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## THE ROLE OF EDUCATIONAL MANAGEMENT IN SCHOOL HUMAN RESOURCE LOYALTY: AN ANALYSIS AT SMP DARUSSALAM SYAFAAT

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### Abstract

The importance of strengthening managerial processes in educational institutions, which include planning, organizing, implementing, and supervising, is a key factor in fostering commitment and retention of school human resources. This study aims to analyze the influence of educational business management on the loyalty of teaching and non-teaching staff at Darussalam Syafaat Junior High School. The research uses an explanatory quantitative approach through a survey with a total sampling technique of 30 respondents using a four-point Likert scale questionnaire, supplemented with documentation, observation, and interviews as supporting data. The results of the instrument testing show that all variables meet the validity and reliability criteria (Cronbach's Alpha: X = 0.870; Y1 = 0.774; Y2 = 0.756), and the data are normally distributed based on the Shapiro-Wilk test ( $p > 0.05$ ), so that parametric analysis can be performed. Simple linear regression analysis shows that educational management has a positive and significant effect on educator loyalty ( $R = 0.363$ ;  $R^2 = 0.132$ ;  $\beta = 0.227$ ;  $F = 4.243$ ;  $p = 0.049$ ) and educational staff loyalty ( $R = 0.392$ ;  $R^2 = 0.154$ ;  $\beta = 0.215$ ;  $F = 5.083$ ;  $p = 0.032$ ). These findings indicate that the better the implementation of educational business management, the higher the level of loyalty among teachers and educational staff. In practical terms, loyalty can be strengthened through improved performance planning and communication, transparent reward and career development systems, the establishment of standard operating procedures and internal services, the strengthening of a culture of engagement, and continuous monitoring. Therefore, schools are advised to strengthen two-way communication, implement fair and transparent reward systems, develop competency improvement programs, and digitize internal services to continuously improve human resource loyalty.

**Key Words:** Educational Management, Human Resource, Loyalty.

### Abstrak

The Role of Educational Management on the Loyalty of School Human Resources: An Analysis at SMP Darussalam Syafaat

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Pentingnya penguatan proses manajerial dalam lembaga pendidikan, yang meliputi perencanaan, pengorganisasian, pelaksanaan, dan pengawasan, menjadi faktor penting dalam menumbuhkan komitmen serta retensi sumber daya manusia sekolah. Penelitian ini bertujuan menganalisis pengaruh manajemen bisnis pendidikan terhadap loyalitas tenaga pendidik dan tenaga kependidikan di SMP Darussalam Syafaat. Penelitian menggunakan pendekatan kuantitatif eksplanatori melalui survei dengan teknik total sampling terhadap 30 responden menggunakan angket skala Likert empat poin, yang dilengkapi dengan dokumentasi, observasi, dan wawancara sebagai data pendukung. Hasil pengujian instrumen menunjukkan bahwa seluruh variabel memenuhi kriteria valid dan reliabel (Cronbach's Alpha: X = 0,870; Y1 = 0,774; Y2 = 0,756), serta data berdistribusi normal berdasarkan uji Shapiro–Wilk ( $p > 0,05$ ), sehingga analisis parametrik dapat dilakukan. Analisis regresi linier sederhana menunjukkan bahwa manajemen bisnis pendidikan berpengaruh positif dan signifikan terhadap loyalitas tenaga pendidik ( $R = 0,363$ ;  $R^2 = 0,132$ ;  $\beta = 0,227$ ;  $F = 4,243$ ;  $p = 0,049$ ) dan loyalitas tenaga kependidikan ( $R = 0,392$ ;  $R^2 = 0,154$ ;  $\beta = 0,215$ ;  $F = 5,083$ ;  $p = 0,032$ ). Temuan ini menunjukkan bahwa semakin baik penerapan manajemen bisnis pendidikan, semakin tinggi tingkat loyalitas guru dan tenaga kependidikan. Secara praktis, peningkatan loyalitas dapat diperkuat melalui penajaman perencanaan dan komunikasi kinerja, sistem penghargaan dan pengembangan karier yang transparan, penataan standar operasional prosedur dan layanan internal, penguatan budaya keterlibatan, serta pengawasan yang berkelanjutan. Oleh karena itu, sekolah disarankan memperkuat komunikasi dua arah, menerapkan sistem penghargaan yang adil dan transparan, mengembangkan program peningkatan kompetensi, serta melakukan digitalisasi layanan internal guna meningkatkan loyalitas sumber daya manusia secara berkelanjutan.

**Kata Kunci:** Manajemen Pendidikan, Sumber Daya Manusia, Loyalitas.

## A. Introduction

In the era of globalization, the application of innovative approaches in education is needed to achieve effectiveness and to modernize processes (Alokhon, 2024). The development of dynamics in the field of education shows that students' academic achievements are not determined by the management of institutions, but also by the implementation of effective management to achieve educational goals. Management is a process that includes planning (Velikikh, 2021), organizing (Rodiyah, 2015), implementation (Yusuf, 2022), and controlling (Nuche, Sy & Carlos Rodriguez, 2024), which helps to achieve educational objectives (Nurhikmah, 2021). In the field of education, educational management is very important; thus, it develops and succeeds in the long term (Ismatillayevich, 2023). Strategic management in the field of education emphasizes the importance of an efficient organizational structure, adaptive managerial capabilities, orientation toward the achievement of sustainable long-term goals, as well as the implementation of feedback mechanisms that are responsive to changes and needs (Baldezamo et al., 2024). Efficient human resource management strategies with sensitivity to the needs of educators are very important to maintain teachers'

performance and motivation (Nurjaman, 2023). Several factors that affect the performance of educational staff are qualifications and competencies (Şen, 2024), motivation and commitment (Singh, 2024), comfortable working conditions (Weluk, Wahyono & Arifin, 2019), career development (Khan & Abdullah, 2019), as well as adequate facilities and teaching materials (Frameiliada et al., 2023). Education, training, and compensation have a positive effect on teachers' performance and loyalty (Suwarga, Rahman & Bintarti, 2024).

Educational business is the effort to manage educational institutions by applying business principles to ensure financial sustainability, operational efficiency, and improvement of educational service quality (Li, 2024). Business effectiveness is viewed by the extent to which institutions succeed in applying business principles without neglecting the fundamental values of education (Mawaddah Warahmah, 2023). The values of wise leadership, as taught in the Qur'an Surah Al-Imran (3:159), emphasize the importance of compassionate management, deliberation, and reliance on Allah. Educational staff refers to teachers, administrators, and personnel who support the smooth operation of educational institutions (Husni, 2024). Proper human resource management is a key factor in building a sustainable competitive advantage in educational institutions (Beno, Silen, & Yanti, 2022). Schools with good management tend to produce higher student learning achievements (Tri Prastawati & Mulyono, 2023).

The loyalty of educational staff is one of the important indicators of the success of school management (Al-Jufri, Oktafia and Fauziyah, 2020). Herzberg's motivation theory shows that job satisfaction and loyalty are influenced by factors such as challenges, recognition, and opportunities for self-development (Michael Galanakis & Giannis Peramatzis, 2022). Loyal educators tend to be more motivated, have good relationships with colleagues, and participate more actively in activities (Carls, 2020). Low loyalty is often reflected in decreased motivation and low job satisfaction (Suwarga, Rahman and Bintarti, 2024; Qi et al., 2024). The influencing factors include inefficiency in human resource management, limited communication, and a lack of appreciation for the contributions of educators. Recognition given by institutions to outstanding educators can strengthen their loyalty (Al-Jufri, Oktafia & Fauziyah, 2020; Huang & Chang, 2024). Leadership that is directly involved in the management process has been proven to affect educators' engagement, satisfaction, and performance (Dahlan, Omar & Kamarudin, 2024). It is necessary to develop new educational programs or services in order to remain relevant to the needs of the times (Zhabagina, R., & Karibzhanova, 2022). A business-based approach allows schools to create innovations (Hasnadi, Sudibyo & Zikriati, 2024). Sahih Muslim Hadith No. 1907 also affirms that every action depends on intention, so sincere intentions in educating the nation's generation can strengthen educators' loyalty to their profession.

The research at SMP Darussalam Syafa'at focuses on analyzing the effect of educational business management on the loyalty of teaching and educational staff.

This school requires management strategies that can create job satisfaction and enhance the commitment of educators. This study includes aspects of strategic planning (Agustian et al., 2023), competent human resource management (Gore et al., 2022), effective communication (Muhammad Ibnu et al., 2024), and reward systems (Elrayah & Semlali, 2023), as well as their relation to the loyalty of educators (Zhang, 2024). The loyalty of educators contributes to the improvement of learning quality and student achievement (Hadj, 2024), which in turn enhances the reputation and competitiveness of educational institutions (Sunardi & Nurwanto, 2024). The results of the research are expected to enrich the academic literature as well as serve as a practical guideline for school managers. By increasing loyalty, schools not only strengthen internal stability but also have an impact on the quality of learning, student achievement, and the sustainable competitiveness of educational institutions.

## B. Methods

This research employed a quantitative approach (Hardani *et al.*, 2020) with a causal-comparative method to analyze the effect of educational business management on the loyalty of teaching and educational staff at SMP Darussalam Syafa'at (Lalang, Selly & Christanto, 2022). Data were obtained through a Likert scale questionnaire, interviews, observations, and document studies to ensure triangulation of information. The research population consisted of 30 teaching and educational staff members, who were also used as the research sample through purposive sampling techniques based on relevant criteria. The research variables consisted of educational business management as the independent variable and the loyalty of teaching and educational staff as the dependent variables, with indicators operationalized clearly to facilitate measurement.

Data collection was carried out using closed questionnaires that had been tested for validity and reliability, semi-structured interviews, direct observation, and documentation from school archives. The research instruments were tested for validity using product-moment correlation and for reliability using Cronbach's Alpha to ensure consistency. The prerequisite tests of analysis included normality, homogeneity, and linearity tests, which served as the basis for conducting hypothesis testing. Descriptive statistical analysis was used to describe the characteristics of the data (Sugiyono, 2020; Sugiyono, 2019), while inferential analysis was conducted through correlation tests, simple regression, simultaneous F-tests, and the coefficient of determination ( $R^2$ ) to assess the effect of the independent variable on the dependent variable.

The research was conducted over four months, from January to April 2025, with systematic stages that included proposal preparation and finalization of the report. Data analysis was carried out using the SPSS program to obtain accurate and accountable results. Through these structured research stages, it is expected to obtain a comprehensive description of the extent to which educational business

management plays a role in shaping the loyalty of teaching and educational staff (Garnjost & Lawter, 2019); thus, the research results can provide empirical contributions as well as practical recommendations for the management of educational institutions.

### C. Results and Discussion

#### Data Processing

##### a. Validity Test

Table 1. Results of Instrument Validity Test on the Educational Business Management Variable (X)

Item	r (Pearson)	Sig. (p)	Description
X1	0.548	0.002	Valid
X2	0.640	<0.001	Valid
X3	0.566	0.001	Valid
X4	0.341	0.066	Not valid
X5	0.584	<0.001	Valid
X6	0.429	0.018	Valid
X7	0.338	0.068	Not valid
X8	0.322	0.083	Not valid
X9	0.266	0.155	Not valid
X10	0.645	<0.001	Valid
X11	0.180	0.342	Not valid
X12	0.450	0.013	Valid
X13	0.529	0.003	Valid
X14	0.447	0.013	Valid
X15	0.697	<0.001	Valid
X16	0.357	0.053	Not valid
X17	0.318	0.087	Not valid
X18	0.395	0.031	Valid
X19	0.570	0.001	Valid
X20	0.539	0.002	Valid
X21	0.523	0.003	Valid
X22	0.239	0.204	Not valid
X23	0.496	0.005	Valid
X24	0.472	0.008	Valid
X25	0.366	0.047	Valid
X26	0.391	0.033	Valid
X27	0.321	0.084	Not valid
X28	0.679	<0.001	Valid
X29	0.612	<0.001	Valid
X30	0.475	0.008	Valid

(Source: data processing output with SPSS 30)

Table 2. Results of Validity Test Analysis for Variables Y1 and Y2

Item	r (Pearson)	Sig. (p)	Description
Y1	0.573	< 0.001	Valid
Y2	0.464	0.010	Valid
Y3	0.513	0.004	Valid
Y4	0.508	0.004	Valid
Y5	0.597	< 0.001	Valid
Y6	0.309	0.097	Not valid
Y7	0.517	0.003	Valid
Y8	0.436	0.016	Valid
Y9	0.574	< 0.001	Valid
Y10	0.313	0.092	Not valid
Y11	0.508	0.004	Valid
Y12	0.292	0.117	Not valid
Y13	0.552	0.002	Valid
Y14	0.355	0.054	Not valid
Y15	0.344	0.063	Not valid
Y16	0.477	0.008	Valid
Y17	0.369	0.045	Valid
Y18	0.498	0.005	Valid

(Source: data processing output with SPSS 30)

Item	r (Pearson)	Sig. (p)	Description
Y2.1	0.590	< 0.001	Valid
Y2.2	0.466	0.009	Valid
Y2.3	0.484	0.007	Valid
Y2.4	0.525	0.003	Valid
Y2.5	0.594	< 0.001	Valid
Y2.6	0.359	0.052	Not valid
Y2.7	0.477	0.008	Valid
Y2.8	0.451	0.012	Valid
Y2.9	0.615	< 0.001	Valid
Y2.10	0.292	0.118	Not valid
Y2.11	0.491	0.006	Valid
Y2.12	0.356	0.054	Not valid
Y2.13	0.539	0.002	Valid
Y14	0.360	0.051	Not valid
Y15	0.356	0.053	Not valid
Y16	0.471	0.009	Valid

(Source: data processing output with SPSS 30)

#### b. Reliability Test

Table 3. Reliability Test Results of Variable X (Educational Business Management)

The Role of Educational Management on the Loyalty of School Human Resources: An Analysis at SMP Darussalam Syafaat

*Frequentist Scale Reliability Statistics*

Estimate	McDonald's $\omega$	Cronbach's $\alpha$
Point estimate	0.875	0.870
95% CI lower bound	0.810	0.785
95% CI upper bound	0.939	0.927

(Source: data processing output with SPSS 30)

The Educational Business Management variable can be described as reliable, consistent, and capable of adequately representing the measured construct.

Tabel 4. Reliability Test Results of Variables Y1 and Y2

*Frequentist Scale Reliability Statistics*

Estimate	McDonald's $\omega$	Cronbach's $\alpha$
Point estimate	0.767	0.774
95% CI lower bound	0.646	0.621
95% CI upper bound	0.888	0.874

(Source: data processing output with SPSS 30)

*Frequentist Scale Reliability Statistics*

Estimate	McDonald's $\omega$	Cronbach's $\alpha$
Point estimate	0.743	0.756
95% CI lower bound	0.609	0.589
95% CI upper bound	0.876	0.864

(Source: data processing output with SPSS 30)

The results of the reliability test indicate that the measurement instrument for educator loyalty shows a high level of internal consistency. The values of McDonald's  $\omega = 0.767$  and Cronbach's  $\alpha = 0.774$  are both above the minimum threshold of 0.70, which is generally used as the criterion for adequate reliability.

**c. Normality Test**

Table 5. Descriptive Analysis Results of the Educational Business Management Variable

*Descriptive Statistics*

	X	
Valid	30	
Missing	0	
Mode	73.000	<sup>a</sup>
Median	83.000	
Mean	85.600	
Std. Deviation	20.513	
Shapiro-Wilk	0.968	
P-value of Shapiro-Wilk	0.475	

The Role of Educational Management on the Loyalty of School Human Resources: An Analysis at SMP Darussalam Syafaat

*Descriptive Statistics*

	X
Minimum	42.000
Maximum	118.000

<sup>a</sup> The mode is computed assuming that variables are discrete.  
 (Source: data processing output with SPSS 30)

Figure 1. Distribution Plots X

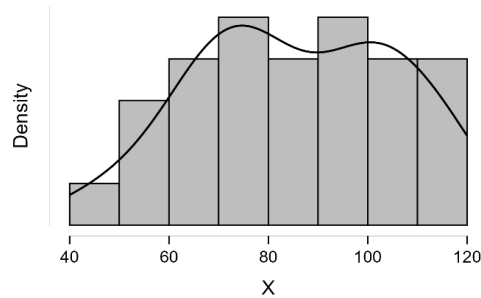


Figure 2. Q-Q Plot X

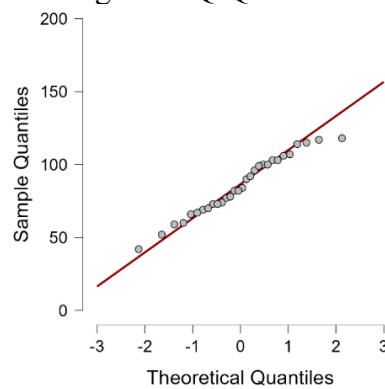


Table 6. Descriptive Analysis Results of the Educator Loyalty Variable

*Descriptive Statistics*

	Y1
Valid	30
Missing	0
Mode	49.000 <sup>a</sup>
Median	56.000
Mean	55.133
Std. Deviation	12.862
Shapiro-Wilk	0.960
P-value of Shapiro-Wilk	0.309
Minimum	30.000
Maximum	84.000

(Source: data processing output with SPSS 30)

Figure 3. Distribution Plots Y1

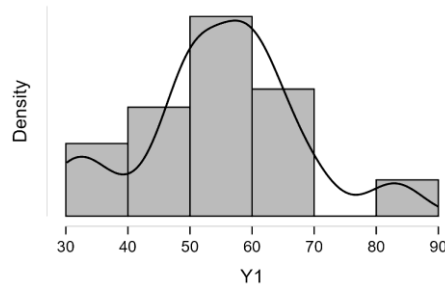


Figure 4. Q-Q Plot Y1

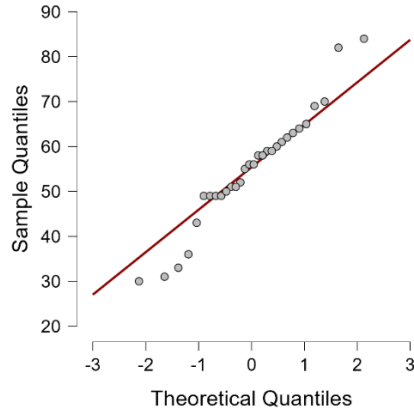


Table 7. Descriptive Analysis Results of the Educational Staff Loyalty Variable

<i>Descriptive Statistics</i>	
	Y2
Valid	30
Missing	0
Mode	44.000 <sup>a</sup>
Median	49.000
Mean	48.933
Std. Deviation	11.228
Shapiro-Wilk	0.966
P-value of Shapiro-Wilk	0.438
Minimum	28.000
Maximum	74.000

(Source: data processing output with SPSS 30)

Figure 5. Distribution Plots Y2

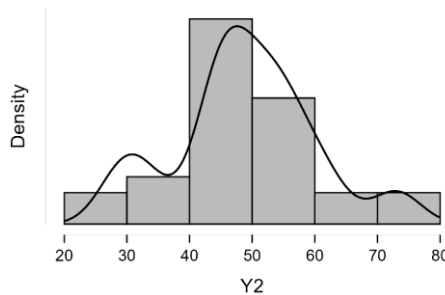
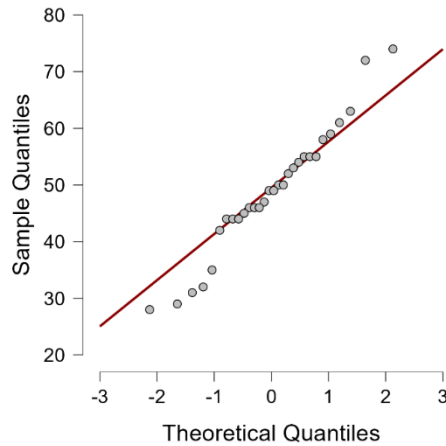


Figure 6. Q-Q Y2



#### d. Regression Analysis

Table 8. Results of Simple Linear Regression Analysis of Variable X with Y1

##### Model Summary - Y1

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	RMSE
M <sub>0</sub>	0.000	0.000	0.000	12.862
M <sub>1</sub>	0.363	0.132	0.101	12.198

Note. M<sub>1</sub> includes X

##### ANOVA

Model		Sum of Squares	df	Mean Square	F	p
M <sub>1</sub>	Regression	631.306	1	631.306	4.243	0.049
	Residual	4166.161	28	148.791		
	Total	4797.467	29			

Note. M<sub>1</sub> includes X

Note. The intercept model is omitted, as no meaningful information can be shown.

##### Coefficients

Model		Unstandardized	Standard Error	Standardized	t	p
M <sub>0</sub>	(Intercept)	55.133	2.348		23.478	< .001
M <sub>1</sub>	(Intercept)	35.664	9.711		3.673	0.001
	X	0.227	0.110	0.363	2.060	0.049

(Source: data processing output with SPSS 30)

Table 9. Results of Simple Linear Regression Analysis of Variable X with Y2

##### Model Summary - Y2

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	RMSE
M <sub>0</sub>	0.000	0.000	0.000	11.228

*Model Summary - Y2*

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	RMSE
M <sub>1</sub>	0.392	0.154	0.123	10.512

*Note.* M<sub>1</sub> includes X

*ANOVA*

Model		Sum of Squares	df	Mean Square	F	p
M <sub>1</sub>	Regression	561.736	1	561.736	5.083	0.032
	Residual	3094.131	28	110.505		
	Total	3655.867	29			

*Note.* M<sub>1</sub> includes X

*Note.* The intercept model is omitted, as no meaningful information can be shown.

*Coefficients*

Model		Unstandardized	Standard Error	Standardized	t	p
M <sub>0</sub>	(Intercept)	48.933	2.050		23.871	< .001
M <sub>1</sub>	(Intercept)	30.568	8.369		3.653	0.001
	X	0.215	0.095	0.392	2.255	0.032

*(Source: data processing output with SPSS 30)*

**Discussion**

**a. Implementation of Educational Business Management**

The results of the research show that educational business management has a positive and significant effect on teacher loyalty ( $R^2 = 13.2\%$ ) and staff loyalty ( $R^2 = 15.4\%$ ) at SMP Darussalam Syafa'at. Normality is fulfilled; thus, the regression conclusion is valid, with the implication that improvements in managerial aspects increase the engagement of teachers and staff. In the planning domain, the school sharpens the Annual Work Plan, develops unit targets and individual indicators, and implements clear policy communication. Transparency of schedules and specific job descriptions reduces role ambiguity and increases the sense of fairness. The reward system and career development are also important, in the form of proportional workloads, training, certification, and non-financial recognition for both teachers and staff. Administrative staff are relatively more responsive to procedural improvements, so efficient internal services, digitalization of simple processes, and measurable service time standards are required. Organizational culture needs to be strengthened through two-way communication forums, learning communities, and job satisfaction evaluations. Continuous supervision through indicator dashboards, SOP audits, and after-action reviews supports implementation consistency. The marginally significant p-value on teacher

loyalty emphasizes the importance of continuity in managerial implementation. With the PDCA approach, systematic school management results in stronger, fairer, and more sustainable loyalty.

#### **b. The Effect of Educational Business Management on the Level of Teacher and Staff Loyalty at SMP Darussalam Syafa'at**

The results of the research prove that educational business management has a positive and significant effect on the loyalty of teachers (Y1) and staff (Y2) at SMP Darussalam Syafa'at. For teachers, the values are  $R = 0.363$ ;  $R^2 = 0.132$ ;  $F = 4.243$ ;  $p = 0.049$ ;  $\beta = 0.227$ , which shows that the improvement of management quality explains 13.2% of the variation in teacher loyalty, although other factors, such as professional development and school culture, also play a role. In practical terms, clear planning, effective communication, proportional workloads, and fair reward systems are important factors for teacher engagement. For staff, the values are  $R = 0.392$ ;  $R^2 = 0.154$ ;  $F = 5.083$ ;  $p = 0.032$ ;  $\beta = 0.215$ , which means that 15.4% of the variation in staff loyalty is explained by managerial practices, mainly through improvements in SOPs, structured workflows, and facility support. Compared to the two, staff loyalty is more responsive to managerial improvements than teacher loyalty, which requires additional professional and academic support. The Shapiro–Wilk normality test confirms that the data are normally distributed, so the parametric analysis is valid and the hypothesis is accepted. These findings are consistent with the theoretical framework that good management, including leadership, reward systems, and a conducive work environment, makes a real contribution to increasing the loyalty of teachers and staff.

#### **D. Conclusion**

The results of this research confirm that educational business management has a positive and significant effect on the loyalty of teachers (Y1) and staff (Y2) at SMP Darussalam Syafa'at. For teachers, the values  $R = 0.363$ ;  $R^2 = 0.132$ ;  $F = 4.243$ ;  $p = 0.049$  show that improvements in managerial quality contribute to loyalty by 13.2%, with a coefficient  $\beta = 0.227$  reflecting the importance of structured planning, effective communication, balanced workloads, and performance-based reward systems. Meanwhile, for staff, the values  $R = 0.392$ ;  $R^2 = 0.154$ ;  $F = 5.083$ ;  $p = 0.032$  with  $\beta = 0.215$  demonstrate that improvements in work procedures, clarity of information, and facility support have a real effect on increasing staff loyalty, with the model declared statistically feasible. Overall, these findings reinforce the theoretical framework that process clarity, procedural fairness, and institutional support are the main factors driving the commitment and retention of school human resources. The practical implication is the necessity of sharpening the Annual Work Plan down to the level of individual indicators, strengthening SOPs and service standards, developing appreciation systems, continuously enhancing human resource capacity, and digitalizing school administrative processes, all of which can be implemented through the PDCA

The Role of Educational Management on the Loyalty of School Human Resources: An Analysis at SMP Darussalam Syafaat

cycle to maintain consistency. However, the limitation of the sample size (n = 30) and the relatively borderline significance in the Y1 model require caution in making generalizations. Therefore, further research is recommended to involve a larger sample size, consider mediator or moderator variables such as job satisfaction, leadership style, and organizational culture, and combine qualitative approaches to strengthen the explanatory power of the model.

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