

## The Effect of Teacher Recruitment and Retention on Teacher Performance at Islamic Boarding Schools in Kamang Magek

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### Abstract

This study was motivated by the importance of human resource management in improving the quality of education at Islamic boarding schools, particularly through the recruitment and retention of educators, which influence teacher performance. Issues identified in Islamic boarding schools in Kamang Magek Subdistrict include recruitment that is not yet fully professional and competency-based, low welfare, unclear employment status, and limited career development for educators. This study aims to analyze the influence of educator recruitment and retention on teacher performance. The study employs a quantitative approach using a correlational method. Recruitment variables are measured through planning, methods, selection, objectivity, and alignment with values, while retention variables include job satisfaction, welfare, career development, and work culture. Teacher performance is measured through teaching ability, discipline, character building, involvement in boarding school activities, adherence to institutional values, and interpersonal communication. This study is expected to provide theoretical and practical contributions to the development of human resource management in Islamic boarding schools to improve the quality of teacher performance and education.

### Keywords

Recruitment, Retention, Educator Performance

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## 1. INTRODUCTION

This study employs a quantitative approach using a correlational research design. The quantitative approach was chosen because this study aims to measure and analyze the relationship and influence between the variables of teacher recruitment and teacher retention on teacher performance at Islamic boarding schools in Kamang Magek Subdistrict. The correlational method was used to determine the extent of the relationship between variables and to objectively demonstrate the influence of independent variables on dependent variables based on empirical data collected in the field. This study also employed a survey design, wherein data collection was conducted through the distribution of questionnaires to respondents as the primary source of research data.

The subjects of this study were all educators or teachers teaching at Islamic boarding schools in Kamang Magek Subdistrict, Agam Regency, West Sumatra Province. The research focused on three



main variables: educator recruitment as the first independent variable (X1), educator retention as the second independent variable (X2), and teacher performance as the dependent variable (Y). The research was conducted at several Islamic boarding schools, including YATI Kamang Mudik Islamic Boarding School, MTI Tarusan, Mu'allimin Muhammadiyah Islamic Boarding School, and Qur'an Taajul Huffazh Islamic Boarding School. The selection of research locations was based on the presence of empirical phenomena related to issues of educator recruitment, retention, and performance that are relevant to the research focus.

The data collection technique in this study utilized a questionnaire with a Likert scale as the primary research instrument. The Likert scale was used to measure respondents' attitudes, perceptions, and evaluations regarding the indicators of the research variables. The recruitment variable is measured through indicators of recruitment planning, recruitment methods and sources, competency-based selection, assessment objectivity, and alignment of values with the institution's vision. The retention variable is measured through indicators of job satisfaction, welfare and incentives, career development opportunities, as well as work atmosphere and culture. Meanwhile, the teacher performance variable is measured through the ability to manage learning, discipline, character development of students, involvement in boarding school activities, adherence to institutional values, and interpersonal communication skills. In addition to the questionnaire, this study is also supported by observations and documentation to strengthen empirical data in the field.

Before being used in the study, the instruments were first tested for validity and reliability to ensure that they could measure the research variables accurately and consistently. Validity testing was conducted using Pearson's Product-Moment Correlation to determine the accuracy of each statement item, while reliability testing was conducted using Cronbach's Alpha coefficient to assess the instrument's consistency. An instrument item is considered valid if the calculated  $r$ -value is greater than the table  $r$ -value, while the instrument is considered reliable if the Cronbach's Alpha value is greater than 0.70.

Data analysis was conducted through several stages. The first stage was descriptive analysis, aimed at describing the conditions of each research variable based on data obtained from respondents. The second stage is the analysis of prerequisites, which includes tests of normality, linearity, and multicollinearity to ensure the data meets the requirements for regression analysis. Once the data is confirmed to meet the statistical assumptions, the next stage involves multiple linear regression analysis to determine the influence of recruitment and retention variables on teacher performance. Hypothesis testing was conducted using a  $t$ -test to determine the partial effect of each independent variable on the dependent variable, an  $F$ -test to determine the simultaneous effect of both independent variables, and an analysis of the coefficient of determination ( $R^2$ ) to determine the extent of the contribution of

recruitment and retention variables to teacher performance. The entire data analysis process was conducted using the Statistical Product and Service Solutions (SPSS) program.

Through this research method, it is hoped that objective, systematic, and empirical data will be obtained regarding the influence of educator recruitment and retention on teacher performance at Islamic boarding schools in Kamang Magek Subdistrict. Additionally, the use of a quantitative correlational approach enables the research to produce findings that can serve as a basis for policy-making in strengthening human resource management at Islamic boarding school educational institutions.

## 2. METHOD

This study employs a quantitative approach using a correlational research design and a survey to analyze the influence of educator recruitment and retention on teacher performance at Islamic boarding schools in Kamang Magek Subdistrict. The research subjects were all educators at several Islamic boarding schools in Kamang Magek District, namely YATI Kamang Mudik Islamic Boarding School, MTI Tarusan, Mu'allimin Muhammadiyah Islamic Boarding School, and Qur'an Taajul Huffazh Islamic Boarding School. The research variables consisted of educator recruitment (X1), retention (X2), and teacher performance (Y).

Data collection was conducted using a questionnaire with a Likert scale, supported by observation and documentation. The research instruments were first tested for validity using Pearson's Product-Moment correlation and for reliability using Cronbach's Alpha. Data analysis was performed through descriptive analysis, tests of analysis prerequisites—including normality, linearity, and multicollinearity tests—as well as multiple linear regression analysis. Hypothesis testing was performed using the t-test, F-test, and coefficient of determination ( $R^2$ ) with the assistance of SPSS software. Through this method, it is hoped that objective and empirical data regarding the influence of educator recruitment and retention on teacher performance at Islamic boarding schools in Kamang Magek Subdistrict will be obtained.

## 3. FINDINGS AND DISCUSSION

The research variables consisted of educator recruitment (X1), retention (X2), and teacher performance (Y). The discussion of these research findings is structured based on the previously established research questions and hypotheses, namely regarding the effect of recruitment on educator performance, the effect of retention on educator performance, and the combined effect of recruitment and retention on educator performance at Islamic boarding schools in Kamang Magek Subdistrict.

This discussion not only explains the results of statistical data analysis but also relates them to theory, empirical conditions at the research site, and the context of human resource management in Islamic educational institutions

### 3.1 The Effect of Educator Recruitment on the Performance of Teachers at Islamic Boarding Schools in Kamang Magek

The effect of teacher recruitment on the performance of teachers at the Kamang Magek Islamic boarding school was analyzed using simple linear regression with the assistance of SPSS, as shown in Table 1

**Tabel 1.** Simple Linear Regression Analysis of the Effect of Educator Recruitment (X1) on Teacher Performance (Y) at Islamic Boarding Schools

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	25.437	9.123		2.788	.006
	Rekrutmen (X1)	.760	.073	.721	10.402	<.001

a. Dependent Variable: Kinerja Pendidik (Y)

Based on the results of simple linear regression, the recruitment variable has a regression coefficient of 0.760 with a significance level of < 0.001. The simple linear regression equation obtained is as follows:  $Y = 25.437 + 0.760X1$ . This equation indicates that a one-unit increase in recruitment is associated with a 0.760-unit increase in educator performance, assuming all other variables remain constant. A positive coefficient indicates a positive relationship, meaning that better recruitment leads to improved educator performance.

**Tabel 2.** Coefficient of Determination for the Effect of Recruitment on Teacher Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.721 <sup>a</sup>	.520	.515	9.446

a. Predictors: (Constant), Rekrutmen (X1)

b. Dependent Variable: Kinerja Pendidik (Y)

An R-squared value of 0.520 indicates that recruitment accounts for 52.0% of the variation in teacher performance. This means that recruitment is one of the key factors contributing to teacher performance

### 3.2 The Effect of Retention on the Performance of Teachers at Islamic Boarding Schools in Kamang Magek

The effect of retention on the performance of teachers at Islamic boarding schools in the Kamang Magek subdistrict was analyzed using simple linear regression with the assistance of SPSS, as shown in Table

**Table 3.** The effect of retention on the performance of teachers at Islamic boarding schools in the Kamang Magek subdistrict was analyzed using simple linear regression with the assistance of SPSS,

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	22.086	8.502		2.598	.011
	Retensi (X2)	.853	.074	.756	11.561	<.001

a. Dependent Variable: Kinerja Pendidik (Y)

The results of the study indicate that retention has a positive and significant effect on the performance of educators at Islamic boarding schools in Kamang Magek Subdistrict. Based on the results of simple linear regression, the retention variable has a regression coefficient of 0.853 with a significance level of < 0.001. This indicates that any improvement in retention quality will be followed by an improvement in educator performance.

The results of multiple linear regression also show that retention has a significant effect on educator performance with a coefficient value of 0.074 and a significance value of < 0.001. The retention Beta value of 0.756 is greater than the recruitment Beta value of 0.721. This indicates that retention is a more dominant variable in influencing educator performance compared to recruitment

**Table 4.** Coefficient of Determination Test for the Effect of Retention on Teacher Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.756 <sup>a</sup>	.572	.568	8.917

a. Predictors: (Constant), Retensi (X2)  
 b. Dependent Variable: Kinerja Pendidik (Y)

The R-squared value of 0.572 indicates that retention explains 57.2% of the variation in educator performance. Thus, retention makes a significant contribution to educator performance.

Theoretically, retention is related to an institution’s ability to retain educators so that they remain with the institution, remain loyal, and maintain high work motivation. Retention is not only related to how long teachers stay at the institution but also to job satisfaction, well-being, incentives, career development opportunities, work environment, and organizational culture.

The results of this study also indicate that improving educator performance is not sufficient through a good recruitment process alone but must be followed by efforts to retain existing educators. Educators who understand the pesantren culture, have teaching experience, and have an emotional connection to the institution are important assets that need to be retained. Therefore, pesantren need to strengthen their retention strategies by improving welfare, providing rewards, offering continuous professional development, fostering a harmonious work environment, and providing opportunities for professional growth

### 3.3 The Impact of Educator Recruitment and Retention on the Performance of Teachers at Islamic Boarding Schools in Kamang Magek

The effects of teacher recruitment and retention on the performance of teachers at Islamic boarding schools in the Kamang Magek subdistrict were analyzed using simple linear regression with the assistance of SPSS, as shown in Table 5.

**Table 5. Simple Linear Regression of the Effects of Educator Recruitment and Retention on the Performance of Teachers at Islamic Boarding Schools**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12224.402	2	6112.201	95.246	<.001 <sup>b</sup>
	Residual	6353.088	99	64.173		
	Total	18577.490	101			

a. Dependent Variable: Kinerja Pendidik (Y)

b. Predictors: (Constant), Retensi (X2), Rekrutmen (X1)

The results of the study indicate that recruitment and retention simultaneously have a significant effect on the performance of educators at Islamic boarding schools in Kamang Magek Subdistrict. This is evidenced by the results of the F-test, which yielded a calculated F-value of 95.246 with a significance level of < 0.001. Since the significance level is less than 0.05, it can be concluded that recruitment and retention together have a significant effect on educators' performance.

**Table 6. Test of Determination: The Effect of Educator Recruitment and Retention on the Performance of Teachers at Islamic Boarding Schools**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,811	0,658	0,651	8,011

Based on Table 6 above, the R-squared value is 0.658. This value indicates that the recruitment and retention variables together account for 65.8% of the variation in educator performance. Meanwhile, the remaining 34.2% is influenced by other factors outside the variables examined in this study. These other factors may include work motivation, the leadership of the pesantren head, organizational culture,

compensation, supervision, work environment, pedagogical competence, as well as personal factors of educators that were not included in this research model.

An R value of 0.811 indicates that the relationship between recruitment and retention, in conjunction with educator performance, falls into the strong category. This means that the better the recruitment process and the better the retention strategies implemented by the Islamic boarding school, the higher the likelihood of improved educator performance.

Furthermore, the Adjusted R-Square value of 0.651 indicates that, after adjusting for the number of independent variables in the model, recruitment and retention still account for 65.1% of educators' performance. This value indicates that the regression model used has a fairly strong explanatory power. Thus, recruitment and retention can be considered important factors contributing to educator performance at Islamic boarding schools in Kamang Magek Subdistrict.

#### 4. CONCLUSIONS

Based on the results of the data analysis and the discussion of the research findings, the following conclusions can be drawn:

- a. Islamic boarding schools need to develop a more systematic and well-documented teacher recruitment system. The recruitment process should begin with an analysis of teacher needs, the establishment of qualifications, the dissemination of clear information, administrative screening, interviews, competency tests, and an assessment of the prospective educator's alignment with the pesantren's vision and culture. With a more targeted system, pesantren can secure educators who meet the institution's needs.
- b. Recruitment and retention management must be tailored to the characteristics of the pesantren. Pesantren possess distinctive values, such as dedication, sincerity, discipline, and moral development. Therefore, the recruitment and retention system should not merely rigidly mimic the management patterns of formal institutions but must be adapted to Islamic values, local culture, and the actual needs of the pesantren.
- c. The findings of this study can serve as a basis for pesantren leaders to make data-driven decisions. Given the statistical evidence that recruitment and retention significantly impact educator performance, improvements to the human resources system should no longer be based solely on assumptions but can be guided by research findings. Pesantren can use these findings as a basis for evaluation to improve teacher recruitment mechanisms, professional development systems, welfare, and the sustainability of educator development.

Based on the entire discussion above, it can be affirmed that recruitment and retention play a crucial role in enhancing educator performance at pesantren in Kamang Magek Subdistrict. Effective

recruitment helps Islamic boarding schools secure educators who align with the institution's needs and values, while effective retention ensures educators remain committed, loyal, and motivated in fulfilling their duties. Therefore, improving educator performance requires strengthening recruitment and retention systems in a sustainable, targeted manner that aligns with the characteristics of Islamic boarding schools.

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