVAa

Model		Sum of Squares	df	Mean Square	F	Say.
1	Regression	261.018	1	261.018	27.998	.001b
	Residual	74.582	8	9.323		
	Total	335.600	9			

a. Dependent Variable: Management Relationship

b. Predictors: (Constant), Teacher Performance

3.2. Discussion

The data above demonstrates the analysis conducted to explore the relationship between teacher performance and human resource management (HRM) in the educational context. The analysis reveals a significant correlation between the two variables, with a Pearson Correlation value of 0.882. This indicates a strong positive relationship, where improvements in management quality have the potential to

significantly improve teacher performance. The two-way significance value obtained is 0.001, indicating that this result is significant at the α = 0.01 level.

The regression analysis then yielded an R value of 0.882, confirming the strength of the relationship between teacher performance and management. The R Square value of 0.778 indicates that approximately 77.8% of the variation in the management relationship can be explained by teacher performance. The Adjusted R Square value of 0.750 confirms that this model adequately explains the data considering the number of predictors used.

The ANOVA results show that the applied regression model has high significance, with an F-value of 27.998 and a significance level of 0.001. This means that the regression model is overall significant and proves that teacher performance influences the management relationship. This finding supports the argument that good management in educational institutions can contribute to improved teacher performance.

Overall, the results of this analysis emphasize the importance of effective management in improving teacher performance. With a greater focus on human resource management, educational institutions can create a supportive environment, which will ultimately contribute to improving the quality of education. This research provides valuable insights for educational administrators in formulating more effective development strategies, given that teacher performance is a key factor in achieving educational goals.

4. CONCLUSION

This study shows that human resource management (HRM) has a significant influence on teacher performance in the context of Islamic education. The correlation analysis revealed a strong positive relationship, with a Pearson correlation value of 0.882, indicating that improving management quality has the potential to significantly improve teacher performance.

The applied regression model also showed that approximately 77.8% of the variation in management relationships could be explained by teacher performance, with a significant F-value. This confirms that good management in educational institutions can make a significant contribution to improving teacher performance.

Overall, this study underscores the importance of effective HRM implementation in creating a supportive educational environment. Therefore, educational institutions need to focus on human resource management to achieve better educational goals and improve the overall quality of education. These findings are expected to serve as a reference for educational administrators in formulating more effective strategies for teacher performance development.

5. ACKNOWLEDGEMENT

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