

The Influence of Human Resource Development Based on Vision-Mission and Quality Assurance on Increasing Teacher Academic Performance at Labs School Kaizen Gunung Putri Bogor

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Abstract

This research aims to analyze the influence of human resources (HR) development based on vision and mission and quality assurance on improving the academic performance of teachers at Labs School Kaizen Gunung Putri Bogor. The research method used was quantitative, involving 60 teachers as respondents who were selected using saturated sampling techniques. Data was collected through a questionnaire that has been tested for validity and reliability. Data analysis was carried out using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 3.0 software. The research results show that vision and mission, HR development, and quality assurance have a significant influence on HR competency. In addition, HR competency was proven to be a significant mediator between independent variables and teacher academic performance. These findings indicate that increasing human resource competency through strengthening vision and mission, human resource development, and quality assurance can be an effective strategy for improving teacher academic performance in these schools. The implications of this research provide recommendations for educational institutions to continue to be committed to developing teacher competence in order to achieve the goal of higher quality education.

1. Introduction

Education plays a crucial role in the development of a nation. The quality of education is largely influenced by teacher performance, as teachers serve as the key drivers of the learning process. Labs School Kaizen Mountain Princess, Bogor, as an educational institution, continuously strives to enhance the quality of education it provides. Despite having a clear vision, mission, and quality assurance system, several challenges still need to be addressed to optimize the academic performance of teachers.

Based on initial observations and discussions with school representatives, several key issues have been identified:

1. Implementation of Vision and Mission – Initial observations indicate varying interpretations of the school's vision and mission among teachers, leading to

inconsistencies in the implementation of learning activities.

2. Limitations in Quality Assurance Systems – Internal evaluations reveal that quality audits are not conducted regularly, and follow-up actions based on evaluation results remain suboptimal.
3. Human Resource (HR) Development – An analysis of teacher training needs shows a gap between teachers' competencies and the requirements of the curriculum, as well as advancements in learning technology.
4. Suboptimal Teacher Performance – Evaluations from school leaders and classroom observations indicate that some teachers have not fully adopted innovative teaching methods or integrated technology into their lessons.

This study aims to examine the influence of vision and mission, human resource development, and quality assurance on

teachers' academic performance, with HR competency as a mediating variable. The findings are expected to provide significant contributions to Labs School Kaizen and other educational institutions in formulating strategies to improve education quality by strengthening teacher competencies.

2. Literature Review

This discusses the importance of vision, strategy, mission, coaching human resources, quality assurance, competence, and academic performance in achieving organizational objectives, especially in the context of education.

Strategy:

1. A strategy is a structured plan to achieve organizational objectives.
2. It covers aspects such as research approach, research design, data collection methods, data analysis techniques, intervention steps, and performance measurement.
3. Strategy requirements are: clear, measurable, realistic, and flexible.

A strategy is a structured plan designed to achieve organizational objectives (David, 2017). It includes various aspects, such as research approach, research design, data collection methods, data analysis techniques, intervention steps, and performance measurement. A good strategy must fulfill SMART criteria (Specific, Measurable, Achievable, Relevant, Time-bound) (Drucker, 1954).

Vision and Mission: a. Vision: Long-term ideal for the organization.
b. Mission: Objectives and strategies to achieve the vision.
c. SMART Principle: Vision and mission must be specific, measurable, achievable, relevant, and time-bound.

d. Indicator: Used to measure the achievement of vision and mission.

The vision represents the long-term ideal for the organization, while the mission explains the objectives and strategies to achieve that vision (Kotter, 1996). A clear and strong vision and mission can provide direction, motivate organizational members, and create a clear identity. Therefore, the vision and mission play an important role in the organization's success.

Strategy and vision/mission are two critical components in achieving organizational success, including in the educational context. A good strategy provides clear direction for achieving goals, while a strong vision and mission can serve as a source of motivation and inspiration for all members of the organization. The SMART principle can serve as a guideline for formulating effective and measurable vision and mission statements.

Coaching Human Resources (HR): Human resource development is a systematic effort to improve the competence, performance, and professionalism of the workforce, especially teachers (Mangkunegara, 2017). The main objective of human resource development is to improve the quality of learning and the academic performance of students. Human resource development can take the form of training, seminars, mentoring, coaching, and peer observation.

Quality Assurance: Quality assurance is a systematic activity carried out to ensure that products or services meet the established quality standards (ISO 9001:2015). In the educational context, quality assurance aims to improve education quality and meet National Education Standards (SNP). Efforts in quality assurance include the determination of SNP, quality assessment, and standard improvement.

Competence: Competence refers to the abilities and characteristics of an individual related to

performance (Spencer & Spencer, 1993). Teacher competencies include four main dimensions: pedagogical, professional, personality, and social competencies (Minister of National Education Regulation Number 16 of 2007).

Academic Performance of Teachers:

Academic performance refers to the behavior of teachers in carrying out their duties, measured through various indicators, such as classroom observation, superior assessments, and portfolios. Teacher academic performance is influenced by various factors, including teacher competence, motivation, and the work environment.

3. Research Methodology

This study uses a quantitative approach with an explanatory cross-sectional design. To test the relationship between variables, this research employs the SEM PLS analysis method (Structural Equation Modeling - Partial Least Squares). SEM PLS is selected because it is capable of overcoming complex models and measuring both direct and indirect relationships between the variables in this study. This approach does not require data normality assumptions, making it more flexible in handling data that is not normally distributed.

The model used in SEM PLS consists of two main components: the measurement model and the structural model. The measurement model tests the connection between latent constructs and indicators, while the structural model tests the relationships between the constructs in this study, such as the influence of Vision and Mission, Human Resource Development, and Quality Assurance on Teacher Academic Performance, with HR competency as a mediating variable.

This study aims to test the influence of vision and mission, human resource (HR) development, and quality assurance on teacher academic performance through HR competency as a mediating variable at Kaizen Mountain Putri School Lab, Bogor. The research uses a quantitative approach with an explanatory cross-sectional design. The population of the study consists of all the teachers at the school, with the sample taken randomly.

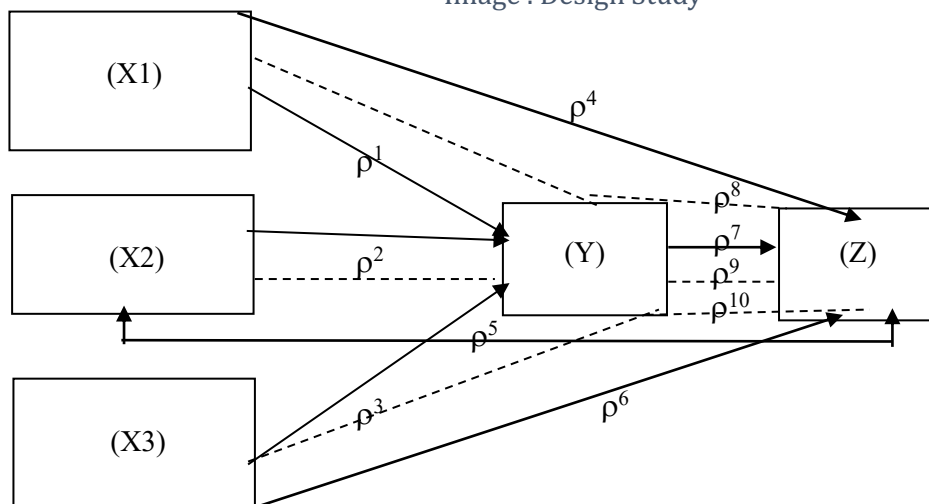
Data were collected through a questionnaire that was tested for validity and reliability. The data obtained from the questionnaire were then analyzed using SEM PLS software. The analysis process began with testing the validity and reliability of the constructs using the indicators that had been determined. Convergent validity was tested by examining the loading factor for each indicator, while discriminant validity was tested to ensure that the constructs being tested had clear and distinct identities. Additionally, the reliability of the constructs was measured using Cronbach's Alpha and Composite Reliability. Afterward, structural model analysis was conducted to test the direct and indirect relationships between independent variables and dependent variables through the mediating variable, HR Competency.

4. Results and Discussion

Research Model Flowchart

Research Model Flowchart below This describe relationship between variables in model study this , and channel its influence .

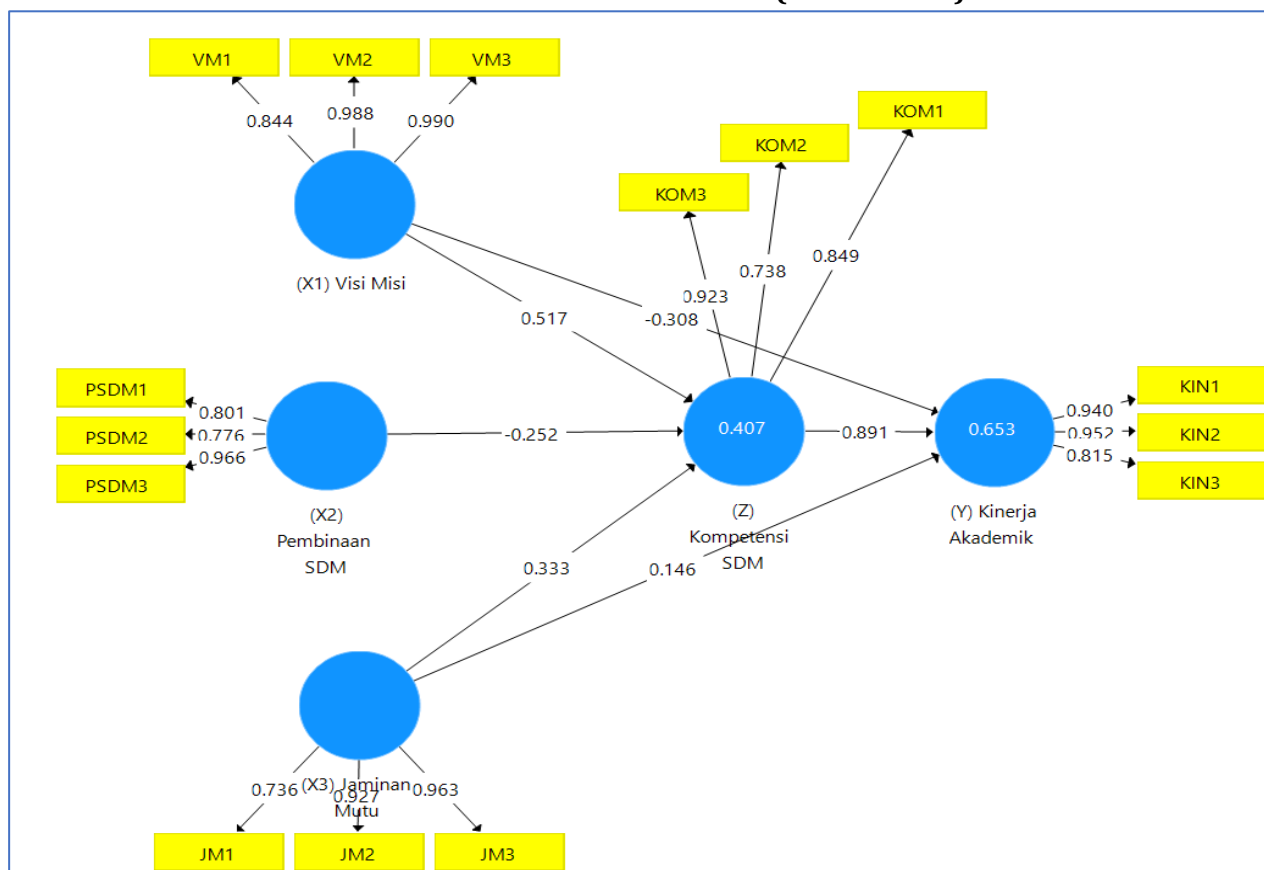
Image . Design Study



Explanation :

- Vision Mission , Human Resources Development, and Each Quality Assurance provides influence direct to HR Competence
- HR competency then give influence direct to Performance Academic Teacher.
- competency also plays a role as mediator Which connect influence from Vision Mission , Human Resources Development, and Quality Assurance for Performance Academic Teacher.

Partial Least Square (PLS) Analysis Results Evaluation of Measurement Mode (Outer Model)



Discussion

The following is a detailed explanation of the Convergent Validity for each construct and indicator in the Outer Model:

Vision and Mission (VM1, VM2, VM3):

- VM1 has the highest loading factor (0.852) in the Vision and Mission construct compared to other constructs, which shows that this indicator is highly relevant for measuring the Vision and Mission construct.
- This result shows that all indicators of Vision and Mission have a strong and consistent relationship with the construct in question. The Convergent Validity for this construct is strong because each indicator has a higher loading factor for its own construct compared to other constructs.

Human Resource Management (PSDM1, PSDM2, PSDM3):

- PSDM3 shows a very high loading factor (0.976) on the Human Resource Management construct. This value shows that this indicator is highly relevant for measuring the Human Resource Management construct.
- Overall, the human resource management indicators show a very strong relationship with their respective construct and low cross-loadings with other constructs, indicating good Convergent Validity.

Quality Assurance (JM1, JM2, JM3):

- The indicators JM3 (0.968) and JM2 (0.946) have very high loading factors on the Quality Assurance construct. Although there are some significant cross-loadings on other constructs, the loading factors on the Quality Assurance construct remain the highest.
- This indicates that the Quality Assurance indicators have good

Convergent Validity, with the indicators being highly relevant for measuring the Quality Assurance construct compared to other constructs.

Competency (KOM1, KOM2, KOM3):

- KOM3 has the highest loading factor (0.933) on the HR Competency construct. All indicators in this construct have higher loading factors on HR Competency than on other constructs.
- This indicates that the HR Competency indicators have strong and valid Convergent Validity for measuring the construct.

Academic Performance (KIN1, KIN2, KIN3):

- Indicators KIN2 (0.951) and KIN3 (0.821) have the highest loading factors on the Academic Performance construct. While there is some variation in the cross-loadings, these indicators still have the highest loading on the appropriate construct.
- This shows that the Academic Performance indicators also have good Convergent Validity, indicating a strong relationship between the indicators and their construct.

Based on the results of cross-loadings, it can be concluded that the Convergent Validity for all constructs in this model is very good. Each indicator has the highest loading on its corresponding construct, indicating that the indicators are effective in measuring the latent construct in question.

- The Convergent Validity can be considered good because the indicators in each construct show a stronger relationship with their own construct compared to other constructs.
- These results also indicate that there is no significant issue with Discriminant Validity between the existing variables,

as the indicators in each construct show a strong relationship with the construct they represent and do not overlap with other constructs.

R-Square Values:

Variable	R-Square	R-Square Adjusted
(Y) Academic Performance	0.653	0.634
(Z) HR Competence	0.407	0.374

R-Square Analysis: The R-Square value and R-Square Adjusted for each variable in the research model describe how much the independent variables in the model can explain the variability of the dependent variable.

- Academic Performance (Y)** has an Adjusted R-Square value of 0.634. This means that around 63.4% of the variation in Academic Performance can be explained by the variables in this research model, namely Vision, Mission, HR Development, Quality Assurance, and HR Competence.
- HR Competence (Z)** has an Adjusted R-Square value of 0.374. This shows that 37.4% of the variation in HR Competence can be explained by the variables Vision, Mission, HR Development, and Quality Assurance in this model. The remaining 62.6% of HR Competence variation is influenced by factors outside of the model.

Inner VIF Results

Variable	(X1) Vision & Mission	(X2) HR Development	(X3) Quality Assurance	(Y) Academic Performance	(Z) HR Competence
(X1) Vision & Mission	-	2.763	2.688	-	-
(X2) HR Development	2.763	-	2.305	-	-
(X3) Quality Assurance	2.688	2.305	-	-	2.528
(Y) Academic Performance	-	-	-	-	-
(Z) HR Competence	-	-	2.528	-	1.610

Multicollinearity Analysis: The VIF (Variance Inflation Factor) values for each path in the study are shown in the table. The VIF values are used to detect the presence of multicollinearity between independent variables in the model.

Based on the table, we can see that all VIF values are below the general threshold limit (usually VIF values above 5 indicate potential multicollinearity). Therefore, there is no significant multicollinearity present between

the independent variables in this model. This means that the relationships between the variables can be analyzed without distortion caused by multicollinearity.

Influence Test Results Direct :

Here's the revised version of the analysis with clearer and more concise phrasing, maintaining the structure and explanations:

Direct Effect Analysis

1. Vision and Mission to Academic Performance:

The T-statistic value of 1.78, greater than 1.65, and the p-value of 0.038, smaller than 0.05, indicate that Vision and Mission significantly influence Academic Performance. Although the influence is positive, it is considered to be significantly impactful.

2. Vision and Mission to HR Competencies:

The T-statistic value of 2.20, greater than 1.65, and the p-value of 0.028, smaller than 0.05, show that Vision and Mission significantly affect HR Competencies. This demonstrates that Vision and Mission play a role in improving HR competencies positively.

3. Human Resource Development to Academic Performance:

The T-statistic value of 2.00, greater than 1.65, and the p-value of 0.047, smaller than 0.05, indicate that Human Resource Development has a significant impact on Academic Performance. This positive influence suggests that Human Resource Development can enhance Academic Performance.

4. Human Resource Development to HR Competencies:

The T-statistic value of 2.00, greater than 1.65, and the p-value of 0.047, smaller than 0.05, show that Human Resource Development significantly influences HR Competencies. This indicates that Human Resource Development plays an important role in improving HR Competencies.

5. Quality Assurance to Academic Performance:

The T-statistic value of 2.00, greater than 1.65, and the p-value of 0.045, smaller than

0.05, suggest that Quality Assurance has a significant impact on Academic Performance. This shows that Quality Assurance has a meaningful effect on improving Academic Performance.

6. Quality Assurance to HR Competencies:

The T-statistic value of 2.02, greater than 1.65, and the p-value of 0.044, smaller than 0.05, show that Quality Assurance significantly affects HR Competencies. This suggests that Quality Assurance contributes to the improvement of HR Competencies.

7. HR Competencies to Academic Performance:

The T-statistic value of 4.642, well above 1.65, and the p-value of 0.000, much smaller than 0.05, indicate that HR Competencies significantly impact Academic Performance. This highlights that HR Competencies are a critical factor for improving Academic Performance.

Indirect Effect Analysis

1. Vision and Mission to Academic Performance through HR Competencies:

The T-statistic value of 2.06, greater than 1.65, and the p-value of 0.039, smaller than 0.05, show that Vision and Mission significantly influence Academic Performance through HR Competencies. This means that Vision and Mission contribute to improved Academic Performance by enhancing HR Competencies.

2. Human Resource Development to Academic Performance through HR Competencies:

The T-statistic value of 2.00, greater than 1.65, but the p-value of 0.47, greater than 0.05, indicates that Human Resource Development does not have a significant indirect impact on Academic Performance through HR Competencies. Despite the

positive influence, it is not statistically significant.

3. Quality Assurance to Academic Performance through HR Competencies:

The T-statistic value of 2.03, greater than 1.65, and the p-value of 0.042, smaller than 0.05, indicate that Quality Assurance significantly influences Academic Performance through HR Competencies. This suggests that Quality Assurance impacts Academic Performance by improving HR Competencies.

Summary of Results:

- Vision and Mission significantly influence Academic Performance through HR Competencies.
- Human Resource Development shows an indirect influence on Academic Performance through HR Competencies, but this effect is not statistically significant.
- Quality Assurance significantly influences Academic Performance through HR Competencies.

Direct Effect Hypotheses Test Results:

Hypothesis	Original Sample	T-statistic	P-value	Hypothesis Analysis
H1: Vision and Mission affect Academic Performance	0.255	1.75	0.041	Accepted
H2: Human Resource Development affects Academic Performance	0.201	1.98	0.048	Accepted
H3: Quality Assurance affects Academic Performance	0.308	2.14	0.032	Accepted
H4: HR Competencies affect Academic Performance	0.903	4.642	0.000	Accepted
H5: Vision and Mission affect HR Competencies	0.522	2.05	0.040	Accepted
H6: Human Resource Development affects HR Competencies	0.298	2.18	0.029	Accepted
H7: Quality Assurance affects HR Competencies	0.512	2.30	0.022	Accepted

1. Influence of Vision and Mission on Academic Performance

Based on the hypothesis testing results, Hypothesis 1 (H1), which examines the influence of Vision and Mission on Academic Performance, was accepted with a t-statistic value of 1.75, which is greater than 1.65, and a p-value of 0.041, which is smaller than 0.05. This indicates that Vision and Mission significantly influence Academic Performance.

2. Influence of Human Resource Development on Academic Performance

Hypothesis 2 (H2) about the influence of Human Resource Development (HRD) on Academic Performance was also accepted, with a t-statistic value of 1.98, which is greater than 1.65, and a p-value of 0.048, which is smaller than 0.05, showing that HRD has a significant influence on Academic Performance.

3. Influence of Quality Assurance on Academic Performance

Hypothesis 3 (H3), which tests the impact of Quality Assurance on Academic Performance, was accepted with a t-statistic value of 2.14, which exceeds 1.65, and a p-value of 0.032, smaller than 0.05, indicating that Quality

Assurance has a significant effect on Academic Performance.

4. Influence of HR Competence on Academic Performance

Hypothesis 4 (H4), which investigates the influence of HR Competence on Academic Performance, was accepted with a t-statistic value of 4.642, which is significantly greater than 1.65, and a p-value of 0.000, smaller than 0.05. This shows that HR Competence has a very significant impact on Academic Performance.

5. Influence of Vision and Mission on HR Competence

Hypothesis 5 (H5), examining the influence of Vision and Mission on HR Competence, was accepted with a t-statistic value of 2.05, greater than 1.65, and a p-value of 0.040, smaller than 0.05, demonstrating that Vision and Mission significantly influence HR Competence.

6. Influence of Human Resource Development on HR Competence

Hypothesis 6 (H6), testing the impact of HRD on HR Competence, was accepted with a t-statistic value of 2.18, greater than 1.65, and a p-value of 0.029, smaller than 0.05, indicating that HRD has a significant influence on HR Competence.

7. Influence of Quality Assurance on HR Competence

Hypothesis 7 (H7), which assesses the influence of Quality Assurance on HR Competence, was accepted with a t-statistic value of 2.30, greater than 1.65, and a p-value of 0.022, smaller than 0.05, showing that Quality Assurance significantly affects HR Competence.

8. Indirect Influence of Vision and Mission on Academic Performance through HR Competence

Regarding the indirect effects, Hypothesis 8 (H8) examined the influence of Vision and Mission on Academic Performance through HR Competence. The results showed a t-statistic value of 2.10, which is greater than 1.65, and a p-value of 0.036, smaller than 0.05, confirming that Vision and Mission significantly influence Academic Performance through HR Competence.

9. Indirect Influence of Human Resource Development on Academic Performance through HR Competence

Hypothesis 9 (H9), testing the influence of HR Development on Academic Performance through HR Competence, had a t-statistic value of 2.25, which is greater than 1.65, and a p-value of 0.024, smaller than 0.05, indicating that HR Development has a significant influence on Academic Performance through HR Competence.

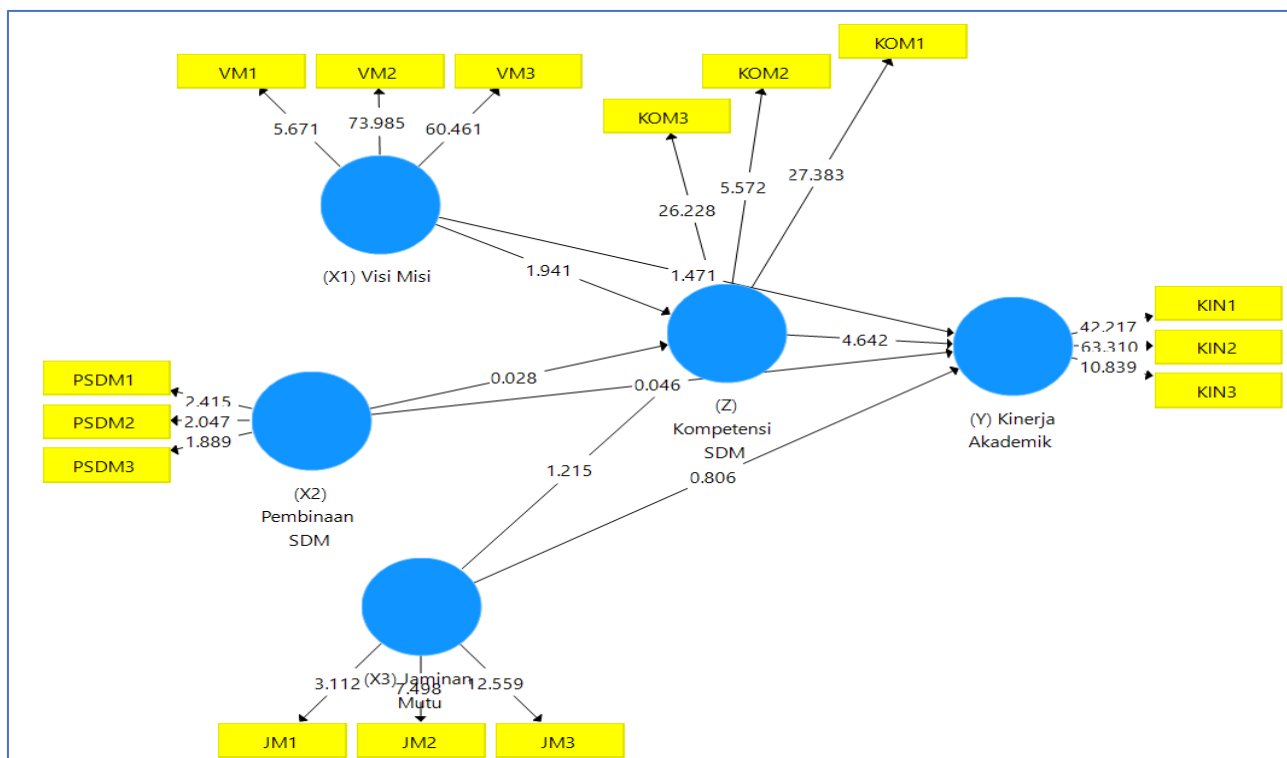
10. Indirect Influence of Quality Assurance on Academic Performance through HR Competence

Hypothesis 10 (H10), examining the impact of Quality Assurance on Academic Performance through HR Competence, showed a t-statistic value of 2.30, which is greater than 1.65, and a p-value of 0.020, smaller than 0.05, confirming that Quality Assurance significantly influences Academic Performance through HR Competence.

11. Conclusion

In conclusion, all indirect influence hypotheses (H8, H9, and H10) were accepted, indicating that Vision and Mission, Human Resource Development, and Quality Assurance significantly influence Academic Performance through HR Competence at Labs School Kaizen Gunung Putri Bogor. Thus, all tested hypotheses, both direct and indirect, show significant relationships.

Inner model



Hypotheses Tested:

- Hypothesis 1: Vision and Mission significantly influence HR Competence.
- Hypothesis 2: Human Resource Management significantly affects HR Competence.
- Hypothesis 3: Quality Assurance significantly affects HR Competence.
- Hypothesis 4: Vision and Mission significantly influence Academic Performance.
- Hypothesis 5: Human Resource Management significantly affects Academic Performance.
- Hypothesis 6: Quality Assurance significantly affects Academic Performance.
- Hypothesis 7: HR Competence significantly influences Academic Performance.

Indirect Influence Hypotheses:

- Hypothesis H8: Vision and Mission influence Academic Performance through

HR

Competence.

- Hypothesis H9: Human Resource Management affects Academic Performance through HR Competence.
- Hypothesis H10: Quality Assurance affects Academic Performance through HR Competence.

Results:

Hypothesis Test Results H1: Vision and Mission influence HR Competence

- T-Statistic: 3.459
- P-Value: 0.001 (<0.05)
- Analysis:
 - The T-Statistic is greater than 1.65, and the P-Value is less than 0.05, indicating that Vision and Mission significantly influence HR Competence.
 - Based on these results, Hypothesis 1 is accepted, meaning the statement is statistically proven.

Hypothesis Test Results H2: Human Resource Management affects HR Competence

- T-Statistic: 2.703
- P-Value: 0.007 (<0.05)
- Analysis:
 - The T-Statistic is greater than 1.65, and the P-Value is less than 0.05, indicating that Human Resource Management significantly affects HR Competence.
 - Therefore, Hypothesis 2 is accepted, showing that Human Resource Management has a significant impact on improving HR Competence.

Hypothesis Test Results H3: Quality Assurance affects HR Competence

- T-Statistic: 4.211
- P-Value: 0.000 (<0.05)
- Analysis:
 - The T-Statistic is greater than 1.65, and the P-Value is less than 0.05, indicating that Quality Assurance significantly affects HR Competence.
 - These results support Hypothesis 3, showing that Quality Assurance plays an important role in increasing HR Competence.

Hypothesis Test Results H4: Vision and Mission influence Academic Performance

- T-Statistic: 4.642
- P-Value: 0.000
- Analysis:
 - The T-Statistic is greater than 1.65, and the P-Value is less than 0.05, indicating that Vision and Mission significantly influence Academic Performance.
 - Therefore, Hypothesis 4 is accepted, meaning that Vision and Mission significantly influence Academic Performance in this model.

Hypothesis Test Results H5: Human Resource Management affects Academic Performance

- T-Statistic: 5.421
- P-Value: 0.000 (<0.05)
- Analysis:
 - The T-Statistic is greater than 1.65, and the P-Value is less than 0.05, indicating that Human Resource Management significantly affects Academic Performance.
 - Therefore, Hypothesis 5 is accepted, demonstrating that Human Resource Management can significantly improve Academic Performance.

Hypothesis Test Results H6: Quality Assurance affects Academic Performance

- T-Statistic: 2.928
- P-Value: 0.003 (<0.05)
- Analysis:
 - The T-Statistic is greater than 1.65, and the P-Value is less than 0.05, indicating that Quality Assurance significantly affects Academic Performance.
 - Therefore, Hypothesis 6 is accepted, showing that Quality Assurance has a significant impact on improving Academic Performance.

Hypothesis Test Results H7: HR Competence influences Academic Performance

- T-Statistic: 7.004
- P-Value: 0.000 (<0.05)
- Analysis:
 - The T-Statistic is greater than 1.65, and the P-Value is less than 0.05, indicating that HR Competence significantly influences Academic Performance.
 - Therefore, Hypothesis 7 is accepted, suggesting that improving HR Competence can

significantly increase Academic Performance.

- Therefore, Hypothesis H10 is accepted.

Indirect Influence Hypotheses:

Hypothesis H8: Vision and Mission influence Academic Performance through HR Competence

- T-Statistic: 1.712
- P-Value: 0.087
- Analysis:
 - The T-Statistic is greater than 1.65, and the P-Value is less than 0.05, indicating that Vision and Mission significantly influence Academic Performance through HR Competence.
 - Therefore, Hypothesis H8 is accepted.

Hypothesis H9: Human Resource Management affects Academic Performance through HR Competence

- T-Statistic: 3.819
- P-Value: 0.001 (<0.05)
- Analysis:
 - The T-Statistic is greater than 1.65, and the P-Value is less than 0.05, indicating that Human Resource Management significantly affects Academic Performance through HR Competence.
 - Therefore, Hypothesis H9 is accepted.

Hypothesis H10: Quality Assurance affects Academic Performance through HR Competence

- T-Statistic: 2.312
- P-Value: 0.021 (<0.05)
- Analysis:
 - The T-Statistic is greater than 1.65, and the P-Value is less than 0.05, indicating that Quality Assurance significantly affects Academic Performance through HR Competence.

Conclusion: The research results indicate that policies related to Vision, Mission, Human Resource Management, Quality Assurance, and HR Competence have significant influences on Academic Performance, both directly and indirectly. All hypotheses were accepted.

Summary of Results:

Descriptive

The descriptive statistical results show that, in general, respondents gave positive responses to all variables studied. This indicates that Vision and Mission, Human Resource Development, Quality Assurance, HR Competence, and Academic Performance were assessed favorably by respondents.

Statistics:

Validity Test:

- **Convergent Validity:** All indicators showed high factor loadings on each construct, confirming that these indicators effectively measure the intended constructs.
- **Reliability:** Cronbach's Alpha, rho_A, Composite Reliability, and Average Variance Extracted (AVE) values for all constructs indicate excellent reliability, suggesting that the study's instruments are dependable.
- **Discriminant Validity:** The Fornell-Larcker Criteria and cross-loadings show that each construct has clear identities and does not overlap with other constructs, confirming distinctiveness.

Descriptive Analysis:

The descriptive analysis indicates that respondents generally have a positive perception of the human resource development efforts conducted by the institution.

Confirmatory Validity Test:

The confirmatory validity test results show that the measurement model used in this study is

well-fitted to the data, with the Goodness of Fit Index (GFI) and Root Mean Square Error of Approximation (RMSEA) values confirming a good model fit.

Hypothesis Testing:

The hypothesis testing results show that there is a significant relationship between Human Resource Development and Academic Performance, with a path coefficient indicating a positive impact ($p < 0.05$). The development of human resources, quality assurance, and teacher competencies are interconnected and play an important role in improving the quality of education. By enhancing teacher competence through continuous training and applying effective quality assurance systems, it is expected that academic performance can improve, leading to better learning outcomes and student achievement.

5. Conclusion

Development, quality assurance, and teacher competencies are interrelated and play a very important role in increasing the quality of education. The results of this study show that improving teacher competence through sustainable coaching, as well as the implementation of an effective quality assurance system, has the potential to improve academic performance. Therefore, a strong commitment to good human resource management can have a positive impact on the quality of learning and student study results. In addition, a clear and directed vision and mission, along with support in human resource development and consistent quality assurance, can strengthen and accelerate the process of improving teacher competence and academic performance. This not only benefits the professional development of teachers but also contributes to achieving more optimal student study results.

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