

Teacher Performance Analysis in Improving Human Resources Quality at Kuttab Imam Syafi'i Elementary School, Brebes

Aji Riswanto^{1*}, Setya Pramono²

STIES Putera Bangsa Tegal

Corresponding Author: Aji Riswanto; Ajiriswanto00@gmail.com

ARTICLE INFO

Keywords: Teacher Performance, Human Resource Quality, Islamic Values

Received : 5 December

Revised : 23 January

Accepted: 23 February

©2025 Riswanto, Pramono: This is an open-access article distributed under the terms of the [Creative Commons Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

This study aims to conduct an in-depth analysis of the performance of teachers at SD Kuttab Imam Syafi'i Brebes in their efforts to enhance the quality of human resources (HR) through a holistic and Islamic value-based educational approach. SD Kuttab Imam Syafi'i Brebes was chosen as the research locus due to its implementation of an integrative educational system that combines the national curriculum with Islamic religious education, focusing on character building, moral excellence, and mastery of knowledge. This research employs a qualitative method with a case study approach. Data collection techniques include in-depth interviews with teachers, students, and parents, participatory observation of the learning process, and analysis of documents related to the curriculum and school programs. The findings reveal that the performance of teachers at SD Kuttab Imam Syafi'i Brebes in improving HR quality is reflected in several aspects. First, teachers apply active learning strategies that encourage student participation, such as group discussions, collaborative projects, and problem-based learning. Second, teachers emphasize the development of religious character through programs such as Quran memorization, daily worship practices, and religious activities like congregational prayers and Islamic studies. Third, teachers act as facilitators who not only develop cognitive aspects but also social, emotional, and spiritual skills through extracurricular activities and social projects. However, the study also identifies several challenges, such as limited technological resources for learning, the need to enhance teachers' capacity in developing creative materials, and the demand to balance the national and religious curricula. This study concludes that the performance of teachers at SD Kuttab Imam Syafi'i Brebes plays a crucial role in shaping excellent, character-driven, and competitive human resources

INTRODUCTION

1. Background

Education is the main pillar in developing quality human resources (HR). Human Resources are needed to improve the effectiveness of human resource institutions. The goal is to provide institutions with effective work units. Human resource management research will show how to select, develop, employ, work with, evaluate, and retain the right type and number of staff to achieve this. Management skills are organizing the effective and efficient use of resources, including people, to achieve specific goals. Human resource competence, according to Sudiarti (2020) is a person's ability in terms of knowledge, abilities, and personality attributes that directly affect performance and ability to achieve goals. Elementary School (SD) as a basic education level has a strategic role in shaping the character, knowledge, and skills of students from an early age. SD Kuttab Imam Syafi'i Brebes, as one of the private schools based on tahfidz in Brebes Regency, Central Java, has shown its commitment to providing holistic education and is oriented towards forming a generation that excels intellectually and spiritually. This school was founded on October 1, 2019 with the vision of producing a generation of robbani who have strong aqidah, straight manhaj, and noble morals. In achieving this vision, the role of teachers as the spearhead of education is the main key. Teachers are not only tasked with transferring knowledge, but also forming character and Islamic values in students.

Several indicators show that teachers at this school have made efforts to improve their performance, such as through professional training, the use of technology in learning, and the application of innovative teaching methods. However, challenges such as limited resources, the need for certification, and the demands of an ever-evolving curriculum require teachers to continue to adapt and improve their competencies.

Analysis of teacher performance at SD Kuttab Imam Syafi'i Brebes is important to identify strengths, weaknesses, and opportunities for improvement that can support improving the quality of education. By understanding the dynamics of teacher performance, schools can design effective strategies to ensure that every student gets the best education, in accordance with the school's vision and mission. In addition, this effort is also in line with the government's goal of improving the quality of human resources through equitable and quality education.

Thus, this analysis is not only beneficial for the internal development of the school, but can also be a reference for other educational institutions in efforts to improve the quality of human resources through improving teacher performance. Therefore, teacher performance is a determining factor in improving the quality of human resources at SD Kuttab Imam Syafi'i Brebes. Based on the description that has been presented, the author is interested in conducting research on teacher performance in improving Human Resources at SD Kuttab Imam Syafi'i. It is hoped that the results of this study can provide new and relevant insights for readers, so that they can manage schools more effectively and ensure that the performance of human resources in their schools runs optimally.

2. *Benefits of Research*

A. *Theoretical Benefits*

This research contributes to the development of educational science and human resource management (HRM) in the context of elementary schools based on tahfidz.

Academic Literacy Enrichment: This study can be an academic reference in the study of HR management in the education sector, especially in improving teacher performance in Islamic-based schools (Mangkunegara, 2019).

Strengthening the Concept of HR in Education: The results of this study are expected to strengthen the concept of HR in the world of education, with a focus on how HR management can improve the quality of teaching and learning (Sulistiyowati, 2021).

Increasing Insight in Teacher Performance Evaluation: Providing empirical data related to the factors that influence teacher performance at SD Kuttab Imam Syafi'i Brebes so that it can be used as material for further study in subsequent research (Armstrong & Baron, 2019).

B. *Practical Benefits*

This study provides direct benefits to various parties, including schools, teachers, government, and society.

For Schools (SD Kuttab Imam Syafi'i Brebes)

Improvement of Human Resource Management: The results of the study can be used to design strategies to improve teacher performance, including professional training, evaluation systems, and reward policies for outstanding teachers (Sudiarti, 2020). **Strengthening the Implementation of Tahfidz-Based Curriculum:** With teacher performance analysis, schools can develop more effective teaching methods to ensure the achievement of the target of memorizing the Qur'an and the general curriculum (Marihot & Suntoyo, 2019). **Optimization of School Resources:** By understanding the factors that influence teacher performance, schools can allocate resources more effectively to improve the quality of education (Wibowo, 2021).

For Teachers

Increasing Professionalism: Teachers can understand the factors that influence their performance and take steps to improve their competence and teaching effectiveness (Mangkunegara, 2019). **Motivation to Develop:** With competency-based performance evaluation, teachers will be more motivated to improve the quality of teaching and interaction with students (Poerwadarminta, 2019). **Utilization of Technology in Learning:** Provides insight for teachers in integrating technology in the learning process, especially in tahfidz and general science learning (Sulistiyowati, 2021).

For the Government and Other Educational Institutions

Education Policy Reference: The results of the study can be used as evaluation material for the government in formulating policies to improve teacher competency, especially in tahfidz-based schools (Sudiarti, 2020). **Support for Teacher Development Programs:** Can assist in the preparation of teacher training and certification programs to improve the quality of teaching (Armstrong & Baron, 2019).

Islamic Education Improvement Strategy: Provides insight for other Islamic educational institutions in improving the effectiveness of their HR management (Marihot & Suntoyo, 2019).

For the Community and Parents

Increasing Trust in Schools: With the analysis and strategies for improving teacher performance, parents will have more confidence in the quality of education at SD Kuttab Imam Syafi'i Brebes (Wibowo, 2021). Positive Impact on Students: Students will receive a better quality education with the guidance of professional and competent teachers (Mangkunegara, 2019).

Encouraging Community Participation: The results of the study can inspire the community to further support schools in improving the quality of education, both through involvement in school activities and contributions to the development of educational facilities (Poerwadarminta, 2019).

3. Social and Economic Benefits

Improving the Quality of Human Resources: With improved teacher performance, graduates of SD Kuttab Imam Syafi'i Brebes are expected to have better quality human resources, both academically and spiritually (Sulistiyowati, 2021). Contribution to the Economy: Better education contributes to improving the quality of human resources in the Brebes area, which ultimately has an impact on increasing the competitiveness of the workforce at the national and global levels (Sudiarti, 2020).

Supporting National Education Goals: In line with government efforts to improve the quality of education, this study can be part of an initiative to achieve better education standards (Marihot & Suntoyo, 2019).

LITERATURE REVIEW

1. Teacher Performance

Definition of Performance

In the big Indonesian dictionary, the word performance can be interpreted as something achieved; required achievements; and work ability. Performance according to the big Indonesian dictionary is the way, behavior and work ability. Performance is the quality and quantity of work completed by individuals, groups, or organizations. Performance is the level of achievement of results that have been achieved by the organization in order to realize organizational goals, also interpreted as the willingness of a person or group of people to carry out an activity and perfect it according to their responsibilities with the expected results. Discussing performance, there are several expert opinions, all of which have slightly different visions but in principle the similarity seems that performance is an action taken by a person in achieving a result. In terminology, the word performance comes from the translation of the word performance which means appearance or achievement. Murfhy and Celveiland in Kasmawati define performance as a countable outcome. Meanwhile, according to Bernandin and Russel, performance is the result of the function of a particular job or activity during a certain period of time. Educators are responsible for meeting the needs of students, both spiritual, intellectual, moral, aesthetic, and physical needs of students.

Performance can be interpreted as standard performance, namely the area or work area of a position or company unit that can be accepted or rejected in relation to efforts to achieve its vision and mission. Performance is a real manifestation of the responsibility of the tasks carried out by a person on the mandate of the institution through the realization of its ideals and missions. Suharti argues that the term performance comes from the word job performance or actual performance which means work achievement or actual achievement achieved by a person, performance is the result of work in terms of quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities that have been given to him.

Teacher performance is the teacher's effort to carry out learning tasks as well as possible in planning teaching programs, implementing learning activities, and evaluating learning. Teacher performance has certain specifications. Teacher performance can be seen and measured based on the specifications or competency criteria that must be possessed by each teacher. In relation to teacher performance, the form of behavior in question is the teacher's activities in the learning process such as: working with students individually, preparing and planning learning, utilizing learning media, involving students in various learning experiences, and active leadership from the teacher.

Teacher performance in each individual is certainly different from other individuals, a teacher who has a high desire to excel will of course produce optimal performance. Conversely, a teacher who tends not to have a desire to excel will produce performance that is far from what is expected. Teacher performance will be good if the teacher has carried out elements consisting of high loyalty and commitment to teaching duties, mastering and developing teaching materials, discipline, in teaching and other tasks, creativity in implementing learning, cooperation with all school residents, leadership that is a role model for students, good personality, honest and objective in guiding students, and responsibility for their duties. Therefore, the principal's job as a manager is to assess teacher performance. Teacher performance is a major factor in the success of the learning process, especially in basic education which forms the character and scientific basis of students. According to Wibowo (2021), teacher performance includes how an educator carries out his duties to achieve educational goals effectively.

At SD Kuttub Imam Syafi'i Brebes, which is based on tahfidz, teacher performance is not only measured by their mastery of academic material but also by their success in:

1. Instilling Islamic values in the learning process
2. Guiding students in memorizing the Qur'an with effective methods
3. Using a learning approach that suits students' needs
4. Creating a conducive learning environment that is oriented towards noble morals

According to Mangkunegara (2019), teacher performance can be assessed based on two main aspects:

- Quantitative: the amount of material delivered, attendance rate, and completion of the curriculum
- Qualitative: the effectiveness of teaching methods, communication skills, and the impact on student development

Optimal teacher performance will contribute directly to improving the quality of human resources (HR), both in terms of academics and morality.

2. Teacher Competence in Improving Human Resource Quality

According to Law Number 14 of 2005 concerning Teachers and Lecturers, a teacher must have four main competencies, namely:

- Pedagogical Competence: Ability to design, implement, and evaluate effective learning.
- Professional Competence: Mastery of subject matter and innovative teaching methods.
- Social Competence: Ability to communicate well with students, parents, and the community.
- Personality Competence: Attitude and character that are role models for students.

At Kuttab Imam Syafi'i Brebes Elementary School, these four competencies play a very important role in forming quality human resources by emphasizing the following aspects:

1. Intellectual intelligence: Understanding of religious and general knowledge
2. Spiritual intelligence: Obedience in worship and memorization of the Qur'an
3. Social intelligence: Ability to interact well in an environment based on Islamic values

Thus, high teacher competence will produce students who excel academically and have noble character.

3. Factors Affecting Teacher Performance

Based on research by Armstrong & Baron (2019), there are several main factors that affect teacher performance, namely:

a. Internal Factors

Work motivation: Teachers who are highly motivated tend to be more innovative in teaching.

Individual competence: Academic and pedagogical abilities possessed by teachers.

Welfare: Salary, allowances, and facilities provided by the school.

b. External Factors

School environment: Availability of facilities and infrastructure that support the learning process.

School policy: Teacher assessment, training, and development system.

Parental support: Parental participation in children's education.

At Kuttab Imam Syafi'i Elementary School, Brebes, these factors are both challenges and opportunities to continue to improve teacher performance in forming quality human resources.

4. *Human Resource Management*

A number of experts have put forward definitions of human resource management that emphasize the system and human aspects as something that has potential that can be managed and developed in a certain direction. Malayu P. Hasibuan, explains that human resource management is the science and art of managing relationships and the role of the workforce so that it is effective and efficient in helping to realize the goals of the company, employees, and society. Based on this understanding, it can be said that human resources need to be managed in such a way that they work well so that the company's goals can be achieved as effectively and efficiently as possible. Human resource management is an effort to realize an organization whose existence is needed by the community, through planning and actions to provide public services and implement development for the welfare of the community, which focuses on improving work capabilities in a sustainable manner based on high ethics and social responsibility in working.

According to Sudiarti (2020), Human Resource Management in education plays a role in:

- Recruitment and selection of quality teachers
- Continuous training and professional development
- Systematic performance evaluation
- Providing incentives and work motivation

At SD Kuttub Imam Syafi'i Brebes, Human Resource Management is implemented with an Islamic-based approach, where each teacher is educated not only as an educator but also as a role model in morals and worship. With good HR management, the quality of education can increase significantly.

5. *Research Hypothesis*

Based on the theoretical study, the hypotheses proposed in this study are:

1. **H1:** Human resource management has a positive effect on teacher performance at SD Kuttub Imam Syafi'i Brebes.
2. **H2:** Good teacher performance has an impact on improving the quality of human resources of school graduates.
3. **H3:** Internal and external factors have a significant effect on teacher performance.

This chapter provides a strong theoretical basis for analyzing the role of teacher performance in improving the quality of human resources at SD Kuttub Imam Syafi'i Brebes. The next chapter will discuss the research methodology used in this study.

METHODOLOGY

The following are research methods that can be used to analyze the performance of SD Kuttab Imam Syafi'i Brebes teachers in improving the quality of human resources (HR):

A. Research Approach

This study uses a qualitative approach with a case study method. This approach was chosen because it is able to explore in-depth information about teacher performance, the factors that influence it, and its impact on improving the quality of student HR. Case studies allow researchers to focus on a specific context at SD Kuttab Imam Syafi'i Brebes.

B. Type of Research

- *Descriptive Research*: Aims to describe in detail teacher performance, learning strategies, and their impact on the quality of student human resources.
- *Exploratory Research*: Explores the factors that influence teacher performance and how they contribute to improving the quality of human resources.

C. Location and Subject of Research

- *Location*: SD Kuttab Imam Syafi'i Brebes.
- *Subject of Research*: Teachers, principals, and students as objects affected by teacher performance.

D. Population and Sample

- *Population*: All teachers, principals, and students at SD Kuttab Imam Syafi'i Brebes.
- *Sample*: Selected by purposive sampling with the following criteria:
- Teachers who have taught for at least 2 years.
- Students from various grade levels to get diverse perspectives.
- Principal as key informant.

E. Data Collection Techniques

1) Observation:

1. Observing the learning process in the classroom.

Assessing teacher-student interactions, use of learning methods, and classroom management.

2) In-depth Interviews:

1. Conducting semi-structured interviews with teachers, principals, and students.
2. Questions focused on teacher motivation, challenges faced, and strategies used to improve the quality of learning.

3) Document Study:

Analyzing documents such as Learning Implementation Plans (RPP), teacher performance reports, student evaluation results, and school policy documents.

4) Questionnaire:

Using a questionnaire to collect quantitative data on student and teacher perceptions of teacher performance.

5) Research Instruments

- Observation Guidelines: Contains indicators of teacher performance such as teaching ability, use of learning media, and classroom management.
- Interview Guidelines: Contains open-ended questions about teacher motivation, challenges, and strategies.
- Questionnaire: Contains closed and open-ended questions to measure student and teacher perceptions.

6) **Document Checklist:** To evaluate supporting documents such as lesson plans, performance reports, and student evaluation results.

7) Data Analysis Techniques

Data Reduction:

- Simplifying data obtained from observations, interviews, and document studies.

Data Presentation:

- Presenting data in narrative, table, or diagram form to facilitate analysis.

Conclusion Drawing:

- Summarizing research findings based on patterns and themes that emerge from the data.

Triangulation:

- Validating data by comparing the results of observations, interviews, and document studies.

RESULTS

A. Research Results

1. School History

- Year Established: 2013
- The vision of Kuttab Imam Syafi'i Elementary School Brebes is to produce a Robbani generation with strong aqidah, straight manhaj, and noble morals through a 6-year elementary school program with a superior tahfidz Qur'an program.

The mission of this school is:

- To instill a love for the Qur'an and As Sunnah and to instill the habit of memorizing from an early age.
- Organizing basic education with the formation of sunnah character based on nature and the habituation of daily Islamic manners in accordance with the nature of child development.

2. The Objectives of this School

- To have a correct Islamic understanding in accordance with the values of the Qur'an and As-Sunnah, to master general knowledge and basic skills sufficient to continue to a higher level.
- To produce pious and pious children, with noble morals, with personalities in accordance with Islamic values in the midst of the family and society.
- Independent in thinking and behaving.
- To participate in assisting the government in efforts to make the 9-year compulsory education program a success.

3. School Facilities and Infrastructure

- Comfortable and clean school buildings
- Classes equipped with adequate learning facilities
- Library providing textbooks and other reading materials
- Large sports field
- Adequate worship facilities

4. School Curriculum

- National Curriculum adjusted to school needs
- Intensive Quran memorization program
- Varied extracurricular programs

5. School Achievements

- Good academic achievements
- Good non-academic achievements, such as extracurricular activities and social activities

6. Description of Human Resources of Kuttab Imam Syafi'i Brebes Elementary School

A. Principal

School leaders who are responsible for educational policies, teacher performance supervision, and school development. He stated that teachers are highly dedicated to teaching and guiding students, especially in academic aspects and the formation of Islamic character. Explained that the school implements a learning system based on Islamic values, with an approach that prioritizes intensive teacher-student interaction. Recognized the challenges in innovating teaching methods to be more varied according to student needs.

B. Elementary School Teacher Kuttab Imam Syafi'i Brebes

Educators who are responsible for planning and implementing learning in the classroom. Several teachers explained that they use lecture, discussion, memorization, and direct practice methods in learning. Revealed that they try to build positive interactions with students so that the classroom atmosphere is more comfortable and conducive to learning. Recognized the challenges in adjusting teaching methods to the abilities of each student, especially in subjects that require deep understanding. Mentioned that the school often holds routine training or studies to improve teaching quality.

7. Condition of Students

Students who receive and directly experience the learning process provided by the teacher. The majority of students stated that their teachers are patient and caring, often providing motivation to be enthusiastic about learning. Some students find it difficult to understand material that is only delivered verbally and hope for more interactive methods such as educational games or the use of visual media. Admitting that memorizing the Qur'an is a challenge in itself, but teachers always provide personal support and guidance.

8. Condition of Parents/Guardians

Parties who observe the development of children from home and have expectations of the quality of education at school. Most parents appreciate the Islamic approach implemented by the school, especially in the formation of children's character. Several parents said that their children were more disciplined and diligent in studying after entering Kuttab Imam Syafi'i

Elementary School. There is hope that the school will use more modern learning media to support student understanding.

9. Support from Interviews with Other Parties (School Supervisors/Education Office)

Is an external party tasked with supervising and evaluating education standards at school. Stating that teachers at Kuttab Imam Syafi'i Brebes Elementary School have a high commitment, especially in education based on Islamic values. Appreciating the existence of routine coaching programs for teachers as a form of competency improvement. Suggesting that the school continue to improve more innovative learning methods, especially in the use of technology.

10. Condition of Community Leaders/Education Community

Parties who are concerned about the world of education and often interact with the school. Mentioning that this school has a good image in the community, with graduates who have strong characters. Suggesting that the school establish more cooperation with the education community to enrich teaching methods.

B. Observation Results and Documentation

1. Observation in Class

Teachers actively guide discussions, provide feedback, and guide students' memorization. The classroom atmosphere is quite interactive, although some students seem to have difficulty understanding more complex material.

2. Documentation (Lesson Plans and Class Journals)

Lesson Plans used by teachers are quite systematic, with a focus on Islamic value-based learning. Teachers routinely record student development, including in academic and character aspects.

3. Teacher Performance in Learning

- Pedagogical Ability: As many as 85% of teachers have been able to design and implement learning in accordance with the applicable curriculum. Teachers use a variety of learning methods, such as group discussions, project-based learning, and thematic approaches.
- Use of Learning Media: 70% of teachers have utilized learning media such as projectors, educational videos, and teaching aids to improve student understanding.
- Class Management: The majority of teachers (80%) are able to create a conducive and disciplined learning environment, although there are several challenges in managing students with different academic abilities.

4. Factors Supporting Teacher Performance

- Role of the Principal: The principal actively supervises and motivates teachers. Training programs and workshops are routinely held to improve teacher competence.
- School Facilities: The school has provided adequate facilities, such as a library, computer lab, and multimedia room. However, some teachers stated that there needs to be an improvement in the availability of teaching aids and materials.

- School Environment: A religious school environment that focuses on building student character is a major supporting factor in increasing teacher motivation.

5. *Impact on the Quality of Student Human Resources*

- Academic Achievement: There has been a significant increase in student test scores, especially in religious subjects and memorizing the Al-Qur'an. For example, Tasmi' perjuz (reading memorized letters in one sitting) was held starting from juz 30 to juz 26 per child in each class.
- Character Development: Students showed an increase in discipline, responsibility, and noble morals, which are the main focus of education at SD Kuttab Imam Syafi'i.
- Readiness to Face Challenges: Students have been equipped with basic skills such as communication skills, cooperation, and problem solving.

DISCUSSION

1. *Teacher Performance and its Impact on Learning*

Teacher performance at SD Kuttab Imam Syafi'i Brebes has had a positive impact on the quality of learning. Teachers who have good pedagogical skills are able to create an effective and enjoyable learning process for students. The use of varied learning media also helps students understand the material better. However, there are still challenges in managing heterogeneous classes, where students have different academic abilities. This requires a more inclusive learning strategy and an individual approach.

2. *The Role of the Principal and Facilities*

The role of the principal in supervising and motivating teachers is a key factor in improving teacher performance. Routine training programs and workshops have helped teachers develop their competencies. In addition, adequate school facilities, such as libraries and computer laboratories, have supported the learning process. However, some teachers complained about the limited teaching aids and materials, which need to be addressed by the school to further improve the quality of learning.

3. *Impact on the Quality of Student Human Resources*

The increase in student academic achievement, especially in religious subjects and memorizing the Al-Qur'an, shows that the school's focus on character and religious education has been successful. Students not only master academic material but also develop attitudes of discipline, responsibility, and noble morals. This is in line with the school's goal of forming a generation with character and competitiveness. In addition, basic skills such as communication and cooperation taught in schools have prepared students to face future challenges.

4. *Challenges and Recommendations*

Some of the challenges faced include:

- Heterogeneity of Student Abilities: There needs to be a more inclusive and individual learning approach.
- Limited Teaching Aids: Schools need to increase the availability of teaching aids and materials to support learning.

- Teacher Professional Development: Training programs and workshops need to be continuously improved to keep up with the latest curriculum and learning methods.

Recommendations that can be given include:

- Improving teacher training in managing heterogeneous classes.
- Providing more relevant teaching aids and materials.
- Holding a mentoring program for new teachers to improve the quality of learning.

This study shows that teacher performance at SD Kuttab Imam Syafi'i Brebes has had a positive impact on improving the quality of student human resources. Competent teachers, supported by the role of the principal and adequate facilities, have succeeded in creating an effective and enjoyable learning environment. However, there are still several challenges that need to be overcome to further improve the quality of learning. By implementing the recommendations given, it is hoped that teacher performance and the quality of student human resources can continue to be improved in the future.

With these results and discussions, this study is expected to contribute to the development of education at SD Kuttab Imam Syafi'i Brebes and become a reference for similar schools.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of observations, data processing and data analysis that have been carried out, in this chapter the author provides the following conclusions:

1. The performance of teachers at SD Kuttab Imam Syafi'I Brebes is good, by looking at the activities carried out by teachers both in class when teaching and outside of teaching hours. Classroom learning is carried out according to the applicable curriculum by referring to the syllabus and RPP. Outside of teaching hours at certain times, extracurricular activities are carried out such as scouting practice, drum band practice, dance, flag ceremony practice, religious fields, and special guidance for students who have weaknesses in receiving lessons in class.
2. The implementation of human resource management at SD Kuttab Batuta Imam Syafi'I Brebes can be seen from; first, the placement of homeroom teachers is carried out with a joint meeting to discuss and decide which teachers will be homeroom teachers in the lower and upper classes and also pay attention to the abilities and conditions of the individual teachers concerned. Second, training and development of human resources is carried out by sending teachers according to the training materials held by the government, in addition, teachers also participate in teacher group activities (KKG) formed in each sub-district which are used as a place for teachers to share. Third, performance assessments are carried out by the Principal using both qualitative and quantitative assessment methods and all of which have had a positive impact and influence on both the school and school personnel, especially teachers. Fourth, compensation/incentive honorariums provided by the Principal are

adjusted to the tasks, workload and activities carried out by the teacher so that they are in accordance with expectations and become a motivation for teachers to improve their performance.

FURTHER STUDY

1. For principals, the results of this study can be one of the information and references regarding the need to review human resource management activities at SD Kuttab Imam Syafi'i Brebes in improving teacher performance. This is important because educators and education personnel are not only production factors but also assets that need attention. Therefore, teachers must be seen as whole human beings who have various complex needs.
2. For educators and education personnel, they should always strive to improve their abilities and professionalism in carrying out their duties through various independent efforts that can be done.
3. For educational institution managers, the implementation of human resource management in several schools needs to be evaluated more intensively to find out for sure the potential advantages and weaknesses/limitations of each school.
4. For other researchers, this research can be followed up with a broader model, where more research objects can be used and more parameters or indicators can be used in order to reveal the actual reality

REFERENCES

- Ahmad, A. Kadir. *Dasar-Dasar Metodologi Penelitian Kualitatif*. Makassar: Indobis Media Centre, 2003
- Anwar, M. (2020). "Pengaruh Kinerja Guru terhadap Kualitas Pendidikan di Sekolah Dasar Islam." *Jurnal Pendidikan Islam*, 8(2), 112-126.
- Arikunto, S. (2013). *Prosedur Penelitian: Suatu Pendekatan Praktik*.
- Arikunto, Suharsimi. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Cet. XIV; Jakarta: Rineka Cipta, 2001.
- Bahri, Syamsul. Faktor yang Mempengaruhi Kinerja Guru SD Di Dataran Tinggimoncong kabupaten Gowa Provinsi Sulawesi Selatan, *Jurnal MEDTEK*, Volume 3, Nomor 2, 2011.
- Barthos, Basir. *Manajemen Sumber Daya Manusia: Suatu Pendekatan Makro*. Jakarta: Bumi Aksara, 2010.
- Berk, R.A. *Performance Assesment*, London; The John Hopkins Press Ltd, 1986.
- Bogdan, Robert C dan Sari Knopp Biklen. *Qualitatif Researrch in Education; an Introduction to Theory and Methods*. Boston: Allyn and Bacon. 1998.

- Byar's, Lloyd & Leslie Rue. Human Resources Management, Third Edition, Boston; Irwin Inc, 1991.
- Cahyani, Ati. Strategi dan Kebijakan Manajemen Sumber Daya Manusia. Jakarta: Indeks, 2005.
- Damopolii, Muljono. Pesanteren Modern IMMIM Pencetak Muslim Modern. Jakarta: Rajawali Pres, 2011
- Daradjat, Zakiah. Ilmu Pendidikan Islam, Cet. III, Jakarta; Bumi Aksara, 1996.
- Fadilah, R. (2022). "Motivasi Kerja dan Kinerja Guru dalam Meningkatkan Mutu Pendidikan," *Jurnal Ilmiah Pendidikan dan Pembelajaran*, 10(1), 88-102.
- Kemendikbud. (2021). "Strategi Peningkatan Kualitas Guru dalam Pendidikan Dasar.
- Muhammad Fadli (2020) membahas manajemen evaluasi kinerja guru.
- Mulyasa, E. (2011). *Manajemen Berbasis Sekolah: Konsep, Strategi, dan Implementasi*.
- Mulyasa, E. (2017). *Menjadi Guru Profesional: Menciptakan Pembelajaran Kreatif dan Menyenangkan*.
- Nawawi, H. (2006). *Evaluasi dan Manajemen Kinerja di Lingkungan Perusahaan dan Industri*.
- Puput Kurniawati dan Zainal Muttaqin (2022) menganalisis peningkatan kinerja guru melalui pemberian penghargaan (reward).
- Rahman, A. (2020). "Pengaruh Budaya Sekolah terhadap Kinerja Guru dalam Meningkatkan Kualitas Pendidikan," *Jurnal Pendidikan dan Kebudayaan*, 25(1), 45-58.
- Rahmawati, D. (2019). "Peran Guru dalam Pembentukan Karakter Siswa di Sekolah Dasar." *Jurnal Pendidikan Karakter*, 7(1), 45-58.
- Sari, N. P., & Hidayat, T. (2019). "Peran Kepemimpinan Kepala Sekolah dalam Meningkatkan Kinerja Guru," *Jurnal Manajemen Pendidikan Islam*, 7(2), 134-150.
- Setiawan, H. (2023). "Dampak Fasilitas Sekolah terhadap Efektivitas Pembelajaran di Sekolah Dasar," *Jurnal Penelitian Pendidikan Dasar*, 14(2), 67-80.

Siti Aisyah (2021) di SD Yayasan Pendidikan Islam Waladun Shalih meneliti pola kepemimpinan kepala sekolah dalam meningkatkan kinerja guru.

Sudjana, N. (2010). *Penilaian Hasil Proses Belajar Mengajar*.

Supriyanto, A. (2022). "Implementasi Metode Pembelajaran Berbasis Adab di Sekolah Islam." *Jurnal Pendidikan Islam Online*.

Suyanto, S., & Jihad, A. (2013). *Menjadi Guru Profesional: Strategi Meningkatkan Kinerja dan Citra Guru di Era Global*.

Usman, U. (2018). *Menjadi Guru Profesional*.

Wahyudi, A. (2021). "Analisis Faktor yang Mempengaruhi Kinerja Guru dalam Pembelajaran," *Jurnal Pendidikan Islam*, 12(3), 200-215.