



**The Effect of Strategic Management and Human Capital Management on Teacher Performance in Several High Schools in Teluk Ambon District**

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**Abstract:**

This study aims to determine the effect of strategic management, human capital management on improving teacher performance in several high schools in Teluk Ambon District. The method used in this research is a survey method with a quantitative descriptive approach. In data collection, the instrument used was a Likert scale with a research scale of 1 to 5. The population in this study was 120 people, the research sample used a census sample or a total sample where all the population was sampled. To test the hypothesis using simple linear regression test statistics and multiple regression. The data analysis technique used is statistical descriptive analysis. In this study, technically analyzing all data using the computer program IBM SPSS (Statistical Packages For Social Sciences) version 26 for window 10, which is software to perform statistical analysis. Based on the results of the analysis, the researcher concludes that (1) there is a positive and significant effect of strategic management on teacher performance with Fcount of 3.209 and Ftable of 3.07 (Fcount>Ftable). These results were significant (p<0.05). (2) there is a positive and significant influence of human capital management on teacher performance with Fcount of 3.209 and Ftable of 3.07 (Fcount>Ftable). These results were significant (p<0.05). (3) there is a positive and significant effect of strategic management and human capital management together on teacher performance with Fcount of 227,789 and Ftable of 3.07 (Fcount>Ftable). These results are very significant (p<0.05).

**Keywords:** Strategic Management, Human Capital Management, Teacher Performance

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**INTRODUCTION**

Strategic management according to Syaiful Sagala, (2017:128) is a systematic approach to a management responsibility, conditioning the school organization to a position that is ensured to achieve goals in a way that ensures sustainable success. Strategic management is

linked to an integrated management approach that puts forward all elements together, such as *planning, implementing, and controlling* strategy. Strategic management includes strategy analysis, strategy formulation and strategy implementation. In the world of education, using the concept of strategy is more effective in the allocation of existing resources in achieving educational goals. A systematic approach to change is important in strategic management, and through a strategic management approach it must be ensured that the objectives will be achieved. The strategic plan is a general plan that applies to all levels of the organization, while the operational plan is a plan that regulates the daily activities of members of the organization. Developing a school strategic plan is the task of school leaders.

According to Lantip et al, (2017:1), *Human capital* is one of the main components of *intangible assets* owned by educational organizations. However, so far, usually the assessment of organizational performance uses resources that are *tangible assets*(tangible assets). Thus, *human capital* does not position humans as capital like machines so that it seems as if humans are the same as machines. However, *human capital* can actually help decision makers to focus on human development in order to improve the quality of educational organizations. Therefore, educational organizations must be able to improve the quality of human resources in facing challenges, and also to achieve the vision and mission of the organization. *Human capital* emphasizes the understanding that humans are one of the main capital in the organization with infinite value and amount, which can be managed in a process, which in turn can produce more *value* for the organization. The target of the *human capital* process that is carried out in the management system of an educational organization that is designed and implemented is human assets with excellent performance (*high performing human assets*).

According Gaol, (in Nugraha 2018: 182) states that *Human Capital* is is knowledge (*knowledge*), skills (*expertise*), ability (*abilities*) and skills (*skills*) that makes human beings or employees as capital or assets of an organization / company. The approach *human capital* to the main components of the education system can be seen from the aspect of the ability of educators to be possessed by every teacher in order to support their main task as a maximum human ability in the organization. This understanding shows that *human capital* is an important factor in the organization, because it can make a major contribution to the progress and development of educational organizations. Indeed, in practice, the paradigm shift related to *human capital* as a valuable asset in every institution has not been fully understood by organizational leaders, let alone educational organizations.

According to Acok (in Lantip et al, 2017: 44) states there are six components of *human capital*, namely: a. Intellectual capital; b. Emotional capital; c. Social capital; d. Capital fortitude; e. Moral capital; f. Health capital. The six components of *human capital* will appear in an optimum performance when accompanied by leadership capital and organizational structure capital that provide supportive work facilities.

The main task of a teacher is to plan learning, implement learning, guide and train students, assess and evaluate learning outcomes. Teacher performance that is not optimal according to Mardiyoko et al. (2013:85) can be seen, among others; 1) likes to be absent from work, 2) leaves teaching hours before the time runs out, 3) lazy to work, 4) many teacher complaints, 5) low work performance, 6) low quality of teaching, 7) indiscipline, and other negative symptoms. This condition certainly not conducive to the progress of schools or education, even though teacher performance is an important target in *human capital management*, because it directly or indirectly affects work productivity. Teacher performance is indeed something complex and involves various factors. And also in line with that, Mathis and Jackson (2010: 247) say many factors affect the performance of individuals, including teacher performance, including: 1) ability, 2) motivation, 3) received support, 4) the existence of the work they do. and 5) their relationship with the organization. Various efforts have been made to improve teacher performance, among others, by increasing teacher professionalism

through trainings, seminars, courses or higher formal education as well as coaching and development to support effective learning.

Teacher performance is influenced by the ability of school strategic management which functions to run all resources and especially the *human capital* school's to be able to carry out their duties professionally. For schools, the benefits of teacher performance management are aligning the goals of educational organizations with the goals of educational teams and individuals, improving performance, improving training and development processes, increasing the skill base, seeking continuous improvement and development. The achievement of educational goals is largely determined by the professional duties of the teacher, especially in the learning process, because the teacher is the party most directly related to students in learning. Professional teachers are expected to have good performance in an effort to improve the quality of their students.

Based on preliminary research conducted at several high schools in Teluk Ambon District, schools have not been maximal in preparing school strategic management plans that position themselves according to their abilities and potential, namely optimizing all available school resources. Schools are still lacking in responding to strategic issues such as school-based management, competency-based curriculum, contextual teaching and so on in managing schools to improve the quality of education. Schools are still lacking in emphasizing objectivity, scientific and systematic during strategic implementation, school strategies are not fully prepared based on objectivity, scientific, and systematic principles to achieve educational goals. Associated with the implementation of administrative tasks, which include the management of teaching and learning processes, student management, management of school facilities and infrastructure, and community relations as well as the number of tasks assigned by the school both administrative and other additional tasks where the teacher's function changes from a function that where exactly is *human capital management* teacher on intellectual capital, emotional capital, social capital, fortitude capital, moral capital, health capital. *human capital management* Teacher is the ability that exists within the teacher, including planning in maximizing the human resources possessed in carrying out tasks, principals, and functions to complete daily work within an organization, in order to achieve a competent and capable group of teachers. improve the quality of work. so that strategic management in schools runs optimally as expected or to achieve the school's vision and mission.

## **LITERATURE THEORY**

The teacher is a human professional position that is required to make every effort to carry out his profession well. As a professional, the task of the teacher as educator, teacher, trainer and researcher should be able to have an impact on students. In this case, teachers should be able to continuously improve their performance which is the capital for educational success. The term performance is intended as a translation of the term "*performance*". Performance is not a person's characteristics such as talent or ability, but the embodiment of talent or ability itself. performance is the embodiment of ability in the form of real work. According to (Afandi, 2018:83) Performance is the result of work that can be achieved by a person or group of people in a company in accordance with their respective authorities and responsibilities in an effort to achieve organizational goals illegally, not violating the law and not contrary to morals and ethics.

Meanwhile, Kempa (2015: 15) says that teacher performance is the overall behavior of teachers in achieving goals in carrying out the tasks assigned to them both as teachers, trainers, mentors, coaching and student educators, so that mastery of these main tasks can improve the teaching profession.

Abbas (2017) teacher performance is basically more focused on the behavior of an educator in his work and the effectiveness of educators in carrying out their duties and responsibilities which can influence students to the desired goals.

Priansa, (2018:78). Teacher performance can be said as an achievement made by the teacher when carrying out and completing tasks that are of course his responsibility along with additional tasks attached to the implementation of the teacher's main activities which include learning planning activities, implementing the learning process, to the implementation of learning evaluations. Priansa (2018:394) who explained that "teacher performance is the level of success of teachers in completing their work".

Another opinion from Supardi (2016: 54) states that "teacher performance is the ability of a teacher to carry out learning tasks at school and is responsible for students who are under his guidance by improving the achievement or learning outcomes of his students". Therefore, teacher performance can be interpreted as a condition that shows the ability of a teacher in carrying out their duties at school and describes the existence of a learning activity so that they are able to guide their students in achieving optimal learning outcomes. And Saondi in Manullang (2017:1) states that "teacher performance is the ability shown by the teacher in carrying out his duties and work, performance is said to be good or satisfactory if the goals achieved are in accordance with predetermined standards".

It is also stated that "teacher performance is the result of work in quality and quantity achieved by a teacher in carrying out his duties in accordance with responsibilities which include preparing a program of learning activities, implementing learning, implementing evaluations, and analyzing evaluations" (Manullang, 2017: 2). Next (Glasman, in Supardi, 2016: 55) explains that "Teacher performance is not only shown by the work, but also by behavior at work. Teacher performance can be seen clearly in learning which is shown from the acquisition of learning outcomes produced by students. The quality of good teacher performance will show good student learning outcomes. Not only in terms of the quality of learning and the suitability of the level of learning, teacher performance can also be seen from the aspect of curriculum implementation carried out by the teacher.

According to (Supardi, 2016:59) "the quality of good and professional teacher performance in implementing the curriculum in learning activities has the following characteristics:

- a. Designing lesson plans,
- b. Implement learning and,
- c. assessing student learning outcomes".
- d. Learning plans or commonly referred to as Learning Implementation Plans (RPP) are made by teachers whose functions are to:
  - a. determine the objectives of the learning activities,
  - b. inform of the content, meaning, and purpose,
  - c. determine how to achieve a set goal,
  - d. measure how far from the goals have been achieved and what will be done if these goals have not been achieved.

Taking into account the description above, the existence of teacher performance assessment is an inseparable part of organization, management or life, a good assessment should have a concept in the context of management, regarding performance appraisal includes understanding, reasons, benefits, methods, problems and solutions to problems in solving problems. performance assessment.

Based on some of the opinions above, it can be concluded that teacher performance is the result of work that can be achieved by teachers in an organization (school), in accordance with the authorities and responsibilities given by the school in an effort to achieve the vision,

mission, and goals of the school concerned legally, not violating the law. and in accordance with morals and ethics. The teacher's performance can be seen from his responsibility to teach in carrying out his mandate, his profession, and his morals. In short, teacher performance is the result of teacher work which is manifested in the form of knowledge, skills, values and attitudes of teachers in carrying out their duties and functions, which are shown in their appearance, actions, and work performance. Teacher performance is an achievement or work that has been achieved by a teacher when carrying out and carrying out his responsibilities as executor of learning activities. Teacher performance consists of several aspects including aspects in learning planning, implementation of the learning process, and aspects during assessment or evaluation. Teachers who can implement these three aspects productively can be said that the teacher is a competent teacher and very high in performance levels. And it should also be noted about the Objectives of Teacher Performance Assessment, Factors Affecting Performance, Teacher Performance Standards and the Importance of Performance Assessment

Strategic management is a process or series of decision-making activities that are fundamental and comprehensive, accompanied by the determination of how to implement them made by the leadership and implemented by the leadership. all levels within an organization, to achieve goals.

Muhammad et al (2021:3) define strategic management as a series of managerial decisions and activities that determine the success of the company (organization) in the long term. Planning or strategy formulation, implementation or implementation and evaluation are those activities. usually associated with an management approach *integrated* that puts all elements together, such as *planning, implementing, and controlling*. Strategic management is a scaled plan that is oriented towards the far future reach (vision), and is determined as a top management decision (a decision that is fundamental and principal), in order to enable the organization to interact effectively (mission), in an effort to produce something (operational planning for produce quality goods or services and services, directed at optimizing the achievement of organizational goals and objectives.

Strategic management according to (Taufiq 2016:31) is a skill (art), technique, and science in formulating, implementing, evaluating and supervising various functional decisions of an organization (business or non-business companies) which are always influenced by the external and internal environment. with conditions that are always changing so that it can give the company the ability to achieve the goals or objectives that have been set.

According to Johnson and Scholes (2016: 29) defines the strategy management is the art and science of manufacture (*formulating*), application (*implementing*), and evaluation (*evaluating*) strategic decisions between the functions that allow an organization mencapai objectives the future . Strategic management is the direction and scope of an organization in the long term that achieves benefits for the organization through the configuration of resources.

Strategic management according to (Sagala, 2017:133) which is applied to school management in general has the following characteristics: 1). The decisions taken are strategic; 2). School resources are as effective as possible; 3). Oriented to the future (long term) ie orientation on an ongoing basis; 4). Very caring, responsive and responsive to the external environment; 5). Tends to be multidimensional.

The main activities of strategic planning (Taufiqurokhman, 2016:52) consist of 4 (four) main elements: 1). *Environmental scanning* (Adaptation to the environment) 2). *Strategy formulation* (Strategy Formulation) 3). *Strategy implementation* 4). *Evaluation and control* (Assessing and Monitoring)

Henry Mintzberg (Taufiqurokhman, 2016) discloses 5 meanings associated with the management strategy, that strategy as plan (*plan*), the strategy as a way or tack (*Ploy*), the strategy as a pattern (*pattern*), the strategy as position (*position*), and strategy as a

perspective (*perspective*). In other words, strategy as perspective is about a perspective that is always conveyed from individuals in the organization to each other through the intensity in their work or in their actions. The mindset possessed by individuals regarding reality, truth, time, place, relationships between humans, human activities, and human nature, towards the work environment or organization becomes a compound that moves individuals to work and achieve organizational goals.

Salim, Yao, & Chen (Lantip Diat Prasajo, 2017:36) state: *Human capital is* nothing but a person's asset in the form of intangible skills and knowledge that can be used to create economic value both for the individual himself and for the organization. One of the manifestations of increasing economic value is by increasing knowledge both through training and education. Education is an investment in human capital that pays off in terms of higher productivity.

Pasban & Nojedeh, (Lantip Diat Prasajo, 2017) state that *human capital is* not considered a simple input, because it plays a more complicated role in the process of producing goods or providing services. *Human capital* displays intrinsic talent, which can change or moderate itself and other inputs. This is a characteristic that leads to lasting economic dynamism. We know that every increase in education will definitely have an impact on increasing both knowledge, skills, insight, and the long-term impact is an increase in income. *Human capital* is indeed the most important part in an organization. Because each individual who is incorporated into a team in one unit, it will be the most valuable asset for the progress and success of the organization. Because actually *human capital* is someone who has health, knowledge, motivation, and skills and achievements that are considered as personal goals that produce personal satisfaction (regardless of potential income).

Samagaio & Rodrigues, (2016) state *human capital* (human capital) as knowledge or skills that are contrary to experience or education, and attributes *human capital* specific (*task-relatedness*) affect organizational success more than generic human capital (*low task relatedness*). In knowledge-based organizations such as reporting, human capital is an important source of innovation and strategic renewal.

In a simple *human capital* is the ability of either actual or latent an individual is shaped by an increase in both education and training that is conducted regularly and *continue* (continuous) and result of education and training can be used to contribute to the organization so that organizational goals can running smoothly and achieved as expected. The definition of *human capital* simple can be summarized in the following figure.

Everyone is a very important component in the innovation process in an organization. A person with all his abilities when fully deployed will produce extraordinary performance. Mayo (Latip et al, 2017:43) states that human resources or *human capital* has five components, namely: *a. Individual capability; b. Individually motivated; c. Leadership; d. The organizational climate; and e. Workgroup effectiveness*. Each component has a different role in creating *human capital* for the organization which ultimately determines the value of an organization.

Ancok (Latip et al, 2017:44) states that there are six components of *human capital*, namely: 1). Intellectual capital; 2). Emotional capital; 3). Social capital; 4). Capital fortitude; 5). Moral capital; 6). Health capital. The six components of *human capital* will appear in an optimum performance if accompanied by leadership capital and organizational structure capital that provides a supportive work environment.

Ardana Hartana (27 August 2021) *Human Capital Management*. Article. Taken on 02 October 2021, from <https://ardanakonsultan.com/articles/human-capital-management/>. *Human Capital* is an effort to manage and develop human resources to achieve a higher level of importance in terms of performance.

In simple terms, there are several skills or abilities that must be possessed by practitioners *Human Capital Management*. Here are some of them, as follows:

1. Intellectual Capital Intellectual capital is a person's ability to think or think something new so as to produce new ideas and thoughts.
2. Emotional Capital Emotional capital is a person's ability to manage his emotions, and understand the emotions of others so as to be able to take the most appropriate action in interacting with that person.
3. Resilience Capital Resilience capital is the key to a person's success in living his personal life and life in an organization.
4. Social Capital Social capital is closely related to the relationship between humans. Social capital is the human ability to respect the differences that occur and live within these differences, both in society and in the organizational environment.
5. Moral Capital Moral capital is the ability of *Human Capital* to integrate moral values in behavior, be responsible for work, have a loving and caring nature, and be forgiving by not reciprocating the treatment of *Human Capital* unpleasant to other.
6. Health Capital No matter how strong the five skills are *Human Capital Management* previous, without health capital, we will not be accepted in organizations or companies. Health capital is the main human ability to be able to think creatively, solutively, productively, and efficiently.

## RESEARCH METHODS

The research method used to answer the problem formulation and aims to test the established hypothesis is a survey method (quantitative) with a descriptive approach, which is a statistical analysis that involves collecting data using a questionnaire to determine whether there is an influence between two or more variables. , namely the *independent variable* (*independent variable*) with the *dependent variable* (*dependent variable*). (Sugiyono, 2017:68).

This study aims to determine the effect of strategic management, *human capital management* on improving teacher performance in several high schools in Teluk Ambon District. This research was conducted at SMA Negeri 3 Ambon, SMA Negeri 7 Ambon and SMA Angkasa Pattimura Ambon, Teluk Ambon District, Ambon City. The implementation time of this research is the even semester of the 2020-2021 school year.

The research population is all teachers at SMA Negeri 3 Ambon, SMA Negeri 7 Ambon and SMA Angkasa Pattimura Ambon, totaling 120 people consisting of PNS and Non-PNS teachers (Sugiyono, 2018:92). Based on the total population of 120 people, the sampling in this study was carried out by means of a census or total sample where all the population was sampled. (Sugiyono, 2019: 140).

To obtain data that is in accordance with the research objectives, the data collection technique that will be used in this study uses a questionnaire (questionnaire). (Sugiyono, 2017:199). Strategy Management Questionnaire, *Human Capital Management* and Questionnaire Teacher Performance. In measuring the questionnaire, it was carried out using a Likert scale model with a score range of 1 to 5. This study carried out an instrument development procedure that aims to develop the instrument that has been produced, which is an initial instrument or 1 (one) draft, before it becomes a final instrument or a final draft instrument and has been completed. ready for use in research. This study also tested the validity and reliability of the instrument.

In this study using Descriptive Statistical Analysis to calculate the mean, mode, standard deviation, minimum, maximum, range and sum. Inferential Statistical Analysis was used to test the prerequisites, namely normality and linearity and to test the research hypothesis. especially to test the research hypothesis used simple linear regression and multiple regression. This research technically analyzes all data using the help of IBM SPSS (*Statistical Packages For Social Sciences*) version 26 for window 10. *software* to perform statistical analysis.

## **RESEARCH RESULTS AND DISCUSSION**

### **Positive and Significant Effect of Strategic Management on Teacher Performance.**

To test the first hypothesis, the results of the calculation of the influence of strategic management variables on the performance of teachers in SMA Negeri 3 Ambon, SMA Negeri 7 Ambon and SMA Angkasa Pattimura Ambon in Teluk Ambon District. The coefficient of determination is 0.173, which means that 70% of the variation that occurs in the tendency to improve teacher performance is influenced by good teacher management strategies and the remaining 30% is influenced by other variables outside the strategic management variable, which were not examined in this study.

The high number of influence of strategic management variables on teacher performance variables shows that what has been hypothesized by the author, namely the positive and significant influence of strategic management on teacher performance has been proven by data analysis.

Based on hypothesis testing, it can be concluded that there is a positive and significant influence between strategic management and teacher performance at SMA Negeri 3 Ambon, SMA Negeri 7 Ambon and SMA Angkasa Pattimura Ambon in Teluk Ambon District. This means that the better the strategic management of high school, the better the performance of high school teachers and vice versa, if the strategic management is not good, the performance of high school teachers is not good directly. Strategic management in the teaching and learning process will further strengthen a teacher to achieve the educational goals that have been set. Therefore, it is necessary to improve strategic management so that teacher performance will be better.

These findings are in line with previous findings (Iwan Kurniawan 2013) with the research title *The Effect of Strategic Management and Principal Supervision on Teacher Performance*. From the results of the study using the ANOVA test and the significance test of the regression contingency coefficient, using t-statistics, it shows the results of  $F_{arithmic} > F_{table}$  as well as  $t_{arithmic} > t_{table}$ . Thus, it is clear that there is a positive and significant effect of strategic management on teacher performance. Effendi Harpyolis (2014) with the research title *The Effect of School Management on Improving Teacher Performance*. From the research results show that there is a positive and significant influence of school management on teacher performance.

### **Positive and Significant Influence of *Human Capital Management* on Teacher Performance**

To test the second hypothesis, the results of the calculation of the effect of the variable *Human Capital Management* on the performance of teachers of SMA Negeri 3 Ambon, SMA Negeri 7 Ambon and SMA Angkasa Pattimura Ambon in Teluk Ambon District. From table 4.17 data obtained a coefficient of determination of 0.163% which means that 74% of the variation that occurs in the tendency to improve teacher performance at SMA Negeri 3 Ambon, SMA Negeri 7 Ambon and SMA Angkasa Pattimura Ambon in Teluk Ambon District can be influenced by good *Human Capital Management*. teacher and the remaining 26% is influenced

by other variables, outside the variable *Human Capital Management* which is not examined in this study.

The high number of the influence of the *Human Capital Management* variable on the teacher performance variable shows that what has been hypothesized by the author, namely the positive and significant influence of *Human Capital Management* on teacher performance has been proven by data analysis.

These findings are in line with Prayed Cahya Nugraha et al (Jurnal 02 April 2018) with the title The Effect of *Human Capital* on Company Performance (Study on companies *advertising* poor advertising and). From the research results show that *human capital* has an effect on company performance. And in Wahyu Setiaji's research (2018) with the title The Influence of Organizational Culture, *Human Capital Management* and career development on employee performance at the Ministry of Communication and Information of the Republic of Indonesia. And the results of the study show that there is a positive influence between *human capital management* on employee performance. (In Devi Yani: 2016: The Influence of Human Capital and Incentives on Employee Performance (Case Study at Hospitals in Bandar Lampung City).

This means that if *human capital management* is good, it will have a good impact on teacher performance, because the *human capital* of each teacher is different. In this case the author focuses attention on the aspects contained in the components of *human capital management* (knowledge, motivation, attitudes and behavior, emotions).

### **The Positive and Significant Influence of Strategic Management and *Human Capital Management* together on Teacher Performance.**

The results of the third hypothesis test show that the results of calculating the influence of strategic management variables and *Human Capital Management* together on the performance of teachers at SMA Negeri 3 Ambon, SMA Negeri 7 Ambon and SMA Angkasa Pattimura Ambon in Teluk Ambon District. From the data in table 4.20, the coefficient of determination is 0.892%; coefficient of determination ( $r^2$ ), variable X1 (strategic management and X2 (*Human Capital Management*) together on variable Y (Teacher performance) is 79% at  $p < 0.01$ . This means that 21% of teacher performance is affected by other variables outside the strategic management and variables *human capital management*.

The high number of effects of strategic management variables and *Human Capital Management* together on teacher performance variables shows that what has been hypothesized by the author, namely the positive and significant influence of strategic management and *Human Capital Management* together on teacher performance has been proven by analysis data.

Based on the hypothesis testing results it can be concluded that there are significant between the Management Strategy (X-1) and *Human Capital Management* (X2) together with the Teacher Performance (Y) at SMAN 3 of Ambon, SMAN 7 Ambon And SMA Angkasa Pattimura Ambon in Ambon Bay District. This means that the better strategic management and high *Human Capital Management*, the better the performance of high school teachers and vice versa, if the strategic management and *Human Capital Management* are not good, the performance of high school teachers is getting worse.

These findings are in line with Cecep Taryaman (2018) researching the Effect of School Strategic Management on Teacher Performance in Realizing Student Achievement. This research concludes that based on simultaneous or partial testing, the school strategy management variable has a positive and significant effect on teacher performance. Prayed Cahya Nugraha, et al (02 April 2018), researched the Effect of *Human Capital* on Employee Performance (*Study on Malang Advertising and Advertising Companies Registered at the*

*Malang Advertising and Advertising Association*) from the results of the study, that the individual motivation variable has very high results.

This indicates that the better *human capital* in the organization motivates itself, the better and increases the performance of employees. As there is also a significant influence between the influence of the Individualvariable *Capability* has a considerable influence on the employee performance variable. Individual capabilities possessed by every human capital (*human capital*) of the company if processed for the better will get positive benefits for the organization.

## CONCLUSION

From the results of the research and the results of data analysis that has been carried out on "The Effect of Strategic Management, Management on *Human Capital* Teacher Performance in Several High Schools in Teluk Ambon District", the authors can draw the following conclusions:

1. Strategic Management of SMA Negeri 3 Ambon, SMA Negeri 7 Ambon and SMA Angkasa Pattimura Ambon were categorized as very high or very good. The teacher has formulated strategies including organizational assessments, formulation of special objectives, namely the elaboration and achievement of the school's mission which is shown in the school's goals and objectives of each subject.
2. *Human Capital Management* of SMA Negeri 3 Ambon, SMA Negeri 7 Ambon and SMA Angkasa Pattimura Ambon were categorized as high or good. Especially in the components of *human capital management* Intellectual capital, social capital and moral capital.
3. Teacher performance of SMA Negeri 3 Ambon, SMA Negeri 7 Ambon and SMA Angkasa Pattimura Ambon were categorized as good or high. This can indicate that in planning learning, especially teachers prepare syllabus, annual program, semester program, weekly or daily program, and lesson plan implementation. it can encourage teacher performance and have an impact on the progress of the acquisition of student learning outcomes.
4. Based on the hypothesis test, it is known that there is a positive and significant effect between strategic management and teacher performance. With  $F_{count}$  of 3.654 and  $F_{table}$  of 3.07 ( $F_{count} > F_{table}$ ). The results were significant ( $p < 0.01$ ). The results of the calculation of the magnitude of the influence of strategic management variables on teacher performance obtained  $r$  of 0.173%, coefficient of determination ( $R^2$ ), variable X1 (strategy management) on variable Y (teacher performance) of 70%. This means that 70% of the variation that occurs in the tendency to increase teacher performance can be influenced by good strategic management and the remaining 30% is influenced by other factors outside the strategic management variable.
5. Based on the hypothesis test, it is known that there is a positive and significant effect between *human capital management* and teacher performance. With  $F_{count}$  of 3.209 and  $F_{table}$  of 3.07 ( $F_{count} > F_{table}$ ). The results were significant ( $p < 0.01$ ). The results of the calculation of the influence of the variable *human capital management* on teacher performance obtained  $r$  of 0.163%, coefficient of determination ( $R^2$ ), variable X2 (*human capital management*) on variable Y (teacher performance) of 74%. This means that 74% of the variation that occurs in the tendency to increase teacher performance can be influenced by good *human capital management* and the remaining 26% is influenced by other factors outside the variable *human capital management*.
6. Based on the hypothesis test, it is known that there is a positive and significant relationship between strategic management and *human capital management* with teacher performance. With a multiple correlation coefficient of 0.892 which shows the correlation is positive and strong. And the coefficient of determination is 0.795, which means 79.5% of the variation that occurs in the tendency to increase teacher performance can be influenced by strategic

management and *human capital management* and the remaining 20.5% is influenced by other factors not examined in this study.

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