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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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Article Info

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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 educatio.

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. Research Methodology

2.1 Research Design

This study adopts a **quantitative explanatory research design** with a **cross-sectional approach** to analyze the causal relationships among the variables: Vision and Mission (X_1), Human Resource Development (X_2), Quality Assurance (X_3), Human Resource Competence (Z), and Teacher Academic Performance (Y). The explanatory design is suitable for examining the direct and indirect effects of independent variables on dependent variables through mediating variables, in line with the objectives of this study.

The research framework is based on the concept of **Human Resource Development Theory** (Armstrong, 2022) and **Quality Assurance in Education** (OECD, 2022), which emphasize that institutional vision, mission alignment, and quality systems are key drivers in enhancing teacher performance and competency.

2.2 Population and Sample

The population of this study includes **all 60 teachers** employed at **Labs School Kaizen Gunung Putri, Bogor**, West Java, Indonesia. Since the total population is relatively small and manageable, this study uses a **census or saturated sampling technique**, meaning all members of the population are included as respondents (Sugiyono, 2019). This ensures that the findings reflect the entire teacher population in the institution.

2.3 Data Collection Method

Data were collected using a **structured questionnaire** designed based on prior validated scales from previous empirical studies in the domains of human resource management and education quality (Dessler, 2016; Damin, 2020; Armstrong, 2022). The questionnaire consisted of five sections corresponding to each construct in the model, measured using a **five-point Likert scale** ranging from 1 ("Strongly Disagree") to 5 ("Strongly Agree").

Before full deployment, a **pilot test** was conducted on 10 respondents to assess the clarity, reliability, and validity of the questionnaire items. Revisions were made accordingly to improve instrument accuracy and readability.

2.4 Validity and Reliability Testing

To ensure measurement accuracy, both **convergent and discriminant validity** tests were conducted.

- **Convergent Validity** was assessed through **factor loadings** and **Average Variance Extracted (AVE)** values, with acceptable thresholds of ≥ 0.70 and ≥ 0.50, respectively.
- **Discriminant Validity** was evaluated using the **Fornell–Larcker Criterion** and **cross-loading analysis**, ensuring that each construct is empirically distinct.

Reliability was confirmed using **Cronbach's Alpha** and **Composite Reliability (CR)**, with values exceeding 0.70 as per the standard in PLS-SEM methodology (Hair et al., 2021).

2.5 Data Analysis Technique

Data were analyzed using **Structural Equation Modeling – Partial Least Squares (SEM-PLS)** via **SmartPLS 3.0** software. SEM-PLS is considered appropriate because:

1. It accommodates **complex relationships** between latent constructs.
2. It is robust to **non-normal data distributions**.
3. It allows for the estimation of both **direct and indirect effects** simultaneously.

The SEM-PLS analysis was conducted through two stages:

1. **Measurement Model (Outer Model)** evaluation, which assesses indicator reliability, convergent validity, and discriminant validity of the constructs.

2. **Structural Model (Inner Model)** evaluation, which examines the causal relationships among latent constructs using path coefficients, *t*-statistics, and *p*-values obtained through **bootstrapping (5,000 subsamples)**.

2.6 Variables and Measurement Indicators

Variable	Code	Indicator Description	Source
Vision and Mission	VM1–VM3	Alignment of educational objectives, clarity of institutional mission, teacher commitment to vision implementation	Modified from Kotler & Keller (2016)
Human Resource Development	HRD1–HRD3	Professional training, pedagogical development, leadership coaching	Armstrong (2022)
Quality Assurance	QA1–QA3	Internal audit frequency, follow-up evaluation, compliance with academic standards	OECD (2022)
HR Competence	COMP1–COMP3	Professional skill level, adaptability, pedagogical mastery	Damin (2020)
Academic Performance	PERF1–PERF3	Teaching quality, innovation in learning, student achievement outcomes	Ministry of Education (2022)

All measurement items were operationalized using reflective indicators that capture the respondents' perceptions of institutional performance.

2.7 Hypothesis Testing

The following hypotheses were tested using SEM-PLS path analysis:

Code	Hypothesis Statement
H1	Vision and Mission significantly influence HR Competence.
H2	Human Resource Development significantly influences HR Competence.
H3	Quality Assurance significantly influences HR Competence.
H4	Vision and Mission significantly influence Academic Performance.
H5	Human Resource Development significantly influences Academic Performance.
H6	Quality Assurance significantly influences Academic Performance.
H7	HR Competence significantly influences Academic Performance.
H8	Vision and Mission influence Academic Performance through HR Competence.
H9	Human Resource Development influences Academic Performance through HR Competence.
H10	Quality Assurance influences Academic Performance through HR Competence.

A hypothesis is considered **supported** if the *t*-value exceeds **1.96** (for $\alpha = 0.05$, two-tailed test) and the corresponding *p*-value is less than **0.05** (Hair et al., 2021).

2.8 Ethical Considerations

Ethical approval was obtained from the **Research Ethics Committee of IPWIJA University**. Respondents were informed about the study's purpose, and participation was **voluntary and confidential**. Data were collected anonymously and used solely for academic purposes, ensuring compliance with research ethics standards and data protection principles.

2.9 Research Framework

The conceptual framework of this study illustrates the direct and indirect relationships among the variables. Vision and Mission, Human Resource Development, and Quality Assurance are proposed to directly influence both HR Competence and Academic

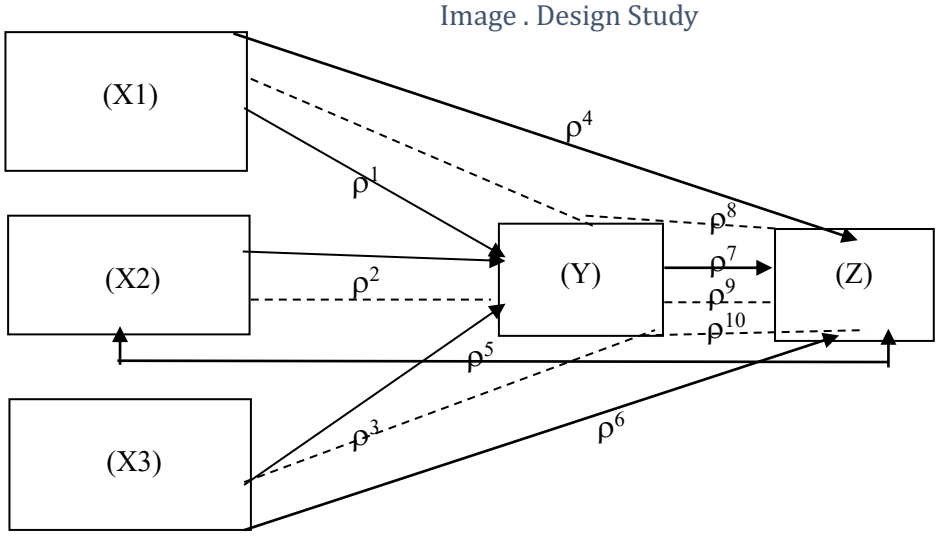
Performance, while HR Competence serves as a mediating variable enhancing the overall academic performance of teachers.

Research Model Flowchart

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

3. Results and Discussion

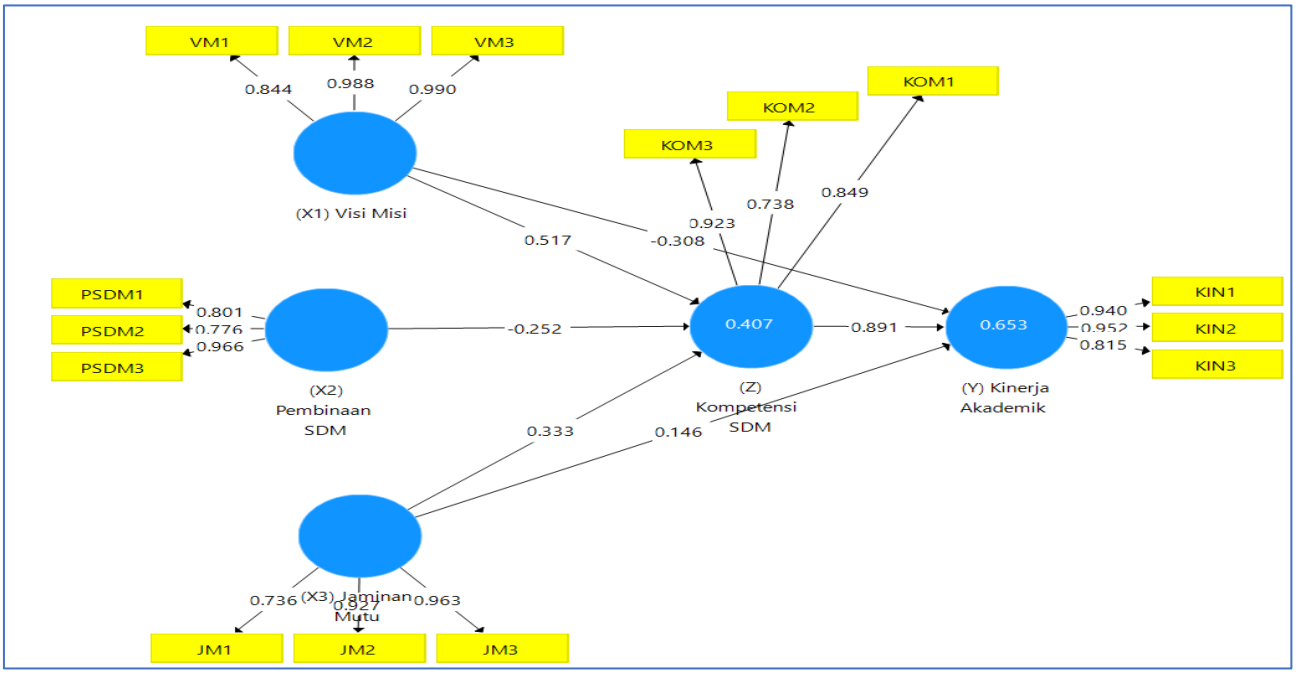
Image . Design Study



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.

a. **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.
b. **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.

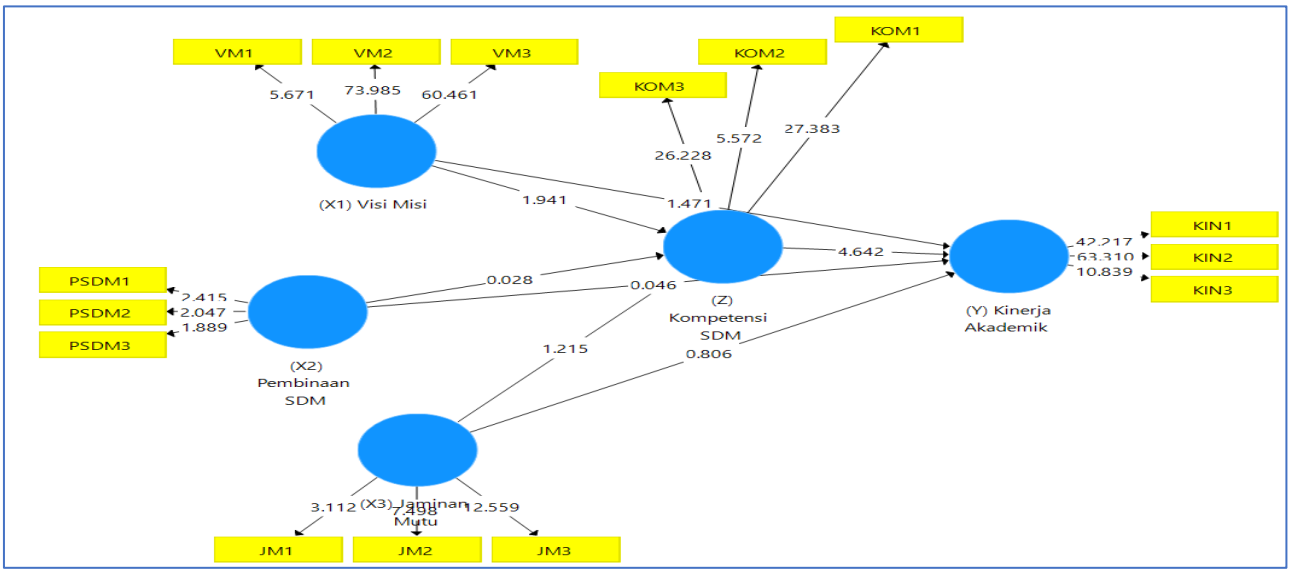
10. Indirect Influence of Quality Assurance on Academic Performance through HR Competence

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:

a. Hypothesis 1: Vision and Mission significantly influence HR Competence.

b. Hypothesis 2: Human Resource Management significantly affects HR Competence.

c. Hypothesis 3: Quality Assurance significantly affects HR Competence.

d. Hypothesis 4: Vision and Mission significantly influence Academic Performance.

e. Hypothesis 5: Human Resource Management significantly affects Academic Performance.

f. Hypothesis 6: Quality Assurance significantly affects Academic Performance.

g. Hypothesis 7: HR Competence significantly influences Academic Performance.

Indirect Influence Hypotheses:

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

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

c. 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.

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.
- Therefore, Hypothesis H10 is accepted.

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 Statistics:
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.

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.

4. Conclusion

4.1 Summary of Findings

This study investigated the relationships among **Vision and Mission, Human Resource Development, and Quality Assurance** toward **Academic Performance**, with **Human Resource Competence** serving as a mediating variable among teachers at **Labs School Kaizen Gunung Putri, Bogor**. Using **SEM-PLS analysis**, the results confirmed that all three institutional factors—vision and mission alignment, systematic human resource development, and quality assurance mechanisms—positively and significantly influence both human resource competence and academic performance.

Moreover, **Human Resource Competence** was found to play a **partial mediating role**, indicating that while institutional systems directly enhance teacher performance, their effectiveness is amplified when teachers possess strong professional competencies. This highlights the critical importance of investing in continuous

professional development and competency-based management systems in educational institutions.

4.2 Theoretical Implications

From a theoretical perspective, this study contributes to the growing body of literature linking **strategic human resource management** and **educational performance** within the context of quality assurance in schools. It validates and extends the **Human Capital Theory** and **Resource-Based View (RBV)** by demonstrating that teacher competence acts as a strategic asset mediating institutional performance outcomes. The findings reinforce the argument that sustainable academic excellence requires not only visionary institutional policies but also consistent development of individual competencies.

4.3 Practical Implications

The findings offer several practical insights for educational leaders and policymakers:

1. **Vision and Mission Integration:** Schools should periodically review and internalize their vision and mission statements to ensure alignment between institutional goals and teaching practices.
2. **Human Resource Development:** Structured and continuous professional training programs must be prioritized to enhance pedagogical and leadership competencies among teachers.
3. **Quality Assurance Implementation:** Effective monitoring and evaluation systems should be institutionalized to sustain academic quality and improve performance standards.

By applying these strategies, educational institutions can achieve improved teacher productivity, higher student learning outcomes, and stronger institutional reputation.

4.4 Limitations of the Study

Despite its contributions, this study has several limitations that should be acknowledged:

1. The research was **limited to one educational institution** in Indonesia, which may constrain the generalizability of the findings to broader contexts.
2. The data relied on **self-reported questionnaires**, which may introduce response bias despite confidentiality assurances.
3. The **cross-sectional design** restricts the ability to infer causality over time.

Future research should expand the sample size across multiple educational institutions, incorporate longitudinal data, and employ mixed-method approaches to validate and enrich the findings.

4.5 Recommendations for Future Research

Future studies are encouraged to:

1. Explore **comparative analyses** between public and private educational institutions to examine differences in HR practices and quality assurance systems.
2. Investigate **digital transformation factors**, such as e-learning competence and technological readiness, as potential moderators of the HR–performance relationship.
3. Incorporate **qualitative insights** from teachers and administrators to capture deeper contextual nuances in institutional performance management.

Such research directions will provide a more holistic understanding of how strategic HR management and institutional governance foster sustainable educational excellence in the digital era.

4.6 Final Remarks

In conclusion, this study demonstrates that **the synergy between institutional vision, human resource development, and quality assurance—mediated by teacher competence—is a cornerstone of academic**

performance excellence. Strengthening these components not only improves individual outcomes but also supports the broader mission of educational transformation and quality improvement in Indonesia.

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