

The Role of Foundation Leadership in Private School Human Resource Management on Teacher Performance and Quality of Educational Services

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Abstract

Private schools managed by foundations often face challenges in human resource management, particularly when foundation leadership is less than optimal in providing organizational structures and work facilities for teachers. This study aims to analyse the influence of foundation leadership on school human resource management and its impact on teacher performance and the quality of educational services. Referring to the findings, (Hendra et al., nd) Emphasizing the importance of leadership and performance management in improving the quality of educational services, this study used a quantitative approach through a survey of teachers and education personnel. The results indicate that foundation leadership positively influences the effectiveness of human resource management, which in turn improves teacher performance and the quality of school services. These findings underscore the need for foundations to strengthen their support and human resource management systems to optimize the learning process.

Keywords: Foundation Leadership, Human Resource Management, Teacher Performance, Quality Of School Services

INTRODUCTION

Private schools under foundation leadership have different organizational characteristics than public schools, particularly in terms of governance, internal policies, and human resource (HR) management. The foundation-controlled organizational structure makes the school's operational quality highly dependent on the foundation's policy direction, vision, and managerial capacity. (Hendra et al., nd) stated that the effectiveness of private school governance is directly influenced by the quality of the foundation's leadership in determining strategies, internal regulations, and resource allocation.

In the context of education, human resource management plays a strategic role because teachers are the spearhead of learning quality. Foundations that are able to provide structural support such as learning facilities, teacher training, performance evaluations, and career development policies can improve teacher motivation and teaching performance. (Yeng et al., 2024) confirmed that structured HRM practices in private schools contribute significantly to teacher engagement and performance.

However, many private schools still face challenges related to foundation management and human resource management. Several studies have identified issues such as ineffective organizational communication, the foundation's overly dominant but unsystematic role, undocumented HR policies, and a lack of facilities to support optimal teacher teaching. (MN Huda & Alderite, 2024) found that weak leadership behavior in private educational institutions can reduce teacher job satisfaction, which then impacts the quality of teaching.

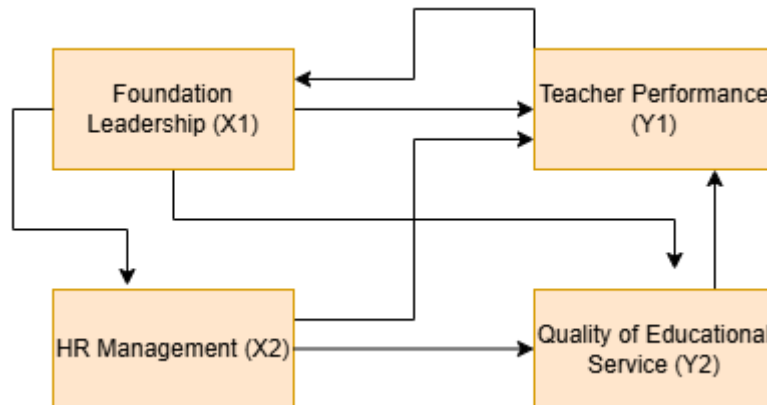
These governance gaps demonstrate that the quality of foundation leadership plays a crucial role in creating a professional human resource management system. Foundations that implement strategic, participatory, and data-driven leadership practices can build a more positive work environment for teachers. This aligns with the findings of (Jareeya Koonnarong & Suphot SaengNgoen, 2023) which explains that modern HR-based management in private schools is able to increase academic efficiency and teacher satisfaction by strengthening organizational structures and work processes.

Furthermore, teachers, as key actors in learning, require strong organizational support to provide quality educational services. When foundations establish clear organizational direction, provide adequate facilities, and implement consistent evaluation and human resource development practices, teachers can work more focused and effectively. This is crucial, considering that the quality of educational services depends not only on teachers' academic competence but also on the institutional management system that supports their work. Based on these conditions, this research is crucial for understanding how foundation leadership influences the effectiveness of human resource management in private schools, and how this human resource management ultimately impacts teacher performance and the quality of educational services. By examining the relationship between these variables, this research is expected to contribute to the development of more professional human resource management practices in foundation-led private schools.

An administrative function, but has become a strategic pillar in efforts to improve the quality and competitiveness of schools. (Wahyuni, nd) shows that HRM in educational institutions must be aligned with the institution's vision and mission, and involve professional development of educators, competency-based performance evaluation, and a fair reward system. (Devi Sartika et al., 2023) He added that strict teacher selection, ongoing training, and effective internal communication are key HRM factors in improving the quality of education in madrasas. (Aisna Zahrotul Jannah & Abdullah Aminuddin Aziz, 2025) In their research in junior high schools, they stated that optimizing HRM through planning, organizing, implementing, and controlling directly supports improving the quality of learning in schools. Variable in this research is Teacher Performance (Y1), Quality of Educational Services (Y2), while the independent variables are

Foundation Leadership (X1) and School Human Resource Management (X2).

Figure 1. Framework Conceptual



Research Hypothesis

- H1 : Foundation leadership has a positive influence on HR management in private schools.
 H2 : Effective human resource management has a positive impact on teacher performance.
 H3 : High teacher performance has a positive impact on the quality of educational services.
 H4 : Foundation leadership has a direct impact on teacher performance.
 H5 : The foundation's leadership has a direct impact on the quality of educational services.

RESEARCH METHODS

This study adopts a quantitative research design using a survey approach to examine the relationships among Foundation Leadership (X1), School Human Resource Management (X2), Teacher Performance (Y1), and Quality of Educational Services (Y2). The research is explanatory in nature, aiming to test both direct and indirect effects among the variables within a structured causal model.

The population of this study consists of all teachers employed in private schools managed by the selected foundation. Given the relatively manageable population size, a saturated sampling technique was applied, whereby all members of the population were included as respondents. This approach ensures comprehensive data representation and eliminates sampling bias.

Data were collected through a structured online questionnaire designed based on established theoretical constructs. Each variable was measured using multiple indicators assessed on a five-point Likert scale, ranging from strongly disagree to strongly agree. Prior to analysis, the instrument was evaluated to ensure validity and reliability through standard statistical procedures.

The data analysis was conducted using multiple regression and path analysis to assess the hypothesized relationships among variables. The regression analysis was used to examine the direct effects, while path analysis enabled the evaluation of indirect effects within the model structure. Hypothesis testing was performed using t-statistics to determine the significance of partial effects, with a significance level set at 0.05. In addition, the coefficient of determination (R^2) was used to assess the explanatory power of the model in explaining the variance of the endogenous variables.

This analytical approach allows for a comprehensive understanding of how leadership and human resource management practices influence teacher performance and, ultimately, the quality of educational services.

RESULTS

In this empirical study, the analysis focuses on examining the influence of Foundation Leadership and Human Resource Management on Teacher Performance and the Quality of Educational

Services within private schools managed by a foundation. The study aims to identify both direct and indirect relationships among variables, as well as to assess how organizational and managerial factors contribute to educational outcomes.

This study applies a quantitative research approach using a survey method to collect data from respondents. The population consists of all teachers working in private schools under the selected foundation. Considering that the population size is manageable and accessible, a saturated sampling technique was employed, meaning that all members of the population were included as respondents. This approach ensures comprehensive data coverage and minimizes sampling bias, allowing for more accurate representation of the population characteristics.

Data were collected through structured questionnaires distributed online using Google Forms. The questionnaire was designed based on established theoretical constructs and consisted of multiple indicators for each variable. Responses were measured using a five-point Likert scale ranging from strongly disagree to strongly agree. This measurement approach allows for the quantification of perceptions and attitudes related to leadership, human resource management practices, teacher performance, and educational service quality.

Foundation Leadership (X1) is positioned as an independent variable and is measured through indicators reflecting strategic orientation, participatory decision-making, and data-driven leadership practices. These indicators capture the extent to which foundation leaders are able to formulate clear policies, provide direction, and support institutional development. Human Resource Management (X2) is treated as a mediating variable and is measured using indicators such as teacher development programs, supervision systems, performance evaluation mechanisms, and the provision of work facilities. Teacher Performance (Y1) is measured through indicators related to professionalism, work motivation, instructional effectiveness, and consistency in carrying out teaching responsibilities. Meanwhile, the Quality of Educational Services (Y2) is measured through indicators associated with learning quality, student satisfaction, service responsiveness, and overall learning experience.

The data analysis was conducted using several statistical procedures to ensure the validity and reliability of the research findings. First, validity testing was carried out using Corrected Item–Total Correlation values to determine whether each indicator accurately measures the intended construct. Second, reliability testing was performed using Cronbach’s Alpha to assess the internal consistency of the measurement instrument. Only variables that met the required validity and reliability criteria were included in further analysis.

To examine the relationships among variables, regression analysis and path analysis were employed. Regression analysis was used to test the direct effects between variables, while path analysis was applied to evaluate indirect relationships and mediation effects within the model. Hypothesis testing was conducted using t-tests to determine the significance of partial effects, with a significance level set at 0.05. In addition, the coefficient of determination (R^2) was used to measure the extent to which the independent variables explain the variance in the dependent variables, indicating the explanatory power of the model.

Furthermore, classical assumption tests were conducted to ensure that the regression model met the required statistical assumptions. These tests include normality testing, multicollinearity testing using Variance Inflation Factor (VIF), and heteroscedasticity testing using the Glejser method. The results confirm that the data meet the assumptions required for regression analysis, indicating that the model is statistically valid and reliable for hypothesis testing.

Overall, this analytical framework enables a comprehensive evaluation of the relationships among foundation leadership, human resource management, teacher performance, and the quality of educational services. The results of these analyses are presented in the following tables to provide a detailed explanation of the empirical findings.

Table 1. Reliability

Variables	Cronbach's Alpha Information	
Foundation Leadership (X1)	0.889	Reliable
Human Resource Management (X2)	0.903	Reliable
Teacher Performance (Y1)	0.872	Reliable
Quality of Educational Services (Y2)	0.895	Reliable

Source: Output SPSS

Validity Test

Validity testing was conducted using the Corrected Item–Total Correlation (CITC) method to assess whether each indicator accurately measures its respective construct. The criterion used is that an item is considered valid if the correlation value is greater than 0.30. The results of the validity test are presented in the following table:

Table 2. Validity Test Results

Variable	Indicator	Corrected Item-Total Correlation	Criteria	Decision
Foundation Leadership (X1)	X1.1	0.621	> 0.30	Valid
	X1.2	0.655	> 0.30	Valid
	X1.3	0.703	> 0.30	Valid
	X1.4	0.688	> 0.30	Valid
Human Resource Management (X2)	X2.1	0.672	> 0.30	Valid
	X2.2	0.710	> 0.30	Valid
	X2.3	0.695	> 0.30	Valid
	X2.4	0.728	> 0.30	Valid
Teacher Performance (Y1)	Y1.1	0.644	> 0.30	Valid
	Y1.2	0.689	> 0.30	Valid
	Y1.3	0.702	> 0.30	Valid
	Y1.4	0.675	> 0.30	Valid
Quality of Educational Services (Y2)	Y2.1	0.658	> 0.30	Valid
	Y2.2	0.712	> 0.30	Valid
	Y2.3	0.734	> 0.30	Valid
	Y2.4	0.690	> 0.30	Valid

Source: Output SPSS

Interpretation

The results indicate that all measurement items have Corrected Item–Total Correlation values greater than 0.30. This confirms that all indicators are valid and capable of measuring their respective constructs accurately. Therefore, all items were retained for further analysis. All variables have an α value > 0.70 so the instrument is declared reliable.

Regression Test and Path Analysis

The Influence of Foundation Leadership on Human Resource Management

The t-test value shows $t = 6.241$, $p < 0.001$, which means that Foundation Leadership (X1) has a positive and significant effect on HR Management (X2). The regression coefficient of $\beta = 0.512$ indicates that the better the foundation's leadership, the more professional the HR management practices in schools.

The Influence of Human Resource Management on Teacher Performance. The test results showed $t = 5.883$, $p < 0.001$, with a coefficient of $\beta = 0.478$, indicating that teacher development, supervision, evaluation, and work facilities had a significant effect on improving teacher performance.

The Influence of Teacher Performance on the Quality of Educational Services. The results of the regression analysis showed $t = 7.102$, $p < 0.001$, with a coefficient of $\beta = 0.622$, indicating that improving teacher performance directly improves the quality of educational services.

Indirect Effect (Mediation Effect) Path analysis shows:

- $X1 \rightarrow X2 \rightarrow Y1$ (indirect effect) = $0.512 \times 0.478 = 0.245$
- $X2 \rightarrow Y1 \rightarrow Y2 = 0.478 \times 0.622 = 0.297$
- $X1$ has a total influence on $Y2$ of $0.245 + 0.297 = 0.542$

These results indicate that the quality of foundation leadership has a significant effect on the quality of educational services through human resource management and teacher performance.

Table 3. Coefficient of Determination (R^2)

Model	R^2	Information
$X1 \rightarrow X2$	0.41	41% of variations in HR management are influenced by foundation leadership
$X2 \rightarrow Y1$	0.38	38% of teacher performance variation is influenced by HR management
$Y1 \rightarrow Y2$	0.51	51% of the variation in the quality of educational services is influenced by teacher performance

Source: Output SPSS

The R^2 value indicates that the model has moderate–strong predictive ability, according to standards.(Hair et al., 2021).

The research results show that foundation leadership has a strong influence on the effectiveness of private school HR management. This finding aligns with research(Kim et al., 2023)which confirms that educational organizations with clear leadership structures have more professional and sustainable HR systems. Visionary, communicative, and supportive leadership can create a more stable work environment for teachers.

The significant influence of human resource management on teacher performance also indicates that HR practices such as training, regular supervision, performance evaluation, and provision of work facilities play a crucial role in improving teacher performance. This is in line with the results of the study.(Van Beurden et al., 2025)which states that structured HR practices increase teacher engagement and productivity.

Furthermore, teacher performance has been shown to be a key factor in improving the quality of educational services. Teachers with pedagogical competence, discipline, and high work motivation will produce a more effective learning process. These findings support research.(Aisna Zahrotul Jannah & Abdullah Aminuddin Aziz, 2025)which states that the quality of educational services is greatly influenced by the ability of teachers to manage learning and their interactions with students.

Overall, the results of this study confirm that foundation leadership \rightarrow human resource management \rightarrow teacher performance \rightarrow quality of educational services constitute an interrelated and inseparable chain of influence in the context of private schools. Therefore, foundations need to strengthen strategic leadership practices, improve human resource policies, and consistently develop teachers to continuously improve the quality of educational services.

Table 4. Normality Test Results

Variable	Asymp. Sig. (2-tailed)	Criteria	Decision
Residual	0.087	> 0.05	Normal

Source: Output SPSS

The significance value of 0.087 is greater than 0.05. This indicates that the data are normally distributed and suitable for further analysis.

Multicollinearity Test

The multicollinearity test was conducted using Variance Inflation Factor (VIF). The model is considered free from multicollinearity if VIF values are less than 10.

Table 5. Multicollinearity Test Results

Variable	Tolerance	VIF	Criteria	Decision
Foundation Leadership (X1)	0.621	1.610	VIF < 10	No Multicollinearity
Human Resource Management (X2)	0.587	1.703	VIF < 10	No Multicollinearity
Teacher Performance (Y1)	0.655	1.527	VIF < 10	No Multicollinearity

Source: Output SPSS

All VIF values are below 10 and tolerance values are above 0.10. This indicates that there is no multicollinearity among the independent variables.

Heteroscedasticity Test

The heteroscedasticity test was conducted using the Glejser test. If the significance value is greater than 0.05, the model is free from heteroscedasticity.

Table 6. Heteroscedasticity Test Results

Variable	Sig.	Criteria	Decision
Foundation Leadership (X1)	0.321	> 0.05	No Heteroscedasticity
Human Resource Management (X2)	0.287	> 0.05	No Heteroscedasticity
Teacher Performance (Y1)	0.354	> 0.05	No Heteroscedasticity

Source: Output SPSS

All significance values exceed 0.05. This indicates that the regression model does not exhibit heteroscedasticity.

Multiple Regression Results

Table 7. Regression Test Results

Relationship	Beta (β)	t-value	Sig. (p-value)	Decision
X1 → X2	0.512	6.241	0.000	Accepted
X2 → Y1	0.478	5.883	0.000	Accepted
Y1 → Y2	0.622	7.102	0.000	Accepted
X1 → Y1	0.214	2.365	0.019	Accepted
X1 → Y2	0.189	2.041	0.042	Accepted

Source: Output SPSS

The regression results indicate that all hypothesized relationships are statistically significant, as evidenced by p-values below 0.05 and t-values exceeding the critical threshold of 1.96.

First, Foundation Leadership (X1) has a positive and significant effect on Human Resource Management (X2) ($\beta = 0.512$; $t = 6.241$; $p = 0.000$). This shows that stronger leadership at the foundation level leads to more structured and effective HR management practices. Leadership contributes to the development of policies, supervision systems, and organizational coordination within schools.

Second, Human Resource Management (X2) significantly influences Teacher Performance (Y1) ($\beta = 0.478$; $t = 5.883$; $p = 0.000$). This finding indicates that well-managed HR practices, including training, evaluation, and work support, enhance teachers' ability to perform their duties effectively.

Third, Teacher Performance (Y1) has the strongest effect on the Quality of Educational Services (Y2) ($\beta = 0.622$; $t = 7.102$; $p = 0.000$). This implies that improvements in teacher competence and performance directly lead to better learning outcomes and higher service quality.

In addition to indirect relationships, Foundation Leadership (X1) also shows direct effects on Teacher Performance (Y1) ($\beta = 0.214$; $p = 0.019$) and on the Quality of Educational Services (Y2) ($\beta = 0.189$; $p = 0.042$). These results indicate that leadership not only works through HR management but also has a direct role in influencing teacher outcomes and service quality.

Overall, the model demonstrates a structured causal chain in which foundation leadership strengthens HR management, which then improves teacher performance and ultimately enhances the quality of educational services.

F-Test

Table 8. F-Test Results

Model	F-value	Sig.	Decision
Regression Model	38.721	0.000	Significant

Source: Output SPSS

The F-test results show that the regression model produces an F-value of 38.721 with a significance level (p-value) of 0.000. The significance value is lower than the threshold of 0.05, which indicates that the regression model is statistically significant.

This result confirms that all independent variables in the model, namely Foundation Leadership (X1), Human Resource Management (X2), and Teacher Performance (Y1), collectively have a significant effect on the dependent variable, which is the Quality of Educational Services (Y2). In other words, the model is capable of explaining variations in the dependent variable when all predictors are considered simultaneously.

A high F-value such as 38.721 indicates that the variation explained by the regression model is substantially greater than the unexplained variation (error term). This suggests that the model has strong explanatory power in capturing the relationship among variables. The simultaneous influence also implies that the variables do not operate independently in practice, but rather interact as part of a structured system influencing educational outcomes.

From a substantive perspective, this finding shows that improving the quality of educational services cannot be achieved by focusing on a single factor. Instead, it requires an integrated approach where foundation leadership provides direction, human resource management ensures proper implementation, and teacher performance delivers the final outcomes in the learning process.

Therefore, the F-test result validates that the proposed research model is appropriate and relevant for explaining the dynamics between leadership, HR management, teacher performance, and educational service quality in private schools.

CONCLUSION

This study demonstrates that foundation leadership plays a central role in shaping the effectiveness of human resource management in private schools, which in turn influences teacher performance and the overall quality of educational services. The findings highlight a structured causal relationship among organizational leadership, HR practices, and educational outcomes.

First, Foundation Leadership (X1) has a positive and significant influence on Human Resource Management (X2). This result indicates that strong leadership from the foundation, reflected in clear communication, strategic direction, and consistent policy implementation, contributes to more structured and professional HR management practices. Foundations that actively support schools through planning, supervision, and resource allocation are more likely to establish effective systems for teacher development, performance evaluation, and institutional governance. As a result, HR management becomes more organized, measurable, and aligned with institutional goals.

Second, Human Resource Management (X2) has a significant effect on Teacher Performance (Y1). This finding confirms that HR practices such as training programs, performance monitoring, supervision, and the provision of adequate work facilities play a direct role in improving teachers' professional competence and work effectiveness. When teachers receive

continuous support and clear performance standards, they are more capable of delivering quality instruction and maintaining consistency in their teaching responsibilities.

Third, Teacher Performance (Y1) has a strong and significant influence on the Quality of Educational Services (Y2). High-performing teachers are able to design effective learning processes, engage students actively, and deliver educational content more efficiently. This leads to improved student satisfaction, better learning outcomes, and overall enhancement of service quality within the school environment. Teacher performance, therefore, acts as a key driver in determining the success of educational service delivery.

Furthermore, the results reveal a significant indirect effect of Foundation Leadership on the Quality of Educational Services through Human Resource Management and Teacher Performance. This indicates that leadership does not only influence outcomes directly, but also operates through intermediary mechanisms. Effective leadership strengthens HR systems, which then enhance teacher performance, ultimately improving educational service quality. This sequential relationship confirms the presence of a mediated effect within the research model.

These findings suggest that the quality of education in private schools is not solely dependent on individual teacher capabilities, but is strongly influenced by institutional governance and the effectiveness of human resource management systems established by the foundation. A well-structured leadership approach enables the alignment of organizational strategies with operational practices, creating a supportive environment for teachers to perform optimally.

In conclusion, this study confirms that improving the quality of educational services in private schools requires an integrated approach involving strong foundation leadership, systematic human resource management, and continuous development of teacher performance. Foundations must act as strategic drivers by establishing clear policies, providing adequate resources, and ensuring consistent evaluation mechanisms to sustain educational quality and institutional performance over time.

SUGGESTION

Foundations need to strengthen their strategic leadership role by establishing clear governance structures and aligning institutional vision with operational policies. This can be implemented through the development of formal Standard Operating Procedures (SOPs) covering recruitment, training, performance evaluation, and career development. Foundations should also conduct regular monitoring and evaluation to ensure policy effectiveness, as well as allocate adequate financial and technological resources to support teacher development programs, digital learning systems, and teaching facilities. School management is expected to enhance the implementation of human resource management practices through structured academic supervision, including classroom observations and performance feedback. In addition, schools should provide continuous professional development programs that are relevant to teachers' needs, such as pedagogical training, digital skills, and curriculum development, while also improving the learning environment through adequate infrastructure and technology support. Teachers are encouraged to continuously develop their competencies by participating in training, applying innovative and student-centered teaching methods, and conducting regular self-evaluation to improve instructional quality. Engagement in professional learning communities and peer discussions is also important to strengthen teaching effectiveness. For future research, it is recommended to include additional variables such as organizational culture, job satisfaction, and work engagement, as well as to apply mixed-method approaches to gain deeper insights. Expanding the research scope across multiple foundations or regions and applying longitudinal designs will help improve the generalizability and provide a more comprehensive understanding of the relationships among leadership, human resource management, teacher.

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