Article

Designs of Human Resource Empowerment Models in *Pesantren*-Based Schools Using Soft System Methodology Approach: The Indonesian Case

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Abstract

This study aims to develop a human resource (HR) empowerment model in *pesantren*-based schools with a soft system methodology approach in Indonesia. The design of this research is development research. The research respondents were 246 people comprising principals, teachers, and staff at three *pesantren*-based schools in Indonesia. Data collection techniques used were interviews, Focus Group Discussion (FGD), and questionnaires. Data were analyzed with qualitative and quantitative approaches. Qualitative data (interviews and FGDs) were analyzed with the following steps: data collection, data condensation, data presentation, and conclusion. At the same time, quantitative data (questionnaire) was analyzed by descriptive and regression analysis. The results of the research (first and second year) presented a model of human resource empowerment in *pesantren*-based schools with a soft system methodology approach. In addition, based on the results of data analysis (third year), the model developed had an impact on six variables when implemented. The regression analysis of the six variables concluded that there was a significant influence of instructional leadership, change leadership, spiritual leadership, school culture, and professional ethics on teacher teaching performance.

Keywords

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Human Resources (HR) empowerment is one of the widely discussed domains of human resource management in recent times. In the success of an organization, material and financial resources will not contribute optimally to organizational development if they are not supported by reliable and adequate HR, in both quantity and quality (Pradhan & Nanniyur, 2021). Various studies have shown that the quality of HR is a determinant of organizational productivity (Wiyono et al., 2019) and HR empowerment is a step for an organization to optimize its human resources and their capacities and abilities (Vargas et al., 2019). HR empowerment increases HR participation in organizations, which will improve organizational performance and productivity. HR empowerment encourages and allows individuals to take responsibility to improve the way they do their jobs and contribute to achieving organizational goals. HR empowerments prepare individuals to be productive for themselves and the organization. HR empowerment is not a procedure or method, but a basic principle of life and success; it is a sense of pride and a feeling of success resulting from having a job and feeling responsible for work results (Kong et al., 2018).

HR competency is the main thing in deciding the HR empowerment model of an organization (Hawks, 1999). If the organization has competent HR and can adapt to changes, the organization will have a better competitive advantage than other organizations. Organizations that have competitive advantages will produce optimal organizational performance. Competitive advantage and organizational performance are the impacts of competencies possessed by existing HR in the organization.

In educational institutions of all levels, HR empowerment is an essential prerequisite in the development of its academic reputation. Individuals who are empowered in a school play an active role in every process or activity carried out in the institution. The HR empowerment function in a school can be examined at three levels: the principal, teachers, and staff. As an education leader, the principal plays a crucial role in empowering the HR owned by the school (Rustan Effendi, 2020). HR performance is influenced by an HR empowerment program designed by a leader (Erkutlu & Chafra, 2015). The role of school principals as educators, managers, administrators, and school supervisors has the main task of developing teachers' professionalism and teaching performance by carrying out sustainable professional development. While empowerment makes a significant influence on leadership and creativity (Özarallı, 2015), the HR empowerment can contribute to teachers' creativity in teaching subjects, building an academic culture, and nurturing social skills in students. If empowered, students can also make greater efforts in accumulation of knowledge and ultimately develop an entrepreneurial leadership spirit in pursuing a career (Andriningrum et al., 2020)

A school's competitiveness can also be successfully determined if schools practice HR empowerment to increase the potential of their workforce (Andersen & Pitkänen, 2019), which is viewed in terms of advantages possessed by each individual in an organization. HR empowerment can not only improve the potential of everyone in the organization but also embolden them to take initiatives. At the individual level, schools can motivate employees, provide consultation, involve employees in decision making, delegate tasks, carry out training (Mythili, 2019), and conduct employee performance appraisals.

One of the best approaches that can be used in developing HR empowerment models in schools is the Soft System Methodology (SSM). SSM is a process carried out by an organization to find an action oriented towards real action in a situation that is considered problematic in the organization, if that problem frequently occurs in that organization (Checkland & Poulter, 2006). When referring to the various theories that have been described, it can be understood that SSM is an action research method by using a model or system of thinking, which is used to build the concept of debate, in which various objectives, interests, needs, values, desires, and different and possibly conflicting HR behaviors can be well discussed (Checkland, 1989). SSM has the assumption that every HR behavior in an organization has complex and unique characteristics, and the behavior is seen as a personal characteristic of HR that will affect the system in an organization (Mehregan et al., 2012). Any organization can use SSM because there is the HR function, which assigns respective roles to individuals in an organization, and all HR do their individual jobs to achieve organizational goals (Checkland & Scholes, 1999).

SSM is thus a method based on systems of thinking, which is used to analyze real-world situations with various complex problems and can be customized to develop HR empowerment models for schools. As a systemic methodology, SSM focuses on the whole and not the parts (Tajino et al., 2005), and uses a customized system-based methodology for dealing with real-world problems. SSM in a school environment will thus enable administrators to understand different situations with perspectives and solve problems through a systemic approach rather than randomizing solution to replace current conditions with no logical support.

Pesantren is an education system that is commonly applied to Islamic educational institutions in Indonesia. It is believed that *Sunan Ampel* (propagators of Islam) pioneered the *pesantren* education system by establishing *Pesantren Ampel Denta* in Surabaya region of East Java, Indonesia in 1451 A.D. (Herman, 2013). The students, called *santri*, study at the same time living in a dormitory. It aims to build the independence of students. *Pesantren* is known to have given birth to Islamic boarding schools in Indonesia and therefore considered a significant milestone in Islamization and to spread Islamic teachings in Indonesia. Apart from being an important milestone, *pesantren* is also the oldest educational institution and reflects spiritual excellence (Siswanto, 2014). *Pesantren*-based schools are one of the choices of educational institutions that prioritize spiritual intelligence efforts, although nowadays, many Islamic boarding schools also provide integrated general knowledge (Haningsih, 2008; Suhardi, 2012). *Pesantren* education is not to pursue power, money, and worldly glory, but it is instilled in them that learning is solely an obligation and devotion to God (Dhofier, 1982).

This study aimed to investigate the HR function as adopted in *pesantren*-based schools and how this function is used to develop the potential of the HR. The objective of this study is also to determine the extent to which HR empowerment is practiced in *pesantren*-based schools and attempt building a model of HR empowerment with a SSM approach applicable in *pesantren*-based schools.

Method

Research design

This research was carried out for three years (2017, 2018, 2019) with a funding from the Applied Product Research Program, Ministry of Research, Technology, and Higher Education, Republic of Indonesia. A development research design was adopted for this study by using the formula proposed by (Gall et al., 1996). The subjects of this study were school administrators, teachers, and principals of *pesantren*-based junior high schools in East Java. The study began with survey research that required collecting data through various instruments in the form of structured interviews, practical observations, and a questionnaire over a period of three years

In the first year (2017), it started by understanding the problems of HR empowerment in schools through interviews and visits to the schools. Having collected the required data and known the problem, a research model was prepared to measure the HR empowerment in the school. This model had to be piloted through a trial phase in accordance with the Borg & Gall development formula. Hence, in the second year (2018), the HR empowerment model, which was customized with the SSM approach, was tested for validation through limited trials.

The research in the third year (2019) focused on testing the variables. It was required to measure the impact of the implementation of the *Pesantren*-Based Middle School HR Empowerment Model with the SSM Approach on six variables viz., instructional leadership, change leadership, spiritual leadership, school culture, professional ethics, and teaching performance teacher. A quantitative research approach was used at this level utilizing an ex-post-facto cross-sectional survey and descriptive-causality research design. A survey was also conducted to explain the causal relationship between variables through hypothesis testing. A sample of 246 respondents from the population comprising principals, teachers and other school staff of *Pesantren*-Based Junior High Schools in East Java, Indonesia.

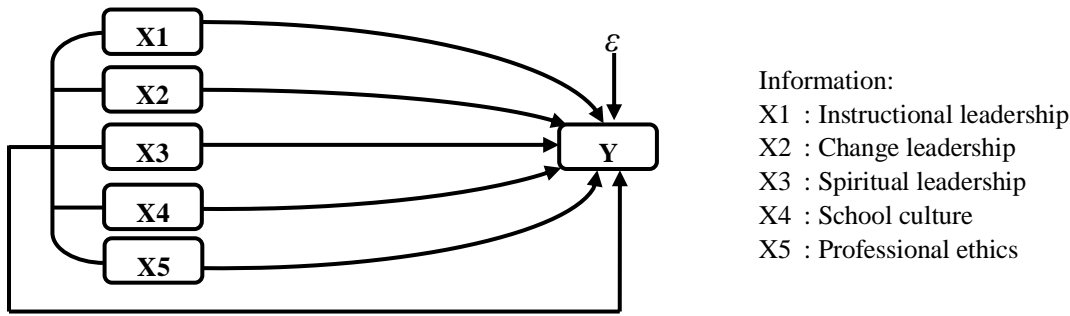The research design framed for this study is shown in Figure 1.

Figure 1. Research Design

Information:
X1 : Instructional leadership
X2 : Change leadership
X3 : Spiritual leadership
X4 : School culture
X5 : Professional ethics

Research procedure

Procedures are steps that are carried out by following established research and development models. In addition to utilizing the Borg & Gall model, this research study also combined the SSM approach to find appropriate and effective HR empowerment models for *pesantren*-based schools. These research procedures are shown in Figure 2.

The research procedure started by first identifying potential problems in schools through various instruments like interview techniques and questionnaires. Next, based on the results of data collection, a model design was prepared. The model design was then developed and validated to get effective HR empowerment models, followed by revisions and trials to determine their effectiveness and suitability for *pesantren*-based schools.
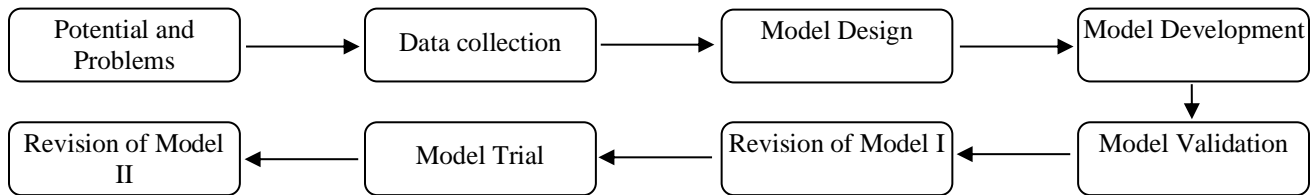

Figure 2. Research and Development Procedure

Sample

The subjects chosen to conduct this research were the principals, teachers and other school staff of *Pesantren*-Based Junior High Schools in East Java, Indonesia. The location of the study was determined by considering the size of the boarding school. In East Java Province, there are small, medium, and large schools based on their number of students. The schools chosen as research sites for this study were (i) Junior High School Insan Terpadu Probolinggo City, representing *pesantren*-based schools with a small number of students (small schools); (ii) Junior High School Assa'adah Gresik City, representing *pesantren* based schools with the moderate number of students (medium schools); and (iii) Junior High School An-Nur Malang City, representing *pesantren*-based schools that have many students (large schools). The number of respondents in each study location is shown in Table 1. All respondents in this study were compensated adequately during the data collection process.

Table 1. *Research Respondents*

No	School	Amount			Total
		Principals	Teachers	Staff	
1	Junior High School Insan Terpadu, Probolinggo City	1 person	51 persons	12 persons	64 persons
2	Junior High School Assa'adah, Gresik City	1 person	55 persons	25 persons	81 persons
3	Junior High School An Nur, Malang City	1 person	65 persons	35 persons	101 persons
	Total	3 persons	171 persons	72 persons	246 persons

Instrument

Data collection instruments used in this research comprised questionnaires, FGDs and interviews. Interviews were used particularly to find out the problems of schools in empowering HR and investigate perceptions and reflections on the model of HR empowerment in schools. The objective was to determine aspirations and opinions about the need for HR empowerment models in schools in future. After obtaining data from questionnaires and interviews, the results were used as the reference material to carry out FGDs. Table 2 lists the three SSM stages over the three years of research period, their description and the data collection technique used for each stage.

Table 2. *Data Collection at each SSM stage (3 years)*

No	SSM Stages	Description	Data collection technique
1	Recognize the situation of unstructured problems. (The first year 2017)	Gather information about problems through data collection. The results of information gathering illustrate several issues (conflicts, conflict resolutions, and related issues) so that the problem is known and understood.	Interview and FGD
2	Reveal the problem situation. (The first year 2017)	Ideas are described in detail and systematically to understand the situation by: a. Identifying respondents (problem owners and problem solvers); b. Identify the roles and behaviors expected of those involved. c. Analyzing power differences (knowledge, experience, roles, positions, access, and control of resources).	Interview and FGD
3	Formulate (formula) basic definitions. (The second year 2018)	A structured description of the system in the form of a statement about the system activities in the organization consists of the objectives of the system and how these tools support the achievement of organizational goals. Next, describe the relationship of problem situations using CATWOE Analysis, i.e., identifying and analyzing individual positions in more specific systems.	Open questionnaire and FGD
4	Develop a conceptual model. (The second year 2018)	Logically extrapolate the conceptual model of each root problem to show every operational activity of the process described at the basic definition stage by constructing a diagram that depicts system boundaries, interrelationships, and/or interrelationships between activities.	Open questionnaire and FGD
5	Compare models with reality. (The third year 2019)	Comparing study results with real-world and conceptual models compared with relevant systems, by making comparison tables that show: a. Systematically essential differences between the real world and the model world. b. Issues to be further asked from the people involved. c. The design of actions that might be taken to change the situation. d. Design changes that must be made to the model. e. Measurement of the impact variables of the model.	Closed questionnaire

FGD participants were researchers, principals, teachers, and school administration staff. It was expected that the FGDs would reveal the relationships that occur in planning, organizing, mobilizing, and evaluating the HR empowerment model in schools during the second year (2018). Research in the third year (2019) adopted a questionnaire to measure variables and the impact of implementing the HR empowerment model in *pesantren*-based schools using the SSM approach. Data collection techniques at this stage were synchronized with SSM stages as shown in Table 2. Research in the third year (2019) tested six variables to measure the impact of the implementation of the model. The six variables were instructional leadership, change leadership, spiritual leadership, school culture, professional ethics, and teacher teaching performance.

Data analysis

A quantitative research design was used in this research by using a questionnaire; however, data in the first year (2017) and the second year (2018) was collected through qualitative methods (interviews and FGDs). This qualitative data was analyzed formally with steps like data collection, data condensation, data presentation, and conclusion. In addition, this data was interpreted in the form of a HR empowerment model with SSM approach. This HR empowerment model with SSM approach was then subjected to validation in the third year (2019) by measuring the chosen six variables quantitatively through a questionnaire. These variables were instructional leadership, change leadership, spiritual leadership, school culture, professional ethics, and teacher teaching performance. it was premised that these variables affected the implementation of the SSM-based HR empowerment model.

The research data was analyzed using the IBM's SPSS version 24 and was stated as descriptive and regression analyses. The descriptive analysis calculated the mean and standard deviation (SD). The results of the descriptive analysis were presented in the form of a frequency distribution table for each variable. Before the data was analyzed for regression, assumptions were tested, including normality, homogeneity, and linearity steps were conducted (Creswell, 2018). Regression analysis in such research studies helps to find the regression equation of predictor variables and criteria (Stevens, 1996).

Results

This section presents in detail the results of data analyses based on (i) the HR empowerment model of Islamic boarding school (*pesantren*) using the SSM approach (as resulted from the first year's (2017) and second year's (2018) research; and (ii) the measurement of variables derived from the impact of the a [plication of the model in the third year (2019).

The model of empowerment of school-based HR empowerment with SSM approach

Stage 1 -- situation considered problematic

Problems are known to problematic which might have more than one perspective and hence need to identify alternative solutions. In this stage, the problems related to HR empowerment were analyzed from different perspectives: that of the principal's, of teachers and of the administrative staff.

Principal

The principal as the educational leader in a school is empowered with all available resources at the school. The principals in carrying out their duties as educational leaders are entrusted the task of managing HR in schools and design the HR empowerment. In discharging duties, the problems experienced by school principals are: (i) challenges a boarding school administrator in addition to managing the school itself; (ii) barriers to communication and coordination with Islamic boarding schools; (iii) communication barriers with teachers and school administrators; and (iv) delegation of tasks to subordinates.

The *pesantren* directly appoints the principal who has a dual role in the *pesantren* education environment-both as the principal and as a teacher. Communication barriers between the principal and the *pesantren* may also occur related to implementation of school activities, development policies and delegation of tasks. The pesantren expects that every activity to be carried out and every delegation of task must be in accordance with the vision of the *pesantren*. Hence, when the principal delegates his/her duties to the Vice Principal, it is a concrete manifestation of the *pesantren's* efforts to empower the Vice-Principal. The role of the Vice-Principal is also very strategic and is not limited only to assisting the principal as both the principal and the vice-principal act as symbolic whole in the school. Moreover, the principal, with teachers and school administrators, builds a holistic and complete unit to run the school smoothly. The principal acts as the education manager, the teachers as educators, and the school administration as the element to providing administrative services—all three must work together in administering the school.

Teachers

Teachers as educators often intersect with students which results in conflicts and problems related to empowerment. Some of these problems in empowering teachers are: (i) the ratio of the number of teachers to students is not proportional and it has an impact on the workload; (ii) some teachers teach in other educational institutions so that energy and time are not optimal to focus on schools; (iii) lack of teacher understanding of how to educate *santri* according to the vision and mission of schools and the *pesantren*; and (iv) less optimal teaching supervision.

The ratio of the number of teachers and students is a problem commonly faced in all schools. Excessive teaching burden on teachers affects the effectiveness of the learning process, which in turn impacts the level of learning outcomes achieved by students. Islamic boarding schools and schools must have a common perception of the teacher's learning process and the teaching methodology to educate students. This has created serious issues in the administration of schools. The implementation of teaching supervision is also felt to be less than optimal by the teacher because of this issue.

When some teachers teach in other educational institutions as well, they have a lack of time to focus on their work. This impacts the optimal energy of the teacher resulting in the failure of quality teaching. The spearhead of the teaching quality is determined by the quality of the learning process designed and implemented by a teacher. Hence, the teacher must demonstrate a good performance supported by a proportional workload. This issue is related to teachers' empowerment as it will directly affect their performance in teaching and ultimately will impact student learning outcomes. Schools, in this case, adopt a policy while recruiting a teacher. The policy says that teachers who are still civil servants cannot become permanent teachers at a school or if a teacher is a permanent foundation teacher already, he or she is not permitted to become a permanent foundation teacher at another educational institution but may teach at another institution known to the school. This policy was adopted to ensure the commitment of the teacher towards the school.

School administration staff

School administrators have duties of providing and managing school administration services to all school members and the public in the interest of the school. These school administration staff face empowerment issues such as: (i) limited facilities of school office infrastructure; (ii) low or insufficient number of school administration personnel; and (iii) information and communication technology (ICT) skills. The office infrastructure and manpower are required to support school education services and their availability in adequate quantity and as per the needs of the school services can increase the overall effectiveness and efficiency of school services. Likewise, the ability to operate computers and other electronic devices is an essential need of school administration. Hence, the staff must have the required ICT skills to deliver their jobs efficiently and support the school services. All school administrators carry out evaluation of services on continuous basis to determine their adequacy and their effectiveness.

Stage 2 problem situation expressed

HR Empowerment is directed at increasing HR participation in organizations and increasing productivity. The results of various studies conducted by experts show that HR is a determinant of productivity in organizations. The HR owned by an organization can contribute to successful development of its potential through empowerment. If human potential cannot be empowered or developed, it will become a burden to the organization. The existence of human empowerment can also help in overcoming problems related to quality of education. This is evident when competent HR improves the level of competitive advantage of an organization. Organizations that have qualified HR will have a more significant competitive advantage compared to other competing organizations, which in turn will affect the performance and productivity of the organization. This also provides organizations the ability to coordinate strategic resources. Last, but not the least, it builds organizational competencies and ultimately organizations achieve high performance.

Organizations with valuable and rare competencies produce a more significant competitive advantage and results in optimal performance. This also applies on a school or any educational institution. The existing HR in schools can be grouped into three levels: the school administration staffs, teachers, and the principal. The school competitiveness is determined by HR competencies, which are also important components of the HR empowerment model. To ensure optimal performance, therefore, school principals, teachers, and school administrators need to be empowered as optimally as possible. Developing HR competencies of the school personnel will also determine the HR empowerment model of the school. Paradoxically, the problematic situation in organizations is attributed to roles, relations, and managerial tools which influence people's attitudes and behavior. Likewise, in a school, school principals, teachers, and school administrators are subjected to such problematic situation. Figure 3 presents a better understanding of the problematic situation in an organization.
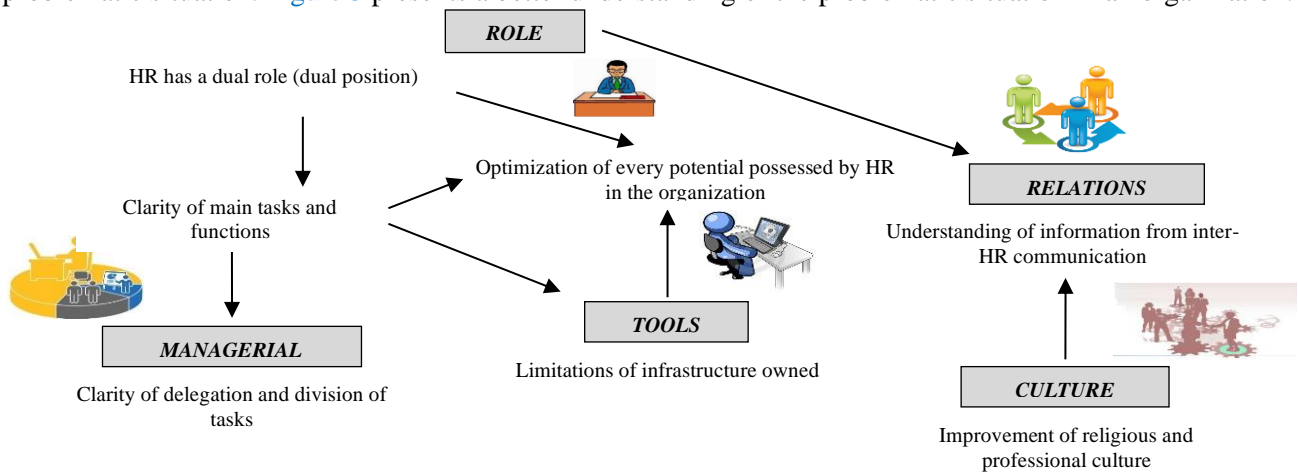

Figure 3. Empowerment of Human Resources in an Organization

Stage 3 root definitions of relevant systems

To improve the problematic situation described above, it is necessary to devise a formula in the form of root definitions that aims to restructure various views (Figure 3) in the form of statement descriptions. CATWOE Analysis is often used to develop the preparation of root definitions as shown in Table 3.

In CATWOE Analysis, the root definitions formula represents the empowerment of HR through the development of HR groups and individuals, school culture, professional ethics, instructional leadership, change leadership, and spiritual leadership. Efforts to empower school HR require the principal's commitment to manage school organizations as reflected in the management patterns adopted by the school and the leadership behaviors displayed in leading the school. The principal has a strategic role in managing school organizations. The education and learning process carried out requires optimal teacher empowerment as an educator. The educational process that occurs in schools in the long term will have an impact on society.

Table 3. *CATWOE Analysis*

CATWOE Analysis	Description
Customers (school customers)	Community, school foundations
Actors (people involved)	Principal, teacher, school administration staff
Transformation (the purpose of transformation)	HR Empowerment
Worldview (ideal view)	Strengthening the roles and responsibilities of school principals, teachers, school administrators
Owners (Person in charge)	School
Environmental constraints (an urgent element that must be present in the school environment)	HR development (groups and individuals), school culture, professional ethics, instructional leadership, change leadership, spiritual leadership

Stage 4 conceptual models

Root definitions are attempts to streamline various structures and perceptions of the worldview by continuous iteration (repetition) so that the substance of the root definitions becomes a real problematic picture (real world). Furthermore, to find out whether the transformation in the real world depicted in the rich picture (Figure 3) can be realistically completed or obtained a solution, it is necessary to build a conceptual model, as illustrated in Figure 4.

This conceptual model (Figure 4) explains the steps that must be taken (human activity) to optimize educational HR empowerment. The step begins with two parallel steps that must be taken: the principal's commitment to school management and the transformation of school values and culture. The next step is the managerial optimization of the principal's leadership and the principal's leadership behavior. When the transformation of school values and culture have been optimally carried out, it is expected to strengthen professional ethics and the role of each personnel. Strengthening is influenced by the leadership of learning, change, and spirituality displayed by the principal. All components or variables are used as a foundation in the empowerment of HR in schools.
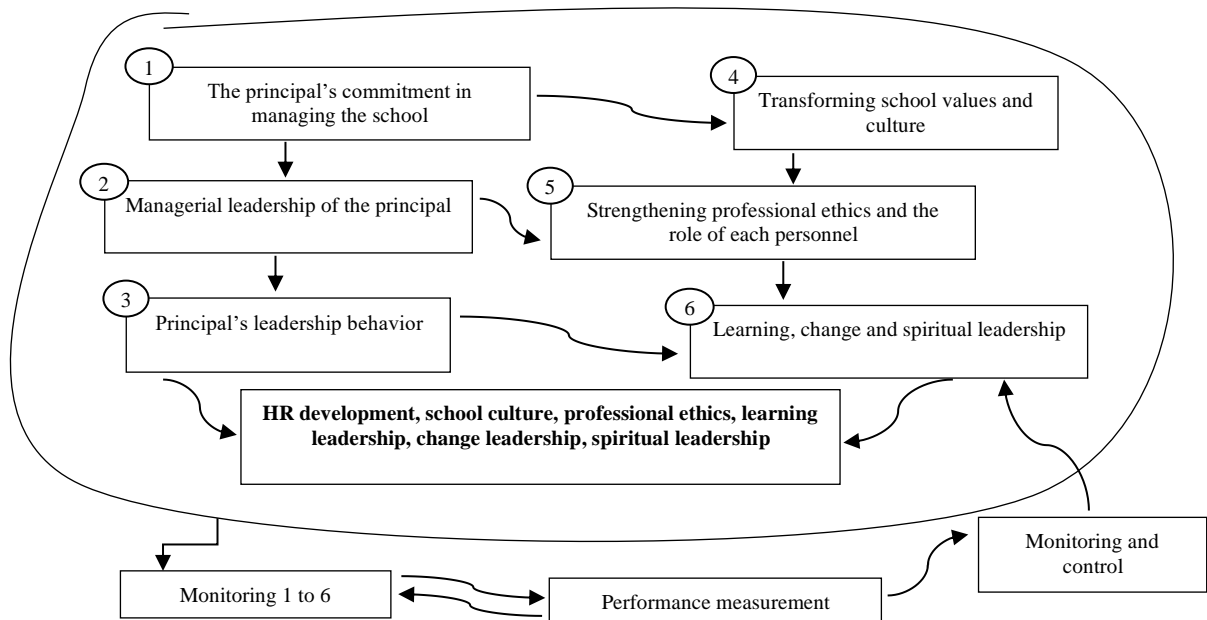

Figure 4. Conceptual Model for Empowering Human Resources

Stage 5 comparisons with reality

Figure 4 shows how six components are reconstructed in a framework to empower HR in schools. The six components are so interconnected that they influence and support each other. The monitoring of the six components is carried out by building an internal control system and incorporating elements of efficacy, efficiency, and effectiveness. The activities in the conceptual model are a series of alternatives that require follow-up actions to achieve the desired transformation. The conceptual model can be compared with the real world for discussion (change debate) and a worldview can be obtained (Table 4).

Table 4. *Comparison of Conceptual Models with the Real World*

No	Activities in the Conceptual Model	Real-World Conditions
1	The principal's commitment to managing the school	The principal plays a dual role (schools and foundations)
2	Managerial leadership of the principal	Schools do not have standard operating procedures in school management
3	Principal's leadership behavior	Principals tend to act as school managers who maintain an orderly administration
4	Transforming school values and culture	The philosophical values of Pancasila and religion need to be broadly instilled (ingrain)
5	Strengthening professional ethics and the role of each personnel	There is no formal distribution of job descriptions
6	Learning, change, and spiritual leadership	Principals tend to act as managers, so there is a need to shift the mindset of school principals as educational leaders

Stage 6 actions to improve

After comparing the conceptual model with the real world, follow-up steps are arranged to make changes as an alternative to increasing the empowerment of HR in schools. Changes and corrective measures carried out in each model activity are expected to achieve the overall goal of empowering HR in schools (Table 5). All components of HR owned by schools (principals, teachers, and school administration staff) have the spirit and are fully employed to work to advance the school. Leadership includes instructional leadership, change, and spirituality and the principal's leadership is decisive in empowering HR in the school. It is important to crucially implement the principal's leadership behavior for building HR empowerment.

Table 5. *Changes and Corrective Steps*

No	Activities in the Conceptual Model	Changes and Steps for Improvement
1	The principal's commitment to managing the school	The separation between the role of the principal and the foundation
2	Managerial leadership of the principal	Develop standard operating procedures that cover all school administrations
3	Principal's leadership behavior	Strengthen the leadership behavior of principals who can anticipate change
4	Transforming school values and culture	Instilled the values of Pancasila and religion in all school residents
5	Strengthening professional ethics and the role of each personnel	Socialization of teacher professional ethics and teacher training through supporting the implementation of teaching supervision
6	Learning, change, and spiritual leadership	Changing the paradigm of school principals as managers to become educational leaders by strengthening a learning, change, and spiritual leadership

School's response to school empowering models with the SSM approach

After the school HR empowerment model with the SSM approach was developed, the next step was to conduct the FGDs. The participants in FGDs were the principal (P), teachers (T), and staff (S). The FGD aimed to determine the school's assessment of the school's HR empowerment model using the SSM approach. Besides, the purpose of the FGD was also to determine the school's response to the HR empowerment model. The school problems in Phase I were presented prior to the commencement of the FGD. It was important for the participants to understand the problematic situations as most participants had witnessed such the conditions in the school though there are differences in difficulties faced by each participant. The differences may also be since the principal, teachers, and staff have different tasks, functions, and roles in school organizations.

In this Phase I, there were four FGD participants, viz., Teacher 8 (T8.AN) and Teacher 4 (T4.AN) from Junior High School of An Nur; Principal of Junior High School of Insan Terpadu (P.IT); and the Principal of Junior High School of Assa'adah (P.AG). The following are verbatim excerpts of the FGD conducted.

> *Indeed, the four problems experienced by the principal become something that the school must face. But these conditions can be appropriately managed by the school, so the school can overcome it and take it as a challenge to reach a wiser solution for schools and boarding schools (T8.AN).*

> *Some points are indeed following the problems in our school, especially in terms of the ratio of the number of teachers and students who are not balanced. Also, the limited number of classrooms is a big problem in our school, resulting in ineffective learning because there are too many students in one class (T4.AN).*

> *Yes, especially in Junior High School of Insan Terpadu, the role of the school principal mandated by the foundation is not only as a school principal, but there is also another responsibility, that is to be the director of Baitulmal and managing the pesantren economic improvement division. So, it must set the priority scale if all these responsibilities together require proper resolution (P.IT).*

> *Correct, such as the understanding of how to educate students. If you do not have the same knowledge, it will be easy to blame others (P.AG).*

These problems certainly require a surefire strategy from the school. The principals in this case have a big hand in determining the direction of HR policies owned by schools. It also includes aspects of the division of tasks, delegation of jobs, and scheduling school activities and assessing school performance.

This was stated by the Principal of Junior High School of An Nur (P.AN), and teacher 3 (T3.AG) from Junior High School Assa'adah:

> *The problems described in Stage 1 follow the regulations of Junior High School An Nur. The principal is the board member of the pesantren. There is no significant problem for the staff because the division of work has been divided respectively (P.AN).*

> *However, the duties and responsibilities at the school can still be accounted for, also assisted by two vice principals, teachers, and their staff. Following school conditions, there is still no understanding of the vision and mission of the school between the principal, teachers, and staff. Therefore, communication and understanding of the vision and mission between the principal, teachers, and staff are needed to realize good school management (T3.AG).*

The problems presented in Phase I indicated that there needs to be a comprehensive understanding of the

roles, relations, managerial, tools, and culture of schools that influence the attitudes and behavior of HR in schools (i.e., principals, teachers, and staff). Regarding the empowerment of Human Resources, most FGD participants stated that they were following school regulations. The following are responses from teacher 3 (T3.AN) and teacher 5 (T5.AN) from Junior High School of An Nur for the activities presented in Figure 3. However, according to teacher 8 (T8.AN), other parties in the school organization can spur teacher empowerment. In other words, the chair of the foundation (caregiver), school committee, and school supervisors can help in building of the empowerment.

Figure 3 is sufficient to represent the HR empowerment factors in our school (T3.AN).

None, because we considered Figure 3 to include the factors that exist in the school (T5.AN).

Other factors can empower HR: chairman of the foundation (caregiver); school committee; school supervisors; and quality student input (T8.AN).

In addition to these factors, commitment is also a determining factor in empowering HR. Commitment is the willingness to carry out the tasks entrusted by the organization to every HR available. This commitment is crucial because it will affect the work patterns of everyone. Highly committed HR always devote their energy, time, and mind to the advancement of educational institutions. This was stated by the Principal of Junior High School Insan Terpadu (P.IT):

In addition to proportional and maximum empowerment, commitment is also needed in various tasks and jobs. Providing an understanding of the task is also a factor for HR to know the limits of work and the direction of work objectives. Coordination and cooperation must also be formed because sometimes excessive tasks cause not maximized results (P.IT).

Phase 3 aimed to improve upon the problematic situation encountered in Phase 1 and Phase 2. It required formulas in the form of root definitions and to restructure various views (rich picture) in the form of statement descriptions. CATWOE Analysis was again used to develop the preparation of root definitions. The report of Phase 3 matched the views and opinions of most participants and also met the school expectations. It was revealed that for schools to empower HR empowerment optimally and adequately, effective leadership in schools is needed. Besides, also required are instructional leadership, change leadership, and spiritual leadership supported by solid school cultural factors and professional ethics.

In the context of Table 3 (CATWOE Analysis), Teacher 5 (T5.AN) of Junior High School of An Nur suggested to do a revision of the owner and customer points. This was also supported by a statement given by the Principal of Junior High School of An Nur (P.AN). The following are the responses narrated in this Phase 3.

Not entirely appropriate because the owner is a school and a foundation in our school, while the customer is only the community (T5.AN).

The CATWOE Analysis shown in Table 3 may or may not be appropriate. It may be reasonable because our school has implemented it. Some of the discrepancies include: (1) it occurs to our customers, which is the surrounding community and the wider community, even students from abroad; and (2) the owner or person in charge of our school is not just a school but the school shares a package with the pesantren. Our students (santri) are also in the pesantren. Hence, both share responsibility in management. There is a relationship that must be synergized (P.AN).

The principal's leadership is crucial in optimizing the empowerment of HR in schools. The

administration of the school, mainly the principal, determines the achievement of school goals. It will be more optimal when all HR owned by the school gives a good performance to achieve the goals of school education, which in the end, is to increase student learning achievement. This was revealed from the statement of staff 1 (S1.IT) of Junior High School of Insan Terpadu. This indicated that the strategic role of the school principal was equivalent to the head of the foundation. Staff 3 (S3.AG) of Junior High School of Assa'adah also stated the same thing.

> *It is appropriate because the principal is also the representative of the chairman of the foundation so that his role is the same as the chair of the foundation (S1.IT).*

> *Table 3 CATWOE Analysis following the conditions of the school where the empowerment of the HR model has been carried out in our school, and all elements have been involved. I think the school principal holds the key to school's success because operationally and perhaps also strategically, who carried out the foundation program for schools, yes, also returned to the principal (S3.AG).*

Phase 4 aims to determine whether the transformation in the real world depicted rich pictures that can realistically be completed, or a solution obtained. Therefore, at this stage, the researchers explored various variables that might influence efforts to optimize the empowerment of school HR. The results of the conceptual model outlined in this stage found that the principal's leadership factor was significant. The expected leadership displayed by the principal was instructional leadership, change leadership, and spiritual leadership. The description in Stage 4 is illustrated in the form of Figure 4 Conceptual Model for Empowering HR. the description of Phase 4, according to most participants, was in line with school expectations in terms of efforts to empower school HR and, of course, in improving school performance.

However, in addition to leadership factors, other factors must be considered such as school culture and professional ethics. School culture is a manifestation of school life, especially the interaction of all school members. Therefore, school culture is dynamic and will change. The following is a statement from staff 4 (S4.AN), staff 1 (S1.AN), and teacher 1 (T1.AN) from Junior High School of An Nur.

> *By strengthening the ethics of the school culture learning profession (S4.AN).*

> *Conceptually in Figure 4, the role of the principal is the most important to be able to maximize the development of HR needed support from teachers who have superior competence (S1.AN).*

> *By giving an appreciation of the results of the performance of staff members, they feel cared for so that staff has the enthusiasm to improve their performance at school (T1.AN).*

The next challenge for the principal was the ability to appreciate teachers and staff who have worked well. This was significant because giving appreciation is a form of prize or a reward for teachers and staff. By winning a prize like this, they can always work well in school. Appreciation given to teachers and staff also acts as a good stimulus which help them to perform well. Teachers and staff work well if the principal also sets an example and acts as a role model. The following are statements from staff 1 (S1.IT) of Junior High School Insan Terpadu; and staff 1 (S1.AG) from Junior High School Assa'adah.

> *There is a reward for teachers who have good performance, which keeps them always motivated and work as enthusiastic teachers (S1.IT).*

> *Apart from that, there might be a practical application of examples for targets involved in all schools (S1.AG).*

Measurement results of variables from the impact of model implementation

Data description

Table 6 presents the frequency distribution of the research variables. The results of the data description concluded that the six variables were in a good category. This suggests that the implementation of the HR empowerment model with the SSM approach is very effective.

Table 6. *The Frequency Distribution of Research Variables*

Variable	Category	Interval	f	%	Counting	Description
Instructional leadership (X1)	Worse	47 - 52	23	9.52	Mean = 61.79 SD = 6.34 Min = 47 Max = 72	Good
	Bad	53 - 58	59	23.81		
	Medium	59 - 64	62	25.00		
	Good	65 - 69	70	28.57		
	Great	70 - 75	32	13.10		
Change Leadership (X2)	Worse	27 - 35	3	1.19	Mean = 52.43 SD = 6.23 Min = 27 Max = 64	Good
	Bad	36 - 44	12	4.76		
	Medium	45 - 53	88	35.71		
	Good	54 - 62	129	52.38		
	Great	63 - 71	15	5.95		
Spiritual Leadership (X3)	Worse	27 - 34	3	1.19	Mean = 49.57 SD = 6.05 Min = 27 Max = 60	Good
	Bad	34 - 41	12	4.76		
	Medium	42 - 49	91	36.90		
	Good	50 - 57	117	47.62		
	Great	58 - 65	23	9.52		
School Culture (X4)	Worse	91 - 101	38	15.48	Mean = 113.68 SD = 10.41 Min = 91 Max = 135	Good
	Bad	102 - 112	41	16.67		
	Medium	113 - 123	73	29.76		
	Good	124 - 134	91	36.90		
	Great	135 - 145	3	1.19		
Professional Ethical (X5)	Worse	63 - 71	23	9.52	Mean = 79.87 SD = 7.74 Min = 63 Max = 100	Good
	Bad	72 - 80	23	9.52		
	Medium	81 - 89	70	28.57		
	Good	90 - 98	123	50.00		
	Great	98 - 106	6	2.38		
Teacher Teaching Performance (Y)	Worse	96 - 107	13	5.26	Mean = 121.37 SD = 11.71 Min = 96 Max = 150	Good
	Bad	108 - 119	47	19.30		
	Medium	120 - 131	86	35.09		
	Good	132 - 143	91	36.84		
	Great	144 - 155	9	3.51		

N = 246

i. Test data assumptions

Before the data is analyzed by regression, the data is tested for normality, homogeneity, and linearity assumptions. Test for normality to ensure that research data is normally distributed. Test for normality uses the Kolmogorov-Smirnov Test. The Kolmogorov-Smirnov Test results show the significance of the variables: instructional leadership = 0.630; change leadership = 0.598; spiritual leadership = 0.449; school culture = 0.469; professional ethics = 0.207; and teacher teaching performance = 0.570 (Table 7). The Kolmogorov-Smirnov coefficient tests the significance of all research variables > 0.050; so, it is concluded that data can be included in the normal distribution.

Table 7. *Kolmogorov-Smirnov Test*

		X1	X2	X3	X4	X5	Y
N		246	246	246	246	246	246
	Absolute	.082	.084	.094	.092	.116	.104
Most Extreme Differences	Positive	.058	.079	.073	.067	.116	.104
	Negative	-.082	-.084	-.094	-.092	-.093	-.074
Kolmogorov-Smirnov Z		.748	.767	.861	.847	1.064	.785
Asymp. Sig. (2-tailed)		.630	.598	.449	.469	.207	.570

a. Test distribution is Normal.

A homogeneity test was used to ensure research data from samples that have small variances. Homogeneity test using the Test of Homogeneity of Variances. Test of Homogeneity of Variances test results showed the significance of the variables: instructional leadership = 0.252; change leadership = 0.611; spiritual leadership = 0.548; school culture = 0.060; professional ethics = 0.740; and teacher teaching performance = 0.543 (Table 8). Based on the test of the significance of the coefficient of Test of Homogeneity of Variance for all research variables > 0.050, the data came from samples had small variances.

Table 8. *Test of Homogeneity of Variances*

	Levene Statistic	df1	df2	Sig.
X1	1.401	2	243	.252
X2	.496	2	243	.611
X3	.606	2	243	.548
X4	2.919	2	243	.060
X5	.302	2	243	.740
Y	.617	2	243	.543

The linearity test was used to ensure that the predictor variable research data has a linear relationship with the criterion variable, meaning that if the predictor occurs increases, the criterion also rises, and vice versa. Linearity test used the Curve Estimation coefficient. The Curve Estimation test results indicate the significance of the variables: instructional leadership = .000; change leadership = .000; spiritual leadership = .000; school culture = .000; professional ethics = .000; and teacher teaching performance = .000 (Table 9). Based on the significance of the Curve Estimation coefficient test, all research variables were < 0.050; so, it is concluded that all predictor variables have a linear relationship with the criterion variables. Based on the assumption test of research data, which included tests of normality, homogeneity, and linearity, the research data met the assumptions of the data to be analyzed with parametric statistics (regression analysis).

Table 9. *Curve Estimation Coefficient*

	F	df1	df2	Sig.
X1	.001	2	243	.000
X2	.112	2	243	.000
X3	4.401	2	243	.000
X4	4.207	2	243	.000
X5	.669	2	243	.000
Y	.450	2	243	.000

ii.   Hypothesis testing results

Table 10 presents the Hypothesis Test Results based on the empirical model of the causal relationship of research variables (Figure 5) and interpretation of the results of the analysis:

Table 10. *Hypothesis Test Results*

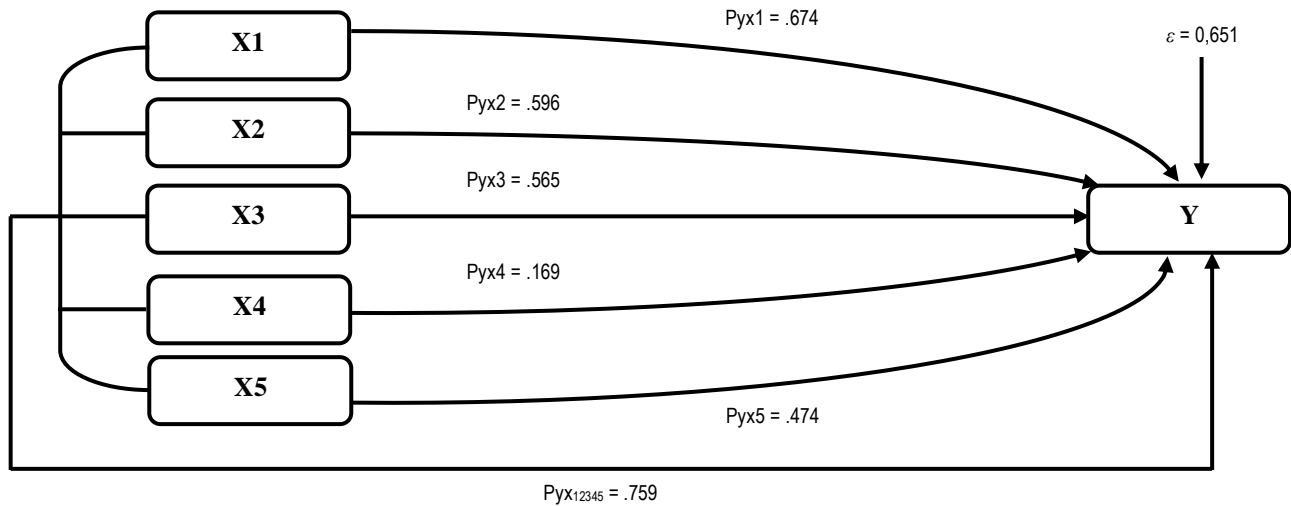| Variable	R	R square	ε	α	p-value	Decision
X1 → Y	.674	.454	-	.050	.000	Accepted
X2 → Y	.596	.355	-	.050	.000	Accepted
X3 → Y	.565	.319	-	.050	.000	Accepted
X4 → Y	.169	.029	-	.050	.024	Accepted
X5 → Y	.474	.225	-	.050	.000	Accepted
X1-X2-X3-X4-X5 → Y	.759	.576	0,651	.050	.000	Accepted

Figure 5. The Empirical Model of the Causal Relationship of Research Variables

- The Instructional Leadership (X1) variable has a significant effect on the Teacher Teaching Performance (Y) variable because the p-value is $0.000 < 0.050$; with a coefficient of R = .674 and contributing 45.4%.
- Change Leadership (X2) has a significant effect on the Teacher Teaching Performance (Y) variable because the p-value is $0.000 < 0.050$; with a coefficient of R = .596 and contributing 35.5%.
- The variable Spiritual Leadership (X3) has a significant effect on the Teacher Teaching Performance (Y) variable because the p-value is $0.000 < 0.050$; with a coefficient of R = .565 and contributing 31.9%.
- The variable School Culture (X4) has a significant effect on the Teacher Teaching Performance (Y) variable because the p-value is $0.024 < 0.050$; with a coefficient of R = .169 and contributing 2.9%.
- The variable Professional Ethical (X5) has a significant effect on the Teacher Teaching Performance (Y) variable because the p-value is $0.000 < 0.050$; with a coefficient of R = .474 and contributing 22.5%.
- Instructional leadership (X1), Change Leadership (X2), Spiritual Leadership (X3), School Culture (X4), and Professional Ethical (X5) have a significant effect on the Teacher Teaching Performance (Y) variable because the p-value is $0.000 < 0.050$; with a coefficient of R = .759 and contributing 57.6%.

iii.   Regression analysis

The regression analysis in this study was conducted to explain the effect of the five predictor variables on one criterion variable. The regression analysis results obtained the significance of the F test = $0.000 < 0.050$; Thus, the hypothesis that states that there is a significant effect of instructional leadership change leadership, spiritual leadership, school culture, and professional ethics on teaching performance is accepted. Furthermore, the results of the regression analysis look for the formed regression equations. The regression equation results refer to the multiple regression analysis, which is in Table 11 Coefficients[a]. The formed regression equation is:

$$\hat{Y} = 141.321 + .591X1 + .404X2 + .671X3 + .463X4 + .429X5$$

The interpretation of the model based on the formula of the regression equation are:

- A value = 141.321; this means that if X1, X2, X3, X4, and X5 are constant, then Y = 141.321 units.
- The value of b1 = .591; this means that if the value of variable X1 increases by one unit, while the value of variables X2, X3, X4, and X5 is fixed, then the variable Y will increase by .591 units.
- The value of b2 = .404; this means that if the value of the variable X2 increases by one unit, while the value of the variables X1, X3, X4, and X5 are fixed, then the variable Y will increase by .404 units.
- The value of b3 = .671; this means that if the value of variable X3 increases by one unit, while the value of variables X1, X2, X4, and X5 are fixed, then the variable Y will increase by .671 units.
- The value of b4 = .463; this means that if the value of the variable X4 increases by one unit, while the value of the variables X1, X2, X3, and X5 are fixed, then the variable Y will increase by .463 units.
- The value of b5 = .429; this means that if the value of the variable X5 increases by one unit, while the value of the variables X1, X2, X3, and X4 are fixed, then the variable Y will increase by .429 units.

Table 11. *Coefficients* [a]

	Model	Unstandardized Coefficients (B)	t	Sig.
	(Constant)	141.321	7.541	.000
	X1	.591	1.726	.000
1	X2	.404	1.737	.000
	X3	.671	2.226	.000
	X4	.463	1.978	.000
	X5	.429	1.135	.000

a. Dependent Variable: Y

Discussion

The findings of this study suggest that schools applying the HR empowerment model with an SSM approach can improve the effectiveness of school administration. This is supported by the implementation of six research variables (instructional leadership, change leadership, spiritual leadership, school culture, professional ethics, and teacher teaching performance) in the good category. There is evidence that organizational productivity and performance are influenced by the HR owned by the organization (Chang & Liu, 2008). Therefore, the performance of school principals, teachers, and school staff will also determine the school performance. The school competitiveness is influenced by the performance of its HR. Organizations with high competent HR will produce a good competitive advantage and deliver optimal performance (Jiraro et al., 2014; Kusumaningrum et al., 2019).

Empowering leadership implies a desire to delegate responsibility and seek to determine the conditions under which others can succeed. A leader must explain what he expects, must respect everyone's contribution, must bring more people out of the "organizational box" and must encourage everyone to have the courage to speak up. By empowering staff, a leader not only adheres to the existing ethics and empowerment principles (Dust et al., 2018), but he also shows the courage to mingle with the staff, to be able to become their guide and motivator, and be able to prove himself as an exemplary figure.

The principal is a figure likened to an education leader in the school. The principal is a key person in improving the quality of education and the school development process (Nurabadi et al., 2020). Therefore, the principal is the first and foremost person who must be empowered within the scope of the school. The leadership and performance of school principals are parameters of school progress (Sumarsono et al., 2019). Empowering the principal is also linked to creating a good work climate, building self-confidence, decision making skills,

providing facilities, and exercising his authority as an educational leader in the school. These five factors affect the creation of the workplace, organizational commitment, psychological conditions, and the presence of a leader.

Similarly, teachers are the spearhead of the quality of education. Teachers' leadership has a significant effect on students' achievement (Shen et al., 2020). Learning that is carried out by the teacher has one goal, to inspire and mold students to become good people, build a pleasing personality, and be intelligent (Kusumaningrum et al., 2019). Teachers, through learning activities, are expected to combine the overall potential of the students' brains to form meaningfulness (Gunawan et al., 2018). A teacher is a person whose activity intensity is more related to the participants, especially in the learning process. Teachers are required to be able to create effectiveness and fun learning. The teacher is the class manager who has the authority to manage the class.

The principal can program his resources to increase teachers' empowerment: through teacher scientific meetings; teacher creativity competition; outstanding teachers award; training; motivational seminars; discussion of subject teachers; lesson study; research grants; and professional writings. The nine elements represent three aspects of teacher performance improvement (affective, cognitive, and psychomotor). The principal can program activities other than those mentioned (Mutch, 2015). The principal must be creative and determine which activities are crucial to be carried out at any point of time (priority activities needed now and able to improve teacher performance) following the demands of school education goals and government policies. Besides, the program design must aim to improve teachers' performance, to make them holistic and comprehensive individuals, and be coherent with the demands of increasing teacher competence (pedagogic, personality, professional, and social competence). There is also a need for the commitment of school principals who are oriented towards developing HR. Teacher quality is a mirror of school quality.

Activities carried out by schools are actually empirical activities carried out by school office management (Shalev & Hetzroni, 2020). For example, in the management of students, there is scope for activities to make student handbooks. In schools, the part that makes student handbooks is the office. School administration services are carried out by personnel called school administrators. The role of the school administration is to carry out school administration activities by providing optimal services. School administration personnel act as administrators, school principals, teachers, and students receive these administrative services (Bafadal et al., 2019). The fluency of student learning is partly determined by the quality of service to teachers and school staff (Berger et al., 2014), so it is necessary to develop teachers and school staff to serve students professionally, with the aim that students can improve their learning achievement. School administrators in schools have a crucial role in school administration. The school administration staff administratively manages educational services that are administered by the school. Reliable school administration personnel will provide excellent service.

The results of this study confirm that the role of the principal is vital in school management. Strong principal leadership will contribute significantly to the school development process. Instructional leadership is leadership that focuses on learning. The principal, as a school leader, makes use of all the resources that the school has to create successful learning activities (Wong & Thien, 2020). For complex social ecosystems of individuals, institutions, policies, and other cultural norms. Instructional leadership is a complex school social ecosystem and requires individual, institutional, policy, norm, and cultural commitment (Smith et al., 2017)

Schools are inseparable from the influence of changes and community development. Change leadership is essential to be implemented by the principal. The ability of principals to anticipate change (Kennedy et al., 2020). This leadership creativity can be seen or can appear when the principal can make changes in accurate ways and methods (Rogiest et al., 2018), and the changes are used to develop the school. This ability and willingness will appear when the principal can open himself widely to seek and empower resources that can drive school change.

Spiritual leadership is the value and nature of leadership based on the assumption that God gives humans as leaders in this world the mandate to manage life to balance and harmony are created in life. The purpose of spiritual leadership is to create an organization's vision and mission, the alignment of the values of all empowered

members of the organization, and to foster organizational productivity, higher member welfare, and organizational commitment (Fry, 2005). Spiritual leadership influences organizational success in achieving targets (Feldman, 2018). Spiritual leadership supported by relevant work climate variables can significantly influence an individual's self-motivation at work (Afsar et al., 2016) A successful leader understands the members' desires, can provide enlightenment to achieve organizational goals, and can appreciate each individual's achievements so that he continues to be motivated.

The culture of school organizations is a shared perception shared by all school personnel, a system that all school residents share. School organizational culture is a system that is shared and shared by all members of the school organization. The culture of the school organization becomes a characteristic of the school that will also affect the aspects and identity of its members. Organizational culture has several key elements that experts agree upon: observable behavior, norm; dominant values; philosophy; regulation; and organizational climate (Luthans, 1995). Strong school culture can sustainably improve school quality (Lee & Louis, 2019). A strong culture tends to inhibit changes in seeing the need to change with the old solid values maintained and considered good (Lorsch, 1985; Nurabadi et al., 2021). Although the leadership realizes the importance of change, the responses still revolve around the old value system, so the difference is not accurate.

Professional ethics is a form of one's integrity towards school organizations. Each profession certainly has a different professional ethic from other occupations. However, some professional ethics apply universally, such as responsibility, integrity, objectivity, and confidentiality. A person's professional ethics is demonstrated by: (i) a person's awareness of the rules that apply to agreed values; (ii) a person's willingness to engage in dialogue with various entities in the organization; and (iii) ethics become a material consideration in interacting between leaders and fellow members of the organization (Greenstone, 2018). Everyone in work must uphold professional ethics because professional ethics are ethical considerations and professional guidelines that are relevant in every profession (Rodríguez & Juričić, 2018). Character as a manifestation of ethics, in turn, must be directed at the fostering and moral development of everyone as part of society, nation, and state. Efforts to ground ethics to instill good character need to be done massively, especially in students who are the nation's next generation. Higher education as an educational institution with an intellectual spirit is responsible for instilling good ethics and character in its students. The ethics are sourced from religious values, Indonesian culture and must be responsive to the demands of changing times.

Teacher performance will not emerge by itself, but it needs to be identified, provided with facilities, developed, and maintained to achieve the school's vision, mission, and goals. Therefore, the principal, as the highest leader in school institutions, needs to know the determinants of teacher performance to be able to increase teacher performance optimally. The success of school principals as learning leaders are: (i) as a provider of resources, which can motivate teachers, manage time, and classroom conditions; (ii) as an instructional source, that is creating a classroom climate that is conducive to supporting student learning achievement; (iii) as a communicator, which can convey the vision, mission, and goals of the school to the teacher; and (iv) its presence is meaningful, that is interacting and influencing all school members to work well (Jenkins, 2009). Improving teacher performance requires optimal instructional leadership from a school principal (Barrera-Osorio & Raju, 2017)

HR performance is crucial to an organization. A person's performance will be better if supported by motivation, creativity, and innovative abilities. The new strategy for empowering HR that is developing is a participatory approach (Kibukho, 2021). Through empowerment, organizational members are motivated and encouraged to maximize their abilities and potential for the organization's benefit. Empowerment is the giving of responsibility and authority to HR to make decisions independently in developing work results. HR Empowerment is an effort to build HR by encouraging, motivating, and raising awareness of its potential and striving to develop it.

The principal, as an educational leader in empowering teachers and staff, must hold to the ethics and

principles of empowerment that exist. Principals must also mingle with teachers and staff, become mentors and motivators for them, and show themselves as figures that can be emulated due to empowerment itself. Components that need attention in HR empowerment are ability, placement, authority, responsibility, trust, support, leadership, and motivation. HR in the organization is very strategic and decisive; even the organization's success to achieve the goals set is precisely determined by HR factors (Danvila-del-Valle et al., 2019). HR that does not provide power is not categorized as HR in an organization.

Educational organizations, after designing HR empowerment programs, the next thing that needs to be carefully designed is the development of HR. HR development is the process of increasing the quantity and quality of HR (Vardarlıer, 2016). Improving the quality of HR can be done through religious practice, improving welfare, improving education, increasing training, improving health, increasing employment opportunities, population control, improving the environment, and career planning. HR development is divided into two forms, that is training and development. Training and development programs are a series of activities designed to enhance the knowledge, abilities, attitudes, and performance of individuals, groups, or entire organizations. These activities teach new skills, improve existing expertise, and influence the mood of HR. Training activities are designed to increase skills in the current job. For example, employees can be trained in decision-making techniques or capabilities in data processing systems (Gunawan et al., 2020)

Conclusion

This study concludes that the HR empowerment model with the SSM approach can increase the effectiveness of school organizations. This is evidenced by the results of the analysis of the description of the six variables showing the impact of the implementation of this model included in the good category (see Table 6). The results of the FGD with respondents also found that the model developed was complying with school conditions. This study also concludes that instructional leadership, change leadership, spiritual leadership, school culture, and professional ethics make an impact on teacher teaching performance (see Table 10, Figure 5).

The findings of this research further confirm that the empowerment of HR in schools is an essential factor in educational development. The principal becomes the main actor in managing the school. A quality school must be led by the school principal who has strong leadership. The empowerment of school staff is a milestone in improving school quality. Teachers who have teaching performance, high school quality culture, and all school HR always uphold professional ethics as essential factors in the development of education in schools. Everything is utilized to improve student competence because students are the primary educational subjects in schools.

Notes

- *Pesantren* is an education system commonly applied to Islamic-style educational institutions, Islamic boarding schools, Islamic schools in Indonesia.
- *Baitulmal* is an institution with the extraordinary task of handling all assets, both in the form of income and expenses of *pesantren* organizations.
- *Santri* are students ın Islamic boarding schools who study Islamic religion.

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