# Improving the quality of human resource performance through leadership (case: Islamic state senior high school 2 of Parepare)

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## ABSTRACT

Leader is a very important aspect of an organization, a leader has the duty to coordinate, influence, and motivate the employee to work toward the goals of an organization. In term of education institution, human resources play an important role in enhancing institution quality and, further, providing quality education, which aligns with one of the sustainable development goals; human resources quality of education institution, namely teacher, also impact the future quality of human resources as they are an important player in transferring knowledge. All of this output can only be achieved through excellent leadership. This paper explores how leadership style could improve the quality of human resources in Islamic State Senior High School (MAN) 2 of Parepare, which will explicitly explain and illustrate the good form of leadership implemented by the headmaster and sub-leader of MAN 2 of Parepare. The result of this paper explains the form of leadership that shows form discipline and commitment toward the responsibility that they bear, which is the leader fulfilling the duty such as planning, organizing, coordinating, executing, and evaluating the school's overall performance. The headmaster also provides education and skill development opportunities through short courses, workshops, seminars, certified programs, and post-graduate education. Lastly, the leader shows an open-minded attitude by considering and accommodating ideas and advice from the employees to improve the school's overall quality and competitiveness.

**Keywords:** Competitiveness; human resources; leadership; performance; quality

## 1. INTRODUCTION

Education is crucial because it influences the quality of human resources, which makes it crucial. Nowadays, a nation's superiority is determined by its superior human resources rather than its wealth in natural resources (HR). Where the quality of human resources and education are positively correlated, the quality of education is frequently demonstrated by favorable conditions, compliance with requirements, and the presence of all necessary components, including input, process, output, educational staff, facilities and infrastructure, and costs (Davarpanah & Mohamed, 2020). All of these elements must adhere to particular standards in order for education to be of a given caliber. Quality education professionals, namely those who can react swiftly and responsibly to challenges, are more important than the other parts of the education system. Future education employees will be more complicated, necessitating that education staff constantly improve and modify their grasp of their competencies (Sušanj et al., 2020).

Professional educators are absolutely necessary for the provision of a quality education. Students' knowledge, talents, and character are heavily influenced by the staff in the education field. Therefore, professional education employees will do their tasks professionally in order to generate graduates of greater quality. Becoming a professional education staff does not happen automatically; one approach to make it happen is by establishing professionalism, which involves the assistance of parties who play a significant role in this instance, especially the school principal, who is a crucial educational leader (Tyas et al., 2020). The principal's role in the execution of educational programs in schools is significant. Education management has a crucial role in guaranteeing the quality of education supplied by educational institutions; therefore, in addition to other educational issues, it merits considerable consideration. Therefore, in order to support the improvement of the quality of education, it is necessary to increase the mastery of education management among all personnel resources who are present and involved in the implementation of education, keeping in mind that the direct result of effective education management is the production of high-quality education (Corbett, 2022).

The accomplishment of educational objectives is highly reliant on the leadership qualities and sagacity of the madrasah's leader, who is one of the educational leaders. The head of the madrasa is a professional official in the madrasa organization responsible for managing all organizational resources and collaborating with teachers to educate pupils to achieve educational objectives. With the professionalism of the madrasah head, it is easy for the professionalism of the educational staff to develop because, in accordance with his function, the madrasah head understands the needs of the school he leads, ensuring that teacher competence does not remain stagnant in the competencies he possessed previously, but rather increases and develops well, thereby enabling the realization of teacher professionalism. Because professional education professionals are

not only well-versed in the appropriate fields of knowledge, teaching materials, and procedures but are also able to motivate students and have a broad understanding of the education field (Ananda, 2019).

The professionalism of educational personnel has also consistently been one of the most significant determinants of educational excellence. Professional educators can effectively instruct students despite resource and environmental limits. However, producing professional educators is not a simple task. In enhancing student learning processes, teachers must be more dynamic and imaginative. In order for the educational process to operate successfully and efficiently, teachers must possess adequate type and subject knowledge (Rusilowati & Wahyudi, 2019).

There are two reasons why past efforts to increase the quality of education have been insufficient or unsuccessful. Initially, the current education development strategy has been more input-focused. Such a strategy is predicated on the belief that once all educational inputs, such as the provision of books (teaching materials) and other learning tools, the provision of educational facilities, and the training of teachers and other education personnel, have been met, then the educational institution (school) will automatically be able to produce the expected output (output) of high quality. It turns out that the input-output strategy provided by the education production function theory does not fully function in educational institutions (schools) but rather only in economic and industrial organizations (Wu & Liu, 2021). Second, education management has historically been more macro-oriented and directed by central bureaucratic ranks. Consequently, many factors predicted at the macro (central) level do not exist or do not function as intended at the micro (school) level. Or, in more complex matters, it can be stated that the central bureaucracy frequently lacks a thorough and correct understanding of the breadth and depth of educational difficulties (Hartinah et al., 2020).

In addition to supplying educational input elements, educational development must pay more attention to educational process aspects. Educational input is required within specific constraints, but there is no assurance that it will automatically improve the quality of education. In addition, given that schools are the primary formal education implementing units with a wide range of potential students requiring diverse educational services and varying environmental conditions, schools must be dynamic and innovative in their efforts to enhance the quality of education. Each educational unit's quality enhancement activities are geared toward providing educational services to interested parties or the general public (Shaturaev, 2021).

While education management is important, it is also important to note that education systems are built upon the composition of excellent human resources; therefore, as explained above, professional human resources in educational institutions

can be defined as teachers, staff, and technicians who make the educational system operate in harmony. Talking about the importance of human resources. Human resources are the backbone of every organization and are responsible for daily operations, attaining goals and objectives, and guaranteeing the firm's growth and development. Human resources are accountable for recruiting, selecting, and training personnel, as well as managing employee relations and assuring compliance with labor laws and regulations. In addition, they play a crucial role in developing and implementing policies and procedures that create a healthy work environment, employee engagement, and productivity. In addition, human resources manage employee benefits, remuneration, and performance reviews. In addition, they play a crucial role in recognizing and resolving employee complaints, grievances, and conflicts, as well as ensuring the firm maintains a diverse and inclusive workforce (Kaso et al., 2019). Human resources also include leaders, who, in order for educational institutions to operate optimally, it need competent and experienced leaders. In real-life scenarios, each leader has a different style, which is called leadership style. Optimal leadership style should examine the pros and cons of various styles before selecting one. This can aid in developing a more effective educational system concerning its leadership, teaching modules, incentive programs, pay structure, and curriculum (Torlak & Kuzey, 2019).

Reflecting on this, performance is an important aspect in educational institutions, which, in common sense, is general performance, especially human resources performance. This is due to the fact that every output in educational institutions is based on performance. The performance of their teachers directly influences students' learning outcomes. When teachers perform well, they are able to successfully convey the content, involve students in the learning process, and assist students who require assistance. Students' academic performance and accomplishment levels improve as a result. In the school system, performance is also essential since it identifies areas that require development. By measuring and assessing the performance of teachers, schools, and education systems, it is possible to identify problem areas and implement adjustments to enhance the quality of education. This can result in enhanced teaching techniques, a more effective curriculum, and improved student learning results. Performance is essential to the school system because it facilitates accountability. Teachers and schools are held accountable for their performance, which ensures that they provide kids with a quality education. This accountability also ensures that resources are utilized efficiently and effectively to promote student learning (Baluyos et al., 2019). This points out the importance of human resources and how leaders contribute to enhancing human resources' performance. This paper will explore the role of human resources and how leaders contribute to the improvement of human resources performance through the diversity of methods.

## 2. METHODS

This paper is qualitative research. By deploying a case study approach, this paper will explore the quality of human resources performance and how leaders should act in order to improve this performance; further, this paper will also investigate the right method of leadership style in accordance with its contribution to maximizing the performance of human resources. In order to achieve this purpose, this paper will gather data through an open interview, choosing Islamic State High School No.2 of Parepare as the research location; the interview will be conducted in this location with the schoolteacher as respondent. The data will include the perspective of the teacher of the leadership style the principal implements and how in their perspective, the most suitable ways to improve their performance. The data will then be evaluated to generate a conclusion and discussion using deductive reasoning, and empirical evidence will be offered to support the paper's key findings. This study will also discuss the procedures frequently implemented by educators in order to create a more lively and pleasurable learning environment. For the purpose of illustrating the primary objective of this article, the conceptual framework of the research flows is depicted below.
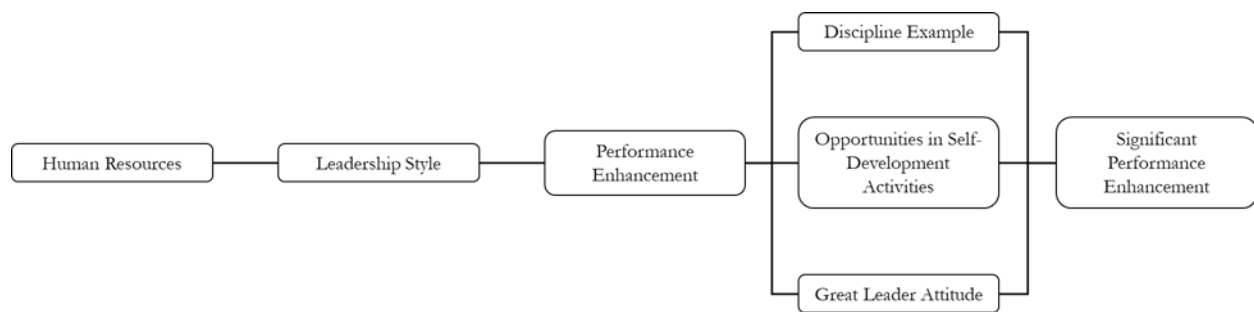


**Image 1**. Research Flow Conceptual Framework

## 3. RESULTS AND DISCUSSION

Real-life scenarios explain that any type of organization requires someone to occupy a leader position, with or without the assistance of others. A person who holds a leader's role in an organization is responsible for exercising leadership, notably in educational organizations, where the leader is the principal. Serving as a functional instructor who is tasked with directing an Islamic School (Madrasah) in which the teacher who teaches the lesson and the students who receive the lesson interact. The principal is responsible for leading, mobilizing, coordinating, or influencing instructors and all current resources in the *madrasah* to optimally fulfill the established goals (Umam, 2020).

Leadership is not a solitary symptom but rather the result of interaction between group members. It is a symptom of society. A leader must be able to comprehend the attitudes, needs, and qualities of his followers, as well as the prevalent traditions and ideals

of the organization. Therefore, a leader must have a deep understanding of the situation, as different circumstances call for distinct leadership skills (Warisno & Hidayah, 2022). Leadership is also influenced by the media, environment, and culture in which it operates. Leadership is not effective in a void but in settings caused by a variety of factors. Leadership is constantly changing and never static. Leadership is the capacity to influence people through individual and group interactions as a kind of cooperation inside an organization in order to accomplish its goals. Therefore, a leader's talent originates and develops from within, not from the outside. If a leader lacks a leadership spirit, he is unfit to hold the position of leader (Devi & Subiyantoro, 2021). In the context of Islamic Education, a leader must exhibit Islamic characteristics. In other words, leaders and followers are bound by loyalty to Allah SWT (*hablun minallah*) and share a close relationship (*hablun minannas*).

## Leadership Style Influence on Human Resources Performance

Leaders must act and do things like real leaders do. At a certain level, that leader doesn't just want to please the people he leads. He also wants to please God. It means that the way he acts is in line with what God's Word says. He wants everything he thinks, says, and does to bring glory to God. Real leaders care more about spiritual things than about how well they do in the world. For him, being rich means being able to give more and do more. Nothing is done to win an award but to help other people. And he values love and appreciation in relationships more than status and power. True leaders are always willing to learn and grow, whether it is in their knowledge, their health, their finances, their relationships, or something else. Every day, he would keep his promise to serve God and other people. Through silence, prayer, and reading God's Word (the Bible).

A leader has to be responsible, which means that they have to be brave enough to take the risks that come with their actions. Subordinates are only there to help a leader do his or her job and fulfill his or her responsibilities. In Madrasahs, the progress of education is up to the principal, who is in charge of running the school. As a leader in education, the principal is expected to do his duties and responsibilities as a leader in education as well as possible. This includes being a good teacher leader. Teachers, students, administrative staff, the government, and the community all immediately hoped that the principal would be able to do his job as a leader as well as possible so that the school's vision, mission, and goals could be met. As an educational leader, the principal is responsible for planning, organizing, putting plans into action, coordinating, supervising, and evaluating. To do these main management tasks well, the principal and all of his staff must be able to talk to each other and work together. So, the principal has a very important job and is the key to the school's success. The school principal's duties and responsibilities include state person leadership, educational leadership, administrative leadership, supervisory leadership, and team leadership (Zaini & Syafaruddin, 2020).

"I think the principal is doing a good job of running the school. This was shown by the fact that he was able to run and plan the madrasa program with the help of stakeholder teachers and then measure how well a planned activity worked."

According to this, the principal has done his duty and fulfilled the responsibilities given. Indicate excellent behavior as a leader. This leadership performance doesn't receive any complaints, which can instead influence discipline by example. When the leader performs well and shows a positive attitude, the subordinated will also follow due to their sense of humanity and self-satisfaction of having a good leader. This form of behavior also important to ensure the development of student behaviors, since the positive behavior are shown by the principal, student will likely imitate those behavior (Fathih et al., 2021).

"During the time I worked at MAN 2 Parepare, I thought the school principal was a very good leader. When he gave orders and instructions to the teachers, he also gave an assessment of what the problems and challenges were when the planned program didn't go as planned."

A good leader follows the whole process of his/her job and the duty of the subordinates; therefore, by handing out responsibilities to the subordinates, the leader's role doesn't end there, It ends when the given task is completed, good leader will from time to time check on the subordinates, making sure that he doesn't face any difficulties, and when countering one, it is leader initiative to help and take part in solving the problem, or offer a possible solution, this form of leadership actively engage in developing the capability of the subordinate and thus lead to school overall quality improvement (Dian et al., 2022). Further, the initiative leadership style will enhance the leader's aura of the person, improving the respect of subordinates to cooperate willingly on every given duty. This form of leadership also enhances the satisfaction of the subordinates as the leader is considered understandable and has good tolerance toward subordinates' lack of ability, which is later recommended to be improved (Muali et al., 2022).

"In my role as principal of the school, I worked based on the vision and mission that had been agreed upon in meetings with all of the school's stakeholders. I often gave my subordinates advice and direction on how to carry out their duties and responsibilities, and I often asked a teacher to take my place as the coach of the flag ceremony every Monday at school."

Leaders should have an open-minded form of thinking despite also being critical. Good leaders often listen more, and the purpose of this behavior is to understand the needs of the institutions, The form of leadership implemented by the principal of MAN 2 Parepare indicates tolerance and open-minded behavior. These are important due to the

fact that the development and improvement of the school aren't formulated by only one mind but accommodate many aspects from the perspective of another. The leader's behavior in making decisions also decides the overall quality of education forward (Sugiri & Ma'shum, 2022). Moreover, tolerance of the leader will lead to the improvement of teacher performance due to friendly feelings toward the environment; as a part of the system, the teacher also wants to contribute toward the institution but is often unheard by the leader due to the arrogance of the leader; therefore it's important for the leader to have tolerance and open-minded behavior, to ensure the improvement of teacher performance (Hasibuan, 2022). In MAN 2 Parepare, the tolerance and open-minded behavior of the leader lead to participative behavior of the subordinates to contribute in offering possible advice for the improvement of the Madrasah.

According to the interview result, it can be concluded that the principal of MAN 2 Parepare in carrying the duty and responsibility, needs everyone's help to succeed. Given the importance of the madrasah's vision and goal in guiding its operations, it is imperative that its leadership and management be up to date if the institution is to succeed in determining the best way to implement the program. The principal's duties include strategic thinking, organizational skills, implementation, coordination, supervision, and assessment. These fundamental managerial duties necessitate open lines of communication and teamwork between the principal and his entire staff. Therefore, the principal's role is crucial to the success of the school. The success of a Madrasah depends on the principal's demeanor and appearance more than anything else. To achieve the school's goals, it is the principal's responsibility to motivate employees to strive toward those objectives. In this instance, the principal is responsible for steering the institution toward its educational aims and maintaining a conducive atmosphere for teaching and learning. This is the responsibility of everyone who benefits from or interacts with the educational system, not only the principal.

## Development Program and Effort to Enhance Human Resources Performance

The learning process is a never-ending process carried out through the generations to come; therefore, in order to adapt to the ever-changing trends of education, one needs to improve their skills, abilities, and capabilities in their profession. The leadership style in MAN 2 Parepare allows the employee to engage in a development program through short-course, formal education, seminars, workshops, or many other forms of self-improvement activities. According to the interview results, teachers at MAN 2 Parepare have followed several programs to achieve quality improvement, which is in the context of a Professional development program, including (1) engaging in a diversity of development program, (2) engaging in courses related to their specialization and skills, (3) reading more, and (4) occasionally doing benchmarks to another school. Meanwhile, in the context of teaching performance, teachers have several strategies, including (1)

extending study duration, (2) organizing learning materials, (3) aligning the learning materials with the student's ability, and (4) shifting methods once in a while. Moreover, MAN 2 Parepare also does upgrades on its facilities every once in a while. Another improvement supported by the principal is the motivation for self-improvement. The principal facilitates the subordinates to participate in such program, like training and workshops, further, the teacher also allows to continue to degree programs for numerous of future possibilities on their career.

"Professional teacher is viewed from an academic standpoint; what level of educational background is it, at least a bachelor's degree, performance, appearance, for example, how to dress, how to speak, and from what he speaks, we can determine whether the teacher has teaching potential or not. Based on his intelligence, his GPA is at least three, stakeholders, how he handles pupils, creative and innovative abilities, and other talents. The teacher's performance in this school is quite good in terms of attendance benchmarks, teacher professionalism competence, and teacher teaching completeness (when teaching in class, they always make lesson plans). When teaching, they never use one method but always take turns according to the material to be conveyed so that the child does not feel bored or bored."

The statements above indicate the need for the teacher to engage in a self-improvement program in order to adapt to the learning environment. The emergence of technology might provide students with faster information than the schoolbook. Therefore, the teacher needs to anticipate this. It's explained in the empirical research that principals often allow and provide opportunities for the teacher to improve their professionalism through diversity of development programs (Badrun, 2022). It's crucial for teachers to engage in the development program. It is important to improve their performance, their methods, and their improvisation of one's situation, which is made possible by the knowledge and experience obtained through those development programs (Jamilus et al., 2022). These kinds of opportunities also motivate the teacher, influence them to perform better at work, and have the excitement of implementing their new knowledge to testify its effectiveness (Suprihatin et al., 2022). Reflecting on this, a good leader should always provide opportunities for the subordinates to improve themselves for future possibilities in their career.

"The care of the school principal, which was not only done when we were at MAN 2 Parepare, but also outside, that was proven when we were unwell, invited fellow teacher or student representatives to visit us, was one of the things that made us also diligent in teaching at Madrasah. Furthermore, the school principal's motivating support and attention pushes teachers to be more persistent, creative, and original in the learning process in class, provides prizes to teachers who excel, and also gives a raise, even if it is small, but it inspires us."

This statement indicates caring leadership, which, with this level of caring, could influence teachers to work diligently, thus positively impacting their overall performance. Explained in empirical research that leaders should always pay attention to their subordinates due to the fact that subordinates also carry important roles in the institution. It is crucial for the component of the institution to work in harmony, and a leader's caring behavior becomes the driver of employee positive behavior toward their duties and their leader (Nur et al., 2019). Further, a leader should also motivate their subordinates. The motivation originating from the leader will form a positive emotional feeling that implies the leader cares about their subordinate and wishes the best for their teamwork (Kholid & Rohmatika, 2019). Lastly, a leader's caring behavior will also become an advantage because this behavior will find details on teachers' work that needs improvement, which allows a leader to anticipate before causing internal damage. During this process, the employee will also form a sense of awareness of their lack of ability in certain areas and work toward self-improvement to achieve better outcomes in their performance (Alwis et al., 2020).

"Our principal is the type of leader who is disciplined, not only in teaching and learning but also in other aspects of teaching and learning, such as wage difficulties. The madrasah principal is quite strict about receiving a paycheck; he never fails to pay us on time. This is one of the things that makes us uneasy because he is really worried about our rights. It is nonsensical for him to be concerned about our rights while we are unconcerned about our obligations. He is also open-minded by asking and accommodating our advice even though sometimes, he acts on his own without asking for our opinion."

Another statement indicates that the principal of MAN 2 Parepare embodies the most important aspect of a leader, which is discipline. According to this, the teacher is pleased with this behavior. It's also explained in the empirical research that when a leader shows a good example of discipline, the employee will also imitate this as a form of respect and appreciation. The leader must also possess a vision toward the institution's future and set long-term goals, even after he is going to be replaced, which leaves a legacy for the next generation to continue (Nurzila et al., 2022). Good behavior is a must for a leader; the leader must have the capabilities to direct and lead to the achievement of common goals. In this process, the leader must have the ability to influence and motivate (Siahaan et al., 2020). Further, a leader must be open to suggestions, even though some situations require independent decision-making. A leader must be able to visualize possible nexus events as the outcome of their decision, which the institution relies on (Mesiono, 2019). When a leader takes the wrong steps, it could damage or possibly leave collateral damage to the institution. These highlight the importance of teamwork and open-minded behavior, which all ensure the institution's future.

According to the interview result, the statement indicates that the principal of MAN 2 Parepare, has the commitment and dedication to his job. He is responsible and disciplined and works as the duty given to him. The statements also indicate the initiative behavior of the principal, motivating the teacher to participate and even facilitating self-improvement activities for the teacher. Further, he gives many forms of appreciation toward the teacher as a reward for their excellent performance. Meanwhile, in the decision-making, the principal has open-minded behavior and accommodates the advice and possible solutions the teachers offer. However, on one condition, the principal also takes matters into his own hands and makes independent decisions with the institution's future in his consideration. Overall, the interview result indicates that the principal of MAN 2 Parepare is a good leader, and the teacher could work more than before under his leadership. In term of performance, the leadership style of MAN 2 Parepare principal have managed to improve human resources performance quality through its leadership style.

**CONCLUSIONS**

This paper concludes that leadership improves human resource performance in educational institutions, particularly Islamic State Senior High School 2 in Parepare. The study uses a qualitative research and case study method to examine the headmaster's and other leaders' leadership style and how it influences human resources' performance. The results also reveal that MAN 2 Parepare's principle is a good leader with commitment, devotion, accountability, discipline, and proactivity. The principal encourages teachers to improve and recognizes their excellent work in many ways. The principal also has an open mind because they listen to and use instructors' opinions while making school-best judgments.

For future research and development, there are several pieces of advice, which is:

1. Include a wider range of schools in the research to learn more about how leadership affects human resources performance. Compare public and private schools or look at how education works in other places.

2. Quantitative research method: You can combine qualitative findings with quantitative methods like surveys or questionnaires to get more data from a larger sample size. This makes it possible to do statistical analysis and gives more generalized information about how well leadership and human resources are doing.

3. Longitudinal studies: Do studies over a long period to find out how leadership affects human resources performance in the long run. Track the performance of teachers and institutions to see how long they last, how consistent they are, and if there are any problems or changes in how leadership works.

4. Compare how well different leadership styles affect human resources performance in the same educational institution or in different ones. Look at styles of leadership like autocratic, democratic, transformational, and others.

5. Include different points of view: Consider the views of teachers, students, parents, and administrators to get a full picture of how leadership affects the overall educational environment and student outcomes.

6. External factors and context: Look into how external factors and context affect the connection between leadership and human resource performance. Think about how the school's culture, the community's support, and the government's policies affect the effectiveness of leadership practices.

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