

# The Relationship between Communication System, Work Motivation, and Reward Management with Human Resource Development in Madrasah

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DOI: <http://doi.org/10.33650/al-tanzim.v9i2.10975>

Received: 19 March 2025

Revised: 31 May 2025

Accepted: 05 June 2025

## Abstract:

This study aims to analyze the relationship between communication systems, work motivation, and reward management on human resource development (HRD) in madrasahs. The study used a quantitative method with a correlational survey design. Data were collected through closed-ended questionnaires that had been tested for validity and reliability. A sample of 60 teachers was selected using random sampling techniques from three representative madrasahs in the region. Data analysis was conducted using correlation statistics and multiple regression in SPSS version 29. The results showed that communication systems, work motivation, and reward management had a significant effect on HRD development in madrasahs. Partially, the communication system had a positive correlation of 0.71, the strongest work motivation was 0.85, and reward management was 0.75. All three also contributed significantly simultaneously, with an F count of 94.94, exceeding the F table value of 4.01, and a combined correlation coefficient of 0.877. The regression equation revealed that work motivation and reward management had a positive impact, while the communication system also played a role, albeit with a small coefficient. These findings provide a strong basis for madrasah managers to integrate these three factors into their human resource development strategies, creating a competent and productive teaching staff.

**Keywords:** *Communication System, Work Motivation, Human Resource Development*

## Abstrak:

Penelitian ini bertujuan untuk menganalisis hubungan antara sistem komunikasi, motivasi kerja, dan manajemen penghargaan terhadap pengembangan sumber daya manusia (SDM) di madrasah. Penelitian menggunakan metode kuantitatif dengan desain survei korelasional. Data dikumpulkan melalui kuesioner tertutup yang telah diuji validitas dan reliabilitasnya, dan sampel sebanyak 60 guru yang dipilih menggunakan teknik sample random sampling dari tiga madrasah representatif di wilayah tersebut. Analisis data dilakukan dengan menggunakan statistik korelasi dan regresi berganda menggunakan SPSS versi 29. Hasil penelitian menunjukkan bahwa sistem komunikasi, motivasi kerja, dan manajemen penghargaan berpengaruh signifikan terhadap pengembangan SDM di madrasah. Secara parsial, sistem komunikasi memiliki korelasi

positif sebesar 0,71, motivasi kerja paling kuat sebesar 0,85, dan manajemen penghargaan sebesar 0,75. Ketiganya juga berkontribusi signifikan secara simultan dengan F hitung 94,94, melebihi F tabel 4,01 dan koefisien korelasi gabungan sebesar 0,877. Persamaan regresi menunjukkan motivasi kerja dan manajemen penghargaan berdampak positif, sedangkan sistem komunikasi tetap berperan meski koefisiennya kecil. Temuan ini memberikan dasar kuat bagi pengelola madrasah untuk mengintegrasikan ketiga faktor tersebut dalam strategi pengembangan SDM guna menciptakan tenaga pendidik yang kompeten dan produktif.

**Kata Kunci:** *Sistem Komunikasi, Motivasi Kerja, Pengembangan SDM*

*Please cite this article in APA style as:*

Nurhayati, Liana, D., Mukhammad. (2025). The Relationship between Communication System, Work Motivation, and Reward Management with Human Resource Development in Madrasah. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 9(2), 591-605.

## INTRODUCTION

The development of human resources (HR) in educational institutions plays a crucial role in enhancing the quality of education and shaping a generation capable of addressing global challenges (Amet, 2023; Pandit & Paul, 2023; Shaddiq & Irpan, 2023). In the context of Islamic educational institutions such as Madrasah Aliyah, HR development holds even greater importance because it is not only aimed at producing professional and competent educators but also at cultivating Islamic character and values among students (Amet, 2023; Maidugu & Isah, 2024). Various global studies consistently highlight that effective human resource management is a crucial factor in institutional success, particularly in the education sector, where the quality of human resources directly impacts learning outcomes and student achievement (Cox & Mullen, 2023; Fomba et al., 2023; Kemethofer et al., 2025). However, efforts to improve HR quality in Islamic-based educational institutions often face unique challenges due to cultural, social, and value-based dynamics that differ from general education settings. Therefore, research on HR development in Islamic educational institutions is crucial to provide insights and practical solutions that are relevant to the needs and characteristics of these institutions. This research becomes particularly relevant in Indonesia, where madrasahs play a strategic role in the national education system and social development.

Despite its vital role, human resource development (HRD) in Madrasah Aliyah in Indonesia still faces various contextual and specific challenges that hinder the achievement of optimal educational quality. One of the primary issues is the disparity between HR management policies and their practical application at the institutional level. This gap is often caused by weak internal communication, low teacher work motivation, and ineffective reward management systems. Several studies have revealed that these factors significantly influence teacher performance and HR quality, but are rarely addressed holistically within Islamic educational institutions. Furthermore, the challenges faced by madrasahs are often more complex than those of general schools due to the need to integrate religious, cultural, and educational aspects in daily operations. In the specific context of Madrasah Aliyah in the Riau Islands Province, these problems are exacerbated by geographical conditions, socio-cultural diversity, and management variations, making HR development even more challenging to optimize. These problems underline the urgency for comprehensive research that not only identifies existing

weaknesses but also provides concrete solutions tailored to the unique context of Islamic educational institutions.

Numerous studies have been conducted on HR development in the education sector, focusing on various aspects such as communication systems, work motivation, and reward management. For instance, research by Nisa (2021) and Manoharan & Ashtikar (2024) emphasized the importance of effective communication in building collaboration and achieving institutional goals. Studies by Suryawan and Salsabilla (2022) confirmed that high work motivation has a positive influence on teacher performance and dedication. Likewise, Wambrauw (2022) highlighted that fair and transparent reward management improves job satisfaction and teacher loyalty, which are key components of HR development. However, these studies generally examined these variables separately or focused only on one or two factors, without considering the interaction and synergistic relationship between communication, motivation, and reward management. This fragmented approach limits the understanding of how these factors jointly influence HRD in educational settings, especially in madrasahs, where cultural and religious aspects play a significant role in shaping organizational dynamics.

In addition, most existing research has been conducted in general educational institutions or business organizations, with minimal attention given to madrasahs, which are Islamic educational institutions with distinctive characteristics. Studies such as those by Prasetyo and Arianto (2025) have begun to explore the combined influence of several factors in general school contexts, but research applying a holistic and integrative model in madrasah settings remains scarce. Moreover, existing studies rarely consider the influence of local cultural and social contexts, which are essential in shaping HR management practices, particularly in regions like the Riau Islands Province. The lack of contextualized research creates a knowledge gap that limits the applicability of existing HRD models in madrasahs, especially in addressing real challenges faced by educators and school leaders in these institutions. Therefore, comprehensive research that integrates communication systems, work motivation, and reward management in the context of madrasahs is needed to fill this gap and provide practical recommendations that are culturally relevant and aligned with Islamic values.

This study offers a novel contribution by simultaneously investigating the relationship between communication systems, work motivation, and reward management in influencing human resource development in Madrasah Aliyah. Unlike previous research that only partially explored these variables, this study integrates the three into a comprehensive model tailored to the specific context of madrasahs in the Riau Islands Province. The novelty also lies in the local focus, as studies on HR development in State Madrasah Aliyah within this region remain very limited. The Riau Islands Province presents unique socio-cultural, geographic, and managerial challenges that differentiate it from other regions in Indonesia. Furthermore, this study incorporates Islamic values as an integral part of the HRD model, responding to the need for an approach that not only emphasizes professionalism and competence but also the development of educators' religious and moral character. The results of this research are expected

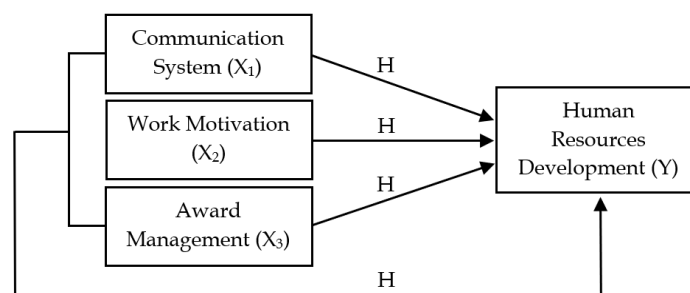
to enrich academic discourse and provide practical solutions for enhancing HR management in Islamic educational institutions, particularly in madrasahs with similar characteristics.

Based on the research gaps and practical challenges described above, this study aims to investigate how communication systems, work motivation, and reward management simultaneously impact human resource development in Madrasah Aliyah schools in the Riau Islands Province. The research focuses on the interaction between these three factors and their collective impact on the development of professional, competent, and Islamic-value-oriented educators. The argument proposed is that effective HR development cannot rely solely on improving one factor in isolation; Instead, it requires an integrated approach where communication, motivation, and rewards work synergistically. Additionally, this research argues that contextual factors, such as local culture and religious values, play a crucial role in shaping the dynamics of HR development in madrasahs. By addressing these factors comprehensively, this study aims to provide a more comprehensive understanding of how to optimize HR management in Islamic educational settings, thereby contributing to both academic development and practical improvements.

The hypotheses proposed in this study, which will be tested for their validity, are: 1) a direct relationship between the communication system (X1) and HR development (Y). 2) a direct relationship between work motivation (X2) and HR development (Y). 3) a direct relationship between reward management (X3) and HR development (Y). 4) a simultaneous direct relationship between the communication system (X1), work motivation (X2), reward management (X3), and HR development (Y). This hypothesis is expected to provide empirical evidence to support the proposed argument that the combined management of these three factors is essential for improving the quality of human resources in madrasahs. Furthermore, the study contributes to policy development and practical strategies for strengthening HR management in Islamic educational institutions, particularly in regions with unique cultural and organizational challenges such as the Riau Islands Province.

## RESEARCH METHOD

This study is also categorized as descriptive correlational research (Creswell, 2021). In this study, four variables are discussed, consisting of three independent variables: Communication System (X1), Work Motivation (X2), Reward Management (X3), and one dependent variable: Human Resource Development (Y).



**Figure 1. Framework of Thinking**

The following is the population of State Senior High Schools throughout the Riau Islands Province. The distribution of State Senior High School teachers in the Riau Islands Province is 188 people from 7 State Senior High Schools. Riau Islands Province. This study is a survey conducted at State Senior High Schools (MAN). Drawing on the collected data, the researcher divides the Riau Islands Province into three zones: Western, Central, and Eastern, to represent the study area for this research (Nurhayati et al., 2024).

A total of 188 teachers are distributed across 7 State Islamic Senior High Schools (Madrasah Aliyah Negeri) located in the Riau Islands Province. Employing a survey approach at Madrasah Aliyah Negeri (MAN), this study classifies the research sites in the Riau Islands Province into Western, Central, and Eastern zones based on the collected data, ensuring balanced area representation.

Considering the number of respondents from these three regions totaled 90 people (MAN 1 Tanjungpinang = 30, MAN 1 Natuna = 24, MAN 1 Batam = 36), the research sample consisted of 90 teachers. For the trial sample, 30 teachers were selected, and the remaining 60 teachers were used as the main research sample. The selection of these three schools as research subjects is based on several considerations: (1) they demonstrate excellence both in quantity and quality; (2) each school holds an 'A' accreditation from the National Accreditation Board; and (3) they serve as representatives of the Eastern, Central, and Northern areas within the Riau Islands Province.

A sample is a subset of the numbers and characteristics that a population possesses. In the research, the researcher will use a sample design using probability techniques (probability sampling), which includes simple random sampling techniques (simple random sampling), which is a sampling technique that gives equal opportunities to members of the population, if as a whole they are homogeneous. There is no overlap between subpopulations; therefore, select a random sample from each stratum.

As a result, the selected research locations include the eastern zone (Tanjungpinang City), the northern zone (Natuna Regency), and the central zone (Batam City), each serving as a regional representative. About the number of respondents in these three areas was 90 people (MAN 1 Tanjungpinang = 30, MAN 1 Natuna = 24, MAN 1 Batam = 36) then the number of research samples was 90 teachers, for the trial sample, 30 teachers were used, the remaining 60 teachers were used as research samples. The data collection for this study consists of four variables: Human Resource Development at State Islamic Senior High Schools in the Riau Islands (Y), Communication System (X1), Work Motivation (X2), and Communication Management (X3). To obtain accurate data that can serve as a reliable source, this study employs data collection techniques that include questionnaires and documentation.

The data sources in this study include: a. Data sources in the form of humans, namely, people who provide information. In this case, civil servant (PNS) teachers of the selected Madrasah Aliyah b. Data sources include the atmosphere within the madrasah, the environment, the physical atmosphere, and the atmosphere of interaction between the principal and teachers and employees. These data sources comprise the documents related to this study.



Inferential analysis was conducted using multiple linear regression, which allows the researcher to measure the simultaneous and partial influence of independent variables (communication system, work motivation, and reward management) on the dependent variable (human resource development). The multiple linear regression model was used because it is suitable for testing direct causal relationships between quantitatively measured variables (Santoso & Madiistriyatno, 2021).

## RESULT AND DISCUSSION

### Result

The description of the research data presented in this section includes four research variables, namely Communication System (X1), Work Motivation (X2), Reward Management (X3), and Human Resource Development (Y). The data described are central tendency statistics, which include the highest score, lowest score, average (mean), value that often appears in respondent answers (mode), median, standard deviation, and sample variance. In addition to the size of the central tendency and data distribution, frequency distribution tables and histogram graphs are also used to analyze data. Data processing is done manually and SPSS Version 29.00.

**Table 1. Summary Table of SPSS Output Results**

		Statistics			
		Communication System (X <sub>1</sub> )	Work Motivation (X <sub>2</sub> )	Award Management (X <sub>3</sub> )	Human Resources Development (X <sub>4</sub> )
N	Valid	60	60	60	60
	Missing	0	0	0	0
Mean		125,92	135,08	138,18	139.40
Median		125.5	135,125	138.5	140
Mode		125.73	136	139.17	140
Std. Deviation		7.64	9.30	11.78	10.69
Range		40	47	48	48
Minimum		105	112	114	116
Maximum		145	159	162	164
Sum		7555	8105	8291	8364

Linearity test between variables with statistical calculations using SPSS Version 29.00, the calculation results were as follows:

**Table 2. Linearity Test of Human Resource Development Variable (Y) with Communication System (X<sub>1</sub>)**

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Y X <sub>1</sub>	Between Groups	(Combined)	4342.517	31	140.081	1.124	.379
		Linearity	1044.343	1	1044.343	8.378	.007
		Deviation from Linearity	3298.174	30	109.939	.882	.633
		Within Groups	3490.467	28	124.660		
	Total		7832.983	59			

Calculation with SPSS program and testing criteria if  $\text{sign} > 0.05$  then there is a linear relationship between variables, but if  $\text{sign} < 0.05$  then there is no linear relationship, based on the test results and SPSS output obtained sign value = 0.633  $> 0.05$  then it can be concluded that there is a significant linear relationship between the variables of Human Resource Development (Y) and Communication System ( $X_1$ ).

**Table 3. Linearity Test of Work Motivation Variable ( $X_2$ ) with Human Resource Development (Y)**

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Y $X_2$	Between Groups	(Combined)	1440.483	31	46.467	.683	.849
		Linearity	5.859	1	5.859	.086	.771
		Deviation from Linearity	1434.625	30	47.821	.703	.828
	Within Groups		1905.450	28	68.052		
	Total		3345.933	59			

Calculation with SPSS program and testing criteria if  $\text{sign} > 0.05$  then there is a linear relationship between variables, but if  $\text{sign} < 0.05$  then there is no linear relationship, based on the test results and SPSS output obtained sign value = 0.828  $> 0.05$  then it can be concluded that there is a significant linear relationship between the variables of Work Motivation ( $X_2$ ) and Human Resource Development (Y).

**Table 4. Linearity Test of Reward Management Variable ( $X_3$ ) with Human Resource Development (Y)**

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Y $X_3$	Between Groups	(Combined)	3562.100	31	114.906	1.113	.389
		Linearity	932.389	1	932.389	9.031	.006
		Deviation from Linearity	2629.711	30	87.657	.849	.670
	Within Groups		2890.833	28	103.244		
	Total		6452.933	59			

Calculation with SPSS program and testing criteria if  $\text{sign} > 0.05$  this suggests a direct linear connection among the variables involved, but if  $\text{sign} < 0.05$  then there is no linear relationship, based on the test results and SPSS output obtained sign value = 0.670  $> 0.05$  then it can be concluded that there is a significant linear relationship between the variables of Reward Management ( $X_3$ ) and HR Development (Y).

**Table 5. SPSS Version 29.00 Output Table**

Correlations		
	Communication System ( $X_1$ )	Human Resource Development (Y)
$X_1$ Pearson Correlation	1	.701**
Sig.(2- tailed)		.004
Sum of Square and Cross-products	7832.983	2699.600
Covariance	132.762	45.756
N	60	60
Y Pearson Correlation	.365**	1

Sig.(2- tailed)	.004	
Sum of Square and Cross-products	2699.600	6978.400
Covariance	45.756	118.278
N	60	60

In the table above the result  $r_{y1} = 0.71187$ , Both calculation results, both manually and using the SPSS program, show the same path coefficient value, namely  $r_{y1} = 0.71$ . Meanwhile, to state the size of the contribution (contribution) of the Communication System variable ( $X_1$ ) to Human Resource Development (Y) as follows:

Determining the coefficient of determination  $KP = r^2 \times 100\% = 0,71 \times 100\% = 50,41\%$ . Based on the calculation results above, the magnitude of the relationship between the Communication System ( $X_1$ ) and Human Resource Development (Y) is 50.41%, while the remaining 49.59% is influenced by other variables that were not studied.

**Table 6. SPSS Version 29.00 Output Table**

Correlations		
	Work Motivation ( $X_2$ )	Human Resource Development (Y)
X <sub>2</sub> Pearson Correlation	1	.850**
Sig.(2- tailed)		.001
Sum of Square and Cross-products	3345.933	202.200
Covariance	56.711	3.427
N	60	60
Y Pearson Correlation	.720	1
Sig. (2- tailed)	.003	
Sum of Square and Cross-products	202.200	6978.400
Covariance	3.427	118.278
N	60	60

In the table above, the result of  $r_{y2} = 0.85188$ , Both calculation results, both manually and using the SPSS program, show the same path coefficient value, namely  $r_{y2} = 0.85$ . Meanwhile, to state the size of the contribution (contribution) of the Work Motivation variable ( $X_2$ ) to HR Development (Y) as follows:

Determining the coefficient of determination  $KP = r^2 \times 100\% = 0,7225 \times 100\% = 72,25\%$ . Based on the calculation results above, the magnitude of the relationship between Work Motivation ( $X_2$ ) and Human Resource Development (Y) is 72.25%, while the remaining 27.75% is influenced by other variables.

**Table 7. SPSS Version 29.00 Output Table**

Correlations		
	Reward Management ( $X_3$ )	Human Resource Development (Y)
X <sub>3</sub> Pearson Correlation	1	.750**
Sig.(2- tailed)		.003
Sum of Square and Cross-	6452.933	2550.800



	products		
	Covariance	109.372	43.234
	N	60	60
Y	Pearson Correlation	.760**	1
	Sig.(2- tailed)	.003	
	Sum of Square and Cross-products	2550.800	6978.400
	Covariance	43.234	118.278
	N	60	60

In Table 7, the result  $ry_3 = 0.75189$ . Both calculation results, both manually and using the SPSS program, show the exact path coefficient value, namely,  $ry_3 = 0.75$ . Meanwhile, to state the size of the contribution (contribution) of the Award Management variable ( $X_3$ ) to HR Development (Y) as follows:

Determining the coefficient of determination  $KP = r^2 \times 100\% = 0,5625 \times 100\% = 56,25\%$ . Based on the calculation results above, the magnitude of the relationship between Reward Management ( $X_3$ ) and HR Development (Y) is 56.25%, while other variables influence the remaining 43.75%.

## Discussion

This study comprehensively examines the interrelationship between the communication system, work motivation, and reward management, and their influence on human resource development (HRD) within the environment of State Islamic Senior High Schools (Madrasah Aliyah Negeri/MAN) in the Riau Islands Province. Based on a quantitative approach with a correlational survey design, the findings reveal a significant relationship between these variables and HRD, both partially and simultaneously.

First, the communication system ( $X_1$ ) exhibits a positive and significant correlation with HRD, with a value of 0.71, accounting for 50.41% of the variance. This indicates that the better the internal communication flow between principals, teachers, and staff, the higher the quality of HR development. Effective communication facilitates the delivery of the institution's vision and mission, as well as work coordination and performance evaluation, all of which play a crucial role in enhancing the quality of education.

Furthermore, Saputra emphasizes that a sound communication system supports work motivation and collaboration among educators, which ultimately accelerates the development of their competencies (Saputra, 2021). This study aligns with research findings on madrasahs, where effective communication between leadership and teachers significantly contributes to HRD.

A communication system is a series of processes and tools used to convey information, ideas, or messages between individuals or groups within an organization (Wiryany et al., 2022). Human Resource Development is the process of enhancing the capacity, skills, knowledge, and competencies of individuals within an organization to achieve personal and organizational goals (Suryani & Rindaningsih, 2023). An effective communication system is closely related to human resource development because it enables the efficient management of information through effective information delivery. Information about training, evaluation, or development opportunities is delivered promptly and effectively.

Feedback is given to teachers to improve their performance (Ramadhan & Sadat, 2024).

Articles that discuss the dimensions of international communication, including international political communication, international relations, and intercultural relations. This journal also explores the perspective of systems and philosophy in international communication studies researched by Nanang Trenggono with the title "Construction of International Communication" (Trenggono, 2004) – Communication System in Human Resource Development. An effective communication system is crucial for enhancing organizational productivity, particularly in educational environments. According to a study by Handoko et al. (2024), a structured communication system facilitates the more effective delivery of an organization's vision, mission, and strategy, thereby enhancing understanding and coordination among organizational members (Handoko et al., 2022). In State Madrasah Aliyah, effective communication between the principal, teachers, and administrative staff ensures that all parties understand their roles and responsibilities, ultimately strengthening human resource development.

Second, work motivation (X2) has the strongest correlation, at 0.85 or a contribution of 72.25%. This finding is highly relevant to McClelland's theory, which states that motivation is an internal drive resulting from psychological and physiological needs. In the context of madrasahs, highly motivated teachers tend to demonstrate better dedication and productivity. This also confirms that work motivation affects not only individual performance but also collectively contributes to improving the quality of HR in the madrasah.

This finding is consistent with the motivation theory proposed by McClelland, which states that motivation is a process beginning with physiological or psychological needs that drive behavior toward goal attainment (Stults-Kolehmainen, 2023; Apelojg, 2024). In the madrasah educational environment, teachers' work motivation is strongly influenced by both internal and external factors, including an effective communication system and fair reward management, as supported by Wahyudi's research, which emphasizes the importance of rewards in enhancing the motivation and performance of educators (Wahyudi, 2024).

Material and non-material motivation, given directly to lecturers, plays a crucial role in fulfilling their needs and enhancing their job satisfaction. This motivation can be realized through praise, awards, bonuses, and various other forms of incentives deemed necessary (Siburian, 2024). In addition, indirect motivation is equally important, in the form of work facilities that support the smooth execution of lecturers' duties, such as providing work equipment and creating a comfortable and conducive work atmosphere (Parhusip & Lubis, 2024).

In the context of higher education, leadership holds a vital role in enhancing the discretionary behavior of lecturers. To foster positive behavior and improve lecturers' work motivation, leaders can use approaches that integrate rewards and effective communication (Patience, 2023). This approach helps boost work spirit and optimal performance among lecturers.

Third, reward management (X3) also has a positive and significant relationship with HRD at 0.75 or a contribution of 56.25%. A fair and transparent reward system—whether financial, such as bonuses, or non-financial, like verbal appreciation—plays a crucial role in enhancing teachers' job satisfaction and loyalty. Performance-based rewards create a sense of belonging to the institution and motivate teachers to continuously develop professionally.

Fourth, simultaneously, the three variables contribute 76.91% to HRD. This indicates that HR development in madrasahs cannot rely on a single factor alone, but is the result of a synergy between effective communication systems, high work motivation, and well-managed reward systems. These three factors must be designed and implemented in an integrated manner to build competent and productive educators.

Effective reward management plays an important role in supporting human resource development (HRD). Appropriate rewards motivate employees to continue learning and improving their competencies. For example, training incentives, such as bonuses or recognition for completing training, encourage employees to continue developing themselves (Marpaung et al., 2022). Achievement-based reward programs also help employees achieve career goals through sustainable competency development (Fauzi, 2024).

Moreover, rewards play a vital role in talent retention by reducing employee turnover rates through the provision of competitive rewards that make employees feel valued. These rewards also help create an emotional bond between employees and the organization, which strongly supports sustainable HRD (Wibowo, 2022). Effective reward management also boosts employees' self-confidence, motivating them to continue developing and contribute optimally to the organization (Lestari et al., 2021).

The practical implications of this study are highly relevant for madrasah principals, education managers, and policymakers, especially in the context of Islamic education. Strategic steps are necessary, including continuous training for teachers, performance-based incentives, and enhancing a more open and constructive communication system. This will enable madrasahs to build a working ecosystem that supports the sustainable development of teacher competencies (Figueiredo et al., 2025).

In addition to providing theoretical contributions through an integrative model of the three main variables in HRD, this study also presents novelty by focusing on the local context of the Riau Islands. This region has unique cultural and managerial characteristics, making the research results more applicable and contextual to the development of madrasahs based on Islamic values.

The impacts of reward systems on employee performance and development, as published in the *Journal of Human Resource Management* in 2024. This study explores how a structured reward system can improve employee motivation and performance. This study highlights the importance of a balance between financial and non-financial rewards in creating a productive work environment (Komolafe, 2020; Albalush & Devesh, 2023; Porwal, 2023)

Ultimately, this study highlights that HR development in Islamic education is not merely an administrative matter but instead requires a holistic and strategic

approach. The role of the madrasah principal as a communicator, motivator, and reward manager is vital in shaping excellent educators who are ready to face global challenges while remaining grounded in Islamic values.

## CONCLUSION

Based on the research findings, it can be concluded that the communication system, work motivation, and reward management have a positive and significant influence on human resource development (HRD) in State Islamic Senior High Schools in the Riau Islands Province, both partially and simultaneously. Among these factors, work motivation demonstrates the most substantial contribution to HRD, with a correlation coefficient of 0.85, suggesting that increased teacher motivation leads to higher-quality human resource outcomes within madrasahs. Additionally, an effective communication system facilitates the flow of information, enhances collaboration, and fosters a shared understanding of the institution's goals. Fair and transparent reward management, encompassing both financial and non-financial incentives, significantly enhances teacher satisfaction, loyalty, and competence.

These findings underscore the need for an integrative and synergistic approach to HR development in madrasahs, where communication, motivation, and reward systems are managed collectively to produce professional, productive, and Islamic value-oriented educators. Furthermore, this study contributes to the theoretical understanding of HR development by offering a model grounded in managerial approaches and Islamic principles. Practically, the research provides policymakers and school leaders with insights to strengthen HR management practices as part of efforts to enhance the overall quality of education, particularly within the context of madrasahs in the Riau Islands Province.

## ACKNOWLEDGMENT

We want to extend our sincere thanks to the principal of the State Islamic Senior High School in the Riau Islands Province, as well as to the staff, teachers, and employees who provided moral support in the completion of this research.

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