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Human Resource Management Strategy In Increasing The Motivation Of Quality Employees

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Abstract : *In this case the researcher used qualitative research by describing and analyzing HR management strategies in increasing the motivation of quality employees carried out by the principal at An-Nadwah Integrated Elementary School, Paiton, Probolinggo, East Java in improving the quality of human resources in institutions. Quality is defined as a dynamic condition related to products, people or labor, processes and tasks, and the environment that meets or exceeds customer or consumer expectations. so that it can be concluded that only human resource management to create quality employees is needed with motivation, even motivation gives encouragement to create good human resources Basically what is the key to human resource management activities is as follows: Motivation is important thing in maintaining and developing human resources in the organization. Motivation can be interpreted as an encouragement to manifest certain behaviors that are directed at certain goals. Motivation has the following characteristics: 1. As a result of needs 2. Focused on a goal 3. Sustaining behavior. People must be encouraged to work together in the organization and always be in that situation. Employees must always be encouraged to work and try according to the demands of work.*

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INTRODUCTION

Human resources (HR) constitute one of the most fundamental assets in an organization because they are the actors who plan, implement, and evaluate organizational activities to achieve predetermined goals. Human resources refer to individuals who possess the willingness, ability, and readiness to contribute to the achievement of organizational objectives (Garina et al., 2020). From an organizational perspective, an organization is essentially a collaborative system involving two or more individuals who work together through the division of roles, responsibilities, and tasks to achieve common goals (Lancaster & Brasfield, 2023; Mundiri et al., 2021). Thus, organizational effectiveness is not determined solely by the availability of financial, technological, or material resources but is strongly influenced by the quality and management of the people who operate these resources.

From a systems perspective, human resource management (HRM) represents an integral component of the broader organizational system. HRM cannot be separated from other organizational components because planning, recruitment, development, motivation, performance evaluation, and employee retention are interconnected processes that influence organizational productivity (Qalati et al., 2022). HRM therefore needs to be oriented not only toward the administrative management of employees but also toward developing their competencies, motivation, commitment, and performance (Neliwati et al., 2023; Toumi & Su, 2023). Every organization, including educational institutions, requires effective HRM to optimize available resources and ensure that organizational objectives can be achieved systematically and sustainably.

The importance of HRM becomes increasingly evident in educational institutions because education is fundamentally a service-oriented sector in which the quality of human resources directly influences the quality of educational services. Educational quality is not merely measured by physical facilities or institutional outputs but also by the ability of teachers, school leaders, administrative personnel, and other educational stakeholders to provide services that meet students' needs and expectations (Tuan, 2022). Quality can therefore be understood as a dynamic condition involving people, processes, tasks, products, and the organizational environment that collectively meet or exceed the expectations of service users (Tsauri, 2022). In this context, teachers and educational personnel represent strategic resources because their professional performance determines the effectiveness of learning processes and contributes substantially to the achievement of school goals.

Within school management, the principal occupies a strategic position in directing and managing human resources. Singh et al., (2023) emphasizes that the implementation of school management primarily depends on the principal and the entire school community, both collectively and individually. The principal is responsible for ensuring that the school organization operates effectively by coordinating human resources, establishing a conducive organizational climate, facilitating professional development, and directing members of the school community toward the achievement of institutional goals (Gehringer, 2020; Wahid et al., 2020). Consequently, the principal's capacity to manage teachers and administrative personnel becomes an important determinant of organizational effectiveness and educational quality.

However, effective human resource management cannot rely solely on managerial structures and administrative mechanisms. Employees' work motivation is also an essential factor in determining how effectively human resources perform their responsibilities. Motivation provides the psychological and behavioral impetus that encourages employees to invest effort, demonstrate commitment, and pursue higher levels of performance (Anglani et al., 2023; Daugherty et al., 2022). In educational institutions, motivated teachers are more likely to demonstrate responsibility, persistence, professional commitment, and willingness to improve the quality of learning services (Anglani et al., 2023; Enas & Noviana, 2022). In particular, an Islamic educational context places an additional dimension on work motivation because professional responsibilities can be understood not only as organizational obligations but also as forms of worship, moral responsibility, and service to society. Such an orientation may encourage teachers and educational personnel to perform their duties with greater sincerity, discipline, and commitment to institutional excellence.

The relationship between human resource management, work motivation, and organizational quality has been highlighted in previous studies. Basuki, in research on the optimization of human resource management to improve school quality, found that principals need to manage the entire school community, particularly teachers and administrative personnel who directly implement school programs and play a significant role in achieving the school's vision, mission, and objectives. The findings indicate that effective planning and quality-oriented management strategies are essential for optimizing school human resources (Deng & Lindeboom, 2022; Zainal et al., 2022). Similarly, Eigis Yani Pramularso, in a study examining employee performance through work motivation and compensation at PT Matahari Department Store Cibubur Branch, reported that employee performance tends to increase when work motivation and compensation are improved. These findings indicate that human resource management and employee motivation are closely associated with organizational performance.

Nevertheless, existing studies tend to examine human resource management, employee motivation, and organizational performance as relatively separate managerial dimensions. Research specifically examining how human resource management strategies are translated into employee motivation and subsequently contribute to the improvement of educational quality, particularly within an Islamic educational institution, remains relatively limited. This gap is important because educational institutions possess distinctive organizational characteristics in which professional responsibilities, institutional values, moral commitments, and religious orientations interact in shaping employee behavior. Therefore, examining human resource management through the lens of employee motivation can provide a more comprehensive understanding of how educational institutions develop and maintain quality-oriented human resources.

Based on this context, the present study focuses on human resource management strategies in strengthening employee motivation as an effort to improve educational quality. The study seeks to examine how human resources are planned, managed, developed, and motivated within the educational institution and how these managerial practices contribute to employee performance and institutional quality. By placing employee motivation as an

important mechanism within human resource management, this study is expected to provide a more integrated understanding of the relationship between HRM practices and educational quality. The findings are expected to contribute theoretically to the discussion of educational human resource management and practically to the development of managerial strategies that enable school leaders to build motivated, committed, and quality-oriented educational personnel.

METHOD

This study employed a qualitative case study approach to explore human resource management (HRM) strategies implemented by the principal in strengthening employee motivation and improving the quality of human resources within an educational institution. The study was conducted at An-Nadwah Integrated Elementary School, Paiton, Probolinggo, East Java. A qualitative approach was considered appropriate because the study sought to obtain an in-depth understanding of managerial practices, experiences, perceptions, and interactions among school stakeholders within their natural institutional context.

The research participants were selected purposively based on their involvement and knowledge of human resource management and school activities. The participants included the principal, vice principals, teachers, and students. The principal and vice principals were involved as key informants because of their managerial responsibilities and direct involvement in the formulation and implementation of HRM strategies. Teachers were included to provide perspectives on the implementation of HRM practices and their influence on work motivation, professional commitment, and performance. Students were involved as supporting informants to provide perspectives on the quality of educational services resulting from the performance of teachers and other educational personnel.

Data were collected through observation, semi-structured interviews, and documentation. Observations were conducted over several months to examine the implementation of HRM strategies and the daily practices associated with employee motivation, including leadership practices, communication, professional development, supervision, recognition, and employee involvement in school activities. Semi-structured interviews were conducted with the selected participants to obtain detailed information regarding HRM practices, motivational factors, managerial challenges, and perceived contributions of HRM to educational quality. The interviews were conducted flexibly, allowing the researcher to explore emerging issues while maintaining consistency with the research objectives. Documentation was used to complement the observational and interview data and included relevant institutional documents, school programs, activity records, and other documents related to HRM and employee development.

To ensure the credibility of the findings, data triangulation was applied by comparing information obtained from different participants and data collection techniques. Information provided by the principal was compared with the perspectives of vice principals, teachers, and students, while interview findings were cross-checked against observations and relevant

documentation. This process was conducted to identify consistencies and discrepancies among data sources and to strengthen the validity and credibility of the interpretation.

The data were analyzed using the interactive model of Miles and Huberman, consisting of data condensation, data display, and conclusion drawing and verification. First, the researcher condensed the data by selecting, simplifying, categorizing, and organizing information relevant to HRM strategies, employee motivation, and educational quality. Second, the condensed data were displayed in narrative descriptions and thematic categories to facilitate the identification of patterns and relationships among the findings. Third, conclusions were drawn by interpreting emerging patterns and verifying them continuously against the available data. The analysis was conducted iteratively throughout the research process, enabling the researcher to refine interpretations and ensure that the conclusions were firmly grounded in empirical evidence.

Through this methodological process, the study sought to produce a comprehensive description of how HRM strategies are implemented by school leaders, how these strategies contribute to employee motivation, and how motivated human resources support the improvement of educational quality at the institutional level.

RESULT AND DISCUSSION

1. Quality Employee Human Resource Management

Education comes from the word "education" and "education". Educating means nurturing and giving training (teaching, guidance, leadership) regarding morality and intelligence. While education is the result of educating. People who educate are called educators and people who are educated are called learners, students, or students. Meanwhile, language education can be interpreted as a process of changing the attitude and behavior of a person or group of people in an effort to mature humans through teaching, training, and mentoring. Education can also mean the process, method, act of educating. So it requires good manpower, thus employee performance is a quality and quantity of the results of group and individual work based on a rule or norm that applies to an organization.

Performance of Employees or Employees The goals of an organization will not be realized without the active role of employees, no matter how sophisticated the tools, machines, and so on are available but without reliable human resources, the existence of tools, machines and so on cannot function optimally. Whereas role management human resources , namely managing and establishing staffing programs that include: Number of quality and determination of an effective workforce in accordance with company needs, Establishing the withdrawal, selection and placement of employees. Establishing welfare, development, promotion and termination programs , Knowing Constitution labor .

According to the results of our research at An-Nadwah Integrated Elementary School explained the conditions of teacher work motivation at the school, namely: *First,* motivated teacher persistence in carrying out tasks has been carried out in accordance with school

regulations. this can seen from the level of craftsmanship of teachers who come to work on time according to the schedule set out in the Decree on the Division of Teaching Tasks. Teachers are responsible for the lessons they teach, give news and leave assignments for classes left behind if unable to attend, and are able to solve a problem swiftly and quickly so that problems No dragged on or growing .

Second , factors that encourage teachers to be motivated to work diligently, include: the existence of adequate school facilities (for example: classrooms, prayer rooms, libraries, teacher and student toilets, and office equipment), comfortable school conditions (for example: layout beautiful office/teacher rooms and school gardens as well as a sense of togetherness, kinship and cohesiveness that is created while at school), as well as an interesting agenda for school activities (for example: celebration of national holidays and Islamic holidays: Indonesian Independence Day, Maulid Nabi Muhammad Saw., General Recitation of Akhir Sanah, etc. where all teachers actively participate in these activities).

Third, the factors that hinder teachers from working well are the lack of infrastructure facilities that make teachers feel comfortable, such as the principal's room, as well as the male and female teacher's rooms which are still not separated, are still in the same room, thus making the teacher feel uncomfortable mingle. Because this school is located in a pesantren environment, it is only natural that the male and female teachers' rooms be separated so that there is no awkwardness between teachers who are not mahram.

Fourth, policies implemented to increase teacher work motivation, include: giving *rewards* in the form of awards and recognition for outstanding teachers, paying attention to the financial welfare of teachers through additional income according to school capabilities, providing open opportunities for teachers who want to be creative, innovate, and make achievements which makes the school proud through coaching and providing work motivation, complementing school facilities that do not yet exist (for example: a school cooperative that provides all school stationery and supplies, the principal's room and teacher's room, hall room for meetings, and a computer laboratory).

2. School Efforts in Human Resources motivation

Human resources in schools, such as vice principals, teachers, administrative staff, students, parents of students, school committees, and related parties can play an optimal role in achieving the school's vision, mission, and goals, so it needs to be managed and empowered by school principals according to their respective capacities. To increase the professionalism of teachers and administrative staff, this can be done through: 1) participating in training both carried out at school (in-house training) and outside of school and after the training must have an impact on teachers/other administrative staff, 2) schools provide books or adequate references for teachers/administrative staff, and 3) encouraging and facilitating teachers/administrative staff to conduct peer tutoring through MGMP or MGBK activities either at the school or district/city level. Forms of efforts to increase the professionalism of teachers and administrative staff, for example training on curriculum,

development of instructional media, computer skills, use of technology, information and communication, archives, libraries, laboratory management, and others.

In addition, school principals must provide career guidance for teachers and administrative staff by helping, encouraging and facilitating them so that they can improve their careers. Steps that school principals can take include: Relating teacher/administrative staff achievements to promotion both structurally and functionally, helping teachers so that they are promoted smoothly through PAK proposals, and if there are no vacant formations in school, then the principal can help teachers or administrative staff who excel to be promoted to another school or to a higher level.

With that in mind, one of the broad meanings and limitations used is human resource management, which are the policies and practices needed by someone to carry out aspects of human resources from a manager's position. Basically the key to human resource management activities are as follows: Motivation is important in maintaining and developing human resources in an organization. Motivation can be interpreted as an encouragement to manifest certain behaviors that are directed at certain goals. Motivation has the following characteristics: 1) As a result of needs 2) Focused on a goal 3) Sustaining behavior. People must be encouraged to work together in the organization and always be in that situation. Employees must always be encouraged to work and try according to the demands of work.

In optimizing management or management, integrated components are needed, which are inseparable from the process carried out with other interrelated processes. Management is understood as the process of working together with a group of people by using the resources that the organization has, in order to achieve the goals that have been set. Management management has several important elements to make the management function effective, these elements consist of: Man, Money, Method, Machines, Materialist and market, or abbreviated as 6M. Management is the science and art of managing prospects for the use of available resources, both human and other, effectively and efficiently in order to achieve a certain goal. Many schools are improving extracurricular programs so that their students can compete.

The goal is to get the opportunity to be accepted at a favorite college. In order for every teacher and administrative staff to work effectively and efficiently, the school principal needs to take the following steps: Placing people in positions or tasks according to their abilities and interests, Conducting deliberations in each appointment or assignment so that they can accept them with feelings happy, Creating working conditions and providing facilities so that the work/tasks given can run well, Accustomed to utilizing energy efficiently, Creating tasks for all personnel owned so that no one is "unemployed"; and, Giving awards, such as giving praise at meetings or if possible giving material gifts.

According to Hasibuan, which was mentioned by Henry Fayol, the general principles of management are: Division of Work The principle of division of labor is very important,

because there are limiting factors, meaning that there are limits for a person in doing any work, namely: limited time, limited knowledge, limited ability limited, limited attention. This limitation requires a division of labor. The aim is to obtain organizational efficiency & division of tasks according to the fields required by engineering or leadership. Authority and Responsibility This principle, the task should be divided between superiors and subordinates. Need to balance authority and responsibility. Rights and obligations lead to communication between superiors and subordinates. Discipline Discipline is an agreement to directly obey and comply with the rules that have been mutually agreed upon and enforced by everyone. Without good discipline, it is difficult for any organization to achieve its goals.

Discipline is awareness and willingness to comply with all applicable social rules and norms. Unity of Command This concept, every subordinate should only receive orders from superiors and only fulfill obligations to superiors. But the boss can give orders to several subordinates. The principle of one-man leadership is necessary because when a subordinate is appointed by several superiors, he does not know what to do. Implementation of academic management in increasing student satisfaction is carried out in three stages, namely planning, implementation and evaluation. In Islam, management is seen as an embodiment of good deeds which must start from good intentions. This good intention will create motivation to achieve good results for the sake of mutual welfare. At least, there are four foundations for developing management according to the Islamic view, namely truth, honesty, openness, and expertise. A manager must have these four main characteristics so that the management he runs gets maximum results. Everything must be done in a neat, orderly, and orderly manner.

3. Quality Employee Motivation

Measurement Every activity should be measured properly for the purpose of required quality. The level of the quality should be determined through out the organization. Each area for quality must be reviewed. Quality status record will indicate the aspects where the corrective measures for quality are needed and how can be documented in future. Quality levels must be defined throughout the organization. Every area should be reviewed. Records regarding quality status will indicate aspects where improvement measures for quality are required and how this can be documented in the future. The quality system always requires a chain or feedback. Feedback mechanisms must exist in the quality system. In total quality management, collecting data is not just feelings, measurement functions to measure the extent to which planning has been implemented and to carry out periodic evaluations of plans that have been implemented.

Even in this measurement, top managers or school principals are required to see whether the tasks that have been given to staff and educators have been carried out as they should and according to schedule or vice versa. Educational institutions also need to use the results of formal oversight to determine the legitimacy of their programs. Educational

institutions must be prepared to take steps to improve the performance of teachers who have not met their expectations and desires. Continuous improvement The old philosophy is known as the principle "If it's broken, then it's fixed". Meanwhile, the philosophy of quality adheres to the principle that every process needs to be improved and there is no perfect process that needs to be constantly improved and perfected. In integrated quality management, every good product in the form of a service is produced by utilizing certain processes in a system.

Discussion

The findings of this study demonstrate that human resource management at An-Nadwah Integrated Elementary School operates as an interconnected process in which teacher discipline and responsibility, supportive working conditions, and strategic motivational policies collectively contribute to the development of quality human resources. Rather than functioning as separate managerial activities, these three dimensions form a continuous process: effective management establishes clear expectations and responsibilities, a supportive organizational environment sustains teachers' motivation to fulfill those responsibilities, and strategic policies provide opportunities for professional development and continuous improvement (Belova & Polyakova, 2022; Jaafar et al., 2019). This interconnected pattern indicates that educational quality is strongly influenced by the school's capacity to manage its human resources as a strategic organizational asset.

The first finding concerns the persistence and professional responsibility of teachers in carrying out their duties. The teachers demonstrate discipline by arriving according to the established schedule, fulfilling teaching responsibilities, providing information and assignments when they are unable to attend, and responding quickly to problems that arise in the learning process. These behaviors indicate that teacher quality is reflected not only in academic competence but also in consistency, responsibility, and commitment to institutional duties. The existence of a formal division of teaching responsibilities provides teachers with clear expectations regarding their roles and obligations. This finding is closely related to the management principles of division of work, authority and responsibility, and discipline (Baglama et al., 2022). As emphasized in the management principles discussed by Hasibuan based on Henri Fayol, the division of work is necessary because individuals possess limitations in time, knowledge, ability, and attention, while authority must be balanced with responsibility. Discipline subsequently ensures that organizational agreements and regulations are implemented consistently. In the context of An-Nadwah Integrated Elementary School, these principles are reflected in the formal assignment of teaching duties and teachers' commitment to completing them responsibly.

However, the findings show that teacher discipline and responsibility do not develop independently of the organizational environment. The second finding reveals that teacher motivation is strengthened by supportive facilities, comfortable working conditions, collegial

relationships, and collective school activities. Adequate classrooms, prayer facilities, libraries, sanitation facilities, office equipment, and other supporting resources contribute to teachers' comfort in performing their duties (Zulkarmain, 2021). At the same time, relationships characterized by togetherness, kinship, and cooperation create a positive social environment. Participation in national and Islamic commemorative activities, including *Maulid Nabi Muhammad Saw.*, end-of-year religious activities, and other school programs, further strengthens interaction among teachers and creates a sense of belonging to the institution (Baglama et al., 2022; Puji Asmaul Chusna & Ana Dwi Muji Utami, 2020). This finding indicates that employee motivation is not simply the result of financial incentives but is also shaped by the psychological and social conditions in which employees perform their work.

The relationship between the first and second findings demonstrates that discipline is more sustainable when it is supported by an environment that enables teachers to work comfortably and meaningfully. Teachers may possess formal responsibilities, but their willingness to consistently fulfill those responsibilities is influenced by how the organization treats and supports them. Motivation functions as an internal and external driving force that directs behavior toward organizational goals and sustains that behavior over time. In this study, teachers' punctuality, responsibility, and willingness to solve problems can therefore be interpreted as behavioral manifestations of sustained motivation. The finding also indicates that the pesantren-based environment provides a distinctive organizational context in which professional responsibilities interact with communal, moral, and religious values. Consequently, the creation of a harmonious working environment becomes not only an organizational strategy but also an important means of strengthening teachers' commitment to their professional responsibilities.

Nevertheless, the study also identifies limitations in the working environment that may weaken motivation. The lack of adequate workspace, particularly the absence of separate rooms for male and female teachers, was perceived as a source of discomfort. This finding is significant because it demonstrates that organizational facilities must be understood within the cultural and institutional context of the school (Faishol et al., 2021; Nailasariy et al., 2023). In a pesantren-based educational institution, facility management needs to accommodate functional requirements while also respecting social and religious norms governing interaction (Faishol et al., 2021). Thus, improving infrastructure is not merely a matter of physical development but also part of human resource management because the quality of the working environment can influence employee comfort, interaction, and motivation.

The third finding illustrates how the school responds to these conditions through strategic policies designed to strengthen teacher motivation and professional capacity. The principal implements several motivational policies, including providing recognition and awards to high-performing teachers, supporting teachers' financial welfare according to the school's capacity, encouraging creativity and innovation, providing opportunities for teachers to achieve professionally, and gradually completing the school's facilities (Fauzi et al., 2018;

Mundiri et al., 2021). These policies indicate that the principal applies a combination of extrinsic and intrinsic motivational strategies. Recognition satisfies employees' need to have their contributions acknowledged, while opportunities for creativity and professional achievement strengthen intrinsic motivation. Financial support contributes to welfare, whereas infrastructure development creates an enabling environment for employees to perform their responsibilities effectively.

These motivational policies are further strengthened through professional development and career facilitation. Teachers and administrative personnel are encouraged to participate in training, both inside and outside the school, covering curriculum development, instructional media, computer skills, information and communication technology, archival management, library management, and laboratory management. The school also provides learning references and encourages peer learning through MGMP and MGBK activities. These practices indicate that the principal views motivation not only as a matter of encouraging teachers to work harder but also as an effort to increase their competence and professional confidence. When teachers receive opportunities to develop their capabilities, they are more likely to perceive that the institution values their professional growth, which can strengthen organizational commitment and work motivation.

The career development practices implemented by the school further reinforce this relationship. The principal assists teachers in pursuing promotion opportunities, facilitates the preparation of requirements for professional advancement, and supports high-performing teachers who may need to pursue career opportunities at other institutions when suitable positions are unavailable internally. Such practices demonstrate that employee motivation is closely connected to the perception of future opportunities. Teachers are more likely to maintain commitment when their achievements are recognized and when the organization provides pathways for professional development. Career management therefore becomes an important component of HRM because it aligns individual aspirations with institutional interests.

The third finding also provides a direct connection between motivation and continuous quality improvement. In quality management, improvement cannot be achieved through a single intervention because organizational processes require continuous monitoring, measurement, evaluation, and refinement. The principal's efforts to monitor teacher responsibilities, identify deficiencies in facilities, provide professional development, recognize achievement, and create opportunities for innovation represent a continuous improvement cycle. Measurement and feedback enable the school to determine whether teachers have fulfilled their responsibilities according to established expectations and schedules, while evaluation provides a basis for corrective action and future planning. Consequently, supervision in this context should not be interpreted merely as control but as a developmental mechanism that provides feedback and supports professional improvement.

The findings are consistent with Basuki's research emphasizing that principals must effectively manage teachers and administrative personnel because they are the direct implementers of educational programs and play a central role in realizing the school's vision, mission, and objectives. The present study extends this argument by showing that effective HRM is not limited to personnel planning and task distribution but must also create motivational conditions that encourage employees to sustain their performance. Similarly, the findings correspond with Eigis Yani Pramularso's research demonstrating that employee performance increases when work motivation and compensation are improved. However, the present findings suggest that in educational institutions, particularly those operating within a pesantren environment, motivation is multidimensional and cannot be reduced to compensation. Recognition, professional development, career opportunities, collegial relationships, working conditions, and institutional values are equally important in sustaining teacher motivation.

The three findings consequently form a coherent pattern. First, effective human resource management establishes discipline, role clarity, and professional responsibility. Second, a supportive organizational environment transforms these managerial structures into sustained teacher motivation. Third, motivational policies, professional development, career facilitation, and continuous evaluation reinforce teacher commitment and contribute to educational quality improvement. This pattern demonstrates that human resource quality is not produced instantaneously but developed through an ongoing interaction between management practices, employee motivation, and institutional support.

From the perspective of Islamic management, this integrated pattern is also consistent with the principles of truth, honesty, openness, and expertise. Human resource management in an Islamic educational institution should therefore combine organizational effectiveness with ethical responsibility (Achmad, 2023, 2023; Shuhaizam Said et al., 2023). The principal's role is not simply to distribute tasks or supervise employees but to create an environment in which teachers can develop their competencies, perform their responsibilities, and contribute to institutional goals in accordance with shared values. Good management consequently becomes part of an ethical educational process in which professional performance, collective responsibility, and moral commitment reinforce one another.

Overall, the study establishes that teacher motivation functions as the connecting mechanism between human resource management and educational quality. Clear responsibilities and discipline provide the foundation, supportive working conditions provide the environment, while recognition, professional development, career opportunities, and continuous evaluation provide the mechanisms for sustaining motivation. The quality of education at An-Nadwah Integrated Elementary School is therefore not merely the result of curriculum implementation or infrastructure provision but emerges from the school's ability to manage, motivate, develop, and empower its human resources continuously. This finding positions the principal as a strategic human resource manager whose leadership connects

individual teacher potential with collective institutional goals and, ultimately, with the sustained improvement of educational quality.

CONCLUSION

This study concludes that human resource management at An-Nadwah Integrated Elementary School plays an important role in strengthening teacher motivation and supporting the improvement of educational quality. The findings demonstrate that quality human resources are developed through an interconnected process involving professional discipline and responsibility, supportive working conditions, and strategic motivational management. Teachers' punctuality, commitment to teaching responsibilities, ability to respond to problems, and consistency in fulfilling institutional duties indicate that effective HRM provides a foundation for developing reliable and responsible educational personnel.

The study further concludes that teacher motivation is sustained when professional responsibilities are supported by a conducive organizational environment and strengthened through recognition, welfare support, opportunities for creativity and innovation, professional development, career facilitation, and continuous evaluation. These strategies demonstrate that employee motivation cannot be reduced to financial incentives but is shaped by the interaction between organizational support, professional growth, social relationships, institutional values, and opportunities for achievement. Continuous measurement, supervision, feedback, and improvement also enable the school to identify weaknesses and develop corrective actions. Thus, the study establishes that effective HRM, sustained teacher motivation, improved professional performance, enhanced educational quality represents an interconnected process through which school leaders can develop quality-oriented human resources and strengthen institutional performance.

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