

The Influence of Talent Management and Knowledge Management on Teacher Innovative Performance at the Yaa Bunayya Gresik Integrated Islamic Elementary School

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Abstract. This study investigates the impact of talent and knowledge management on the innovative performance of teachers at Sekolah Dasar Islam Terpadu (SDIT) YAA BUNAYYA Gresik. Teachers play a crucial role in determining the quality of educational resources and their innovative performance is vital for advancing educational quality. Innovative performance involves the application of new practices and ideas to enhance education, which is heavily dependent on effective management strategies within the organization. Effective management to boost teachers' innovative performance includes the enhancement of both knowledge and talent management. Knowledge management refers to the systematic process of creating, acquiring, sharing, and utilizing knowledge to foster organizational learning and improve performance. When effectively implemented, this can lead to the generation of new ideas that drive innovation within educational institutions. On the other hand, talent management encompasses a range of human resource management activities aimed at processing and retaining an organization's human capital to maximize output. This study used a sample of 35 principals and teachers from SDIT YAA BUNAYYA Gresik, applying the census method for data collection. Path analysis, supported by partial least squares (PLS) software, was employed to analyze the data. The results reveal that both talent and knowledge management have a positive and significant influence on teachers' innovation performance. These findings underscore the importance of talent and knowledge management as key factors in enhancing teachers' innovation performance. To optimize these aspects, schools should focus on identifying, developing, and retaining teacher talent through systematic talent management processes. Additionally, schools should promote knowledge management practices such as knowledge sharing, organizational learning, and the effective use of information technology. In conclusion, improving teachers' innovation performance can be achieved comprehensively through strategic management of talent and knowledge.

Keywords: knowledge management, talent management, innovation performance

I. INTRODUCTION

Teachers are a determining factors in the quality of human resource education. Efforts to improve the quality of education depend on teachers' innovative performance. Teacher innovation performance is performance, which in its implementation is accompanied by the application of new things as an effort to improve the quality of education. Increasing innovative performance will not be successful if there is no good or appropriate management, which can encourage the organization to improve performance (Ferreira et al., 2020). Good and appropriate management efforts to improve teachers' innovative performance include improving knowledge management and talent management. Knowledge management is the process and practice of creating, obtaining, capturing, sharing, and using knowledge to improve learning and organizational performance (Armstrong,

2008). Well-carried knowledge management will give rise to various new ideas that can support innovation in high school institutions (Boroujerdi et al., 2019). Knowledge management also contributes to company innovation (Ode & Ayavoo, 2020), has a significant impact on environmentally friendly innovation (Abbas & Sagsan, 2019), has a positive effect on organizational innovation performance (Ding et al, 2019; Nikabadi et al, 2016), has an impact significant positive impact on product and process innovation (Al-Sa'di et al, 2017), becoming an effective tool for assessing organizational performance (Dickel & Moura, 2016; Septiani & Kasmita, 2023; Hasbi et al, 2020; Pragiwani et al, 2018), increasing innovation capacity (Santoro, 2018), improving product innovation performance (Donate & Pablo, 2015), contributing to company performance (Mardani et al, 2018), as a mediator of industrial clusters in terms of company innovation performance (Lai, et al , 2014).

Talent management which is defined by Pella as a series of interrelated human resource activities used by a company to process and maintain human resources to maximize its output (Pella, 2011). Talent management has a significant effect on teacher performance which has an impact on teacher effectiveness (Hervina, 2023), has a significant effect on innovation performance in an organization (Aziz et al, 2021; Nisa, 2016; Sareen & Mishra, 2016; Damarasri & Ahman, 2020; Nafei , 2016; Rawashdeh, 2018), is significantly related to job satisfaction and employee performance (Dixit & Arrawatia, 2018; Soud et al, 2020).

The results of the survey on the readiness to implement knowledge management of Sekolah Dasar Islam Terpadu YAA BUNAYYA teaching staff were based on 5 (five) statements, namely process, acquiring/learning, scope/reach, sharing/implementing, and using/utilizing in the process. The highest score was given to respondents who stated that 100% of the process had been implemented, including (1) learning tools/teaching modules, (2) assessments, and (3) academic supervision. This was followed by another implementation assessment, namely 75% of respondents who stated that it had been implemented to share/implement, which included (1) good organization of material, (2) communication effectiveness, and (3) mastery and enthusiasm for the subject matter. 63% of respondents stated that it had been implemented to use/utilize the process of (1) technology integration in subject matter, (2) collaboration with fellow teachers, and (3) paying attention to student needs. The assessment of 50% of respondents stated that it had been carried out to obtain/learn (1) independent learning, (2) guided learning, and (3) training/work shops/workshops. The assessment of 50% of respondents stated that it had been implemented for coverage/reach, with indicators including: educators who developed all (holistic) potential in harmony, including intellectual, emotional, physical, social, aesthetic, and spiritual potential.

Based on the phenomena described above, it is necessary to understand the problems that influence teachers' innovation performance related to knowledge management and talent management. Thus, the teacher innovation performance in question is the implementation or actions of teachers carried out within a certain period of time connected to knowledge management and talent management, the results of which will have an impact on teacher innovation performance.

Formulation of the problem

1. Does knowledge management influence the innovation performance of YAA BUNAYYA Integrated Islamic elementary school (SDIT) teachers in the Gresik Regency?
2. Does talent management influence the innovation performance of YAA BUNAYYA Integrated Islamic elementary school (SDIT) teachers in the Gresik Regency?

Research purposes

1. To determine the influence *knowledge management* on the innovation performance of YAA BUNAYYA Integrated Islamic elementary school (SDIT) teachers in the Gresik Regency
2. To determine the influence *talent management* on the innovation performance of YAA

BUNAYYA Integrated Islamic elementary school (SDIT) teachers in the Gresik Regency

Literature review

Innovation Performance

Individual innovation performance is related to teachers' behavior and their ability to adopt and use new and useful ideas in their work environment (Sullivan & Glanz, 2005). An individual's innovative performance is doing something new that represents a change in behavior or discontinuity relative to the organization's usual patterns of behavior in the past. Consequently, individual innovative behavior domains are related to teachers' daily practices. Such innovation is implicitly a function of learning and knowledge creation, integrated into everyday work practices (Darroch, 2005). Innovation in a one-time situation can be analogous to the literature term ad hoc innovation (Darroch, 2005). Similar to ad hoc innovation, individual innovation behavior includes several temporary innovations. The concept of individual innovative behavior can include several elements that can be repeated in new situations, to be implemented and generalized permanently (Tania, 2015). According to Sullivan and Glanz (2005) and Darroch (2005), indicators of teacher innovation performance are as follows:

1. Ability to adopt new ideas
2. Changes in work patterns
3. Learning effectiveness

Knowledge Management

Armstrong (2008) described knowledge management as any process or practice of creating, obtaining, capturing, sharing, and using knowledge to improve organizational learning and performance. According to Tobing (2007), knowledge management is the management of company knowledge in an effort to create business value and produce a balanced competitive advantage by maximizing the process of creating, communicating, and applying all knowledge needed to achieve business goals. According to Fernandez and Sabherwal (2010), indicator knowledge management is as follows:

1. *Knowledge Discovery*
2. *Knowledge Capture*
3. *Knowledge Sharing*
4. *Knowledge Application*

H1: It is suspected that Knowledge Management has a positive effect on Teacher

Innovative Performance

Talent Management

Talent management refers to the dynamic ability of an organization to design talent standards, integrate them within the company, and formulate talent standards to respond to long-term business opportunities. Therefore, talent management can be positioned as a new strategy for managing human resources (Laudon et al, 2014). By inspiring, motivating, and developing organizational talent, talent management in this context enables organizations to produce optimal working conditions (Soenandi et al., 2021). Talent management covers three aspects of business operations: company culture, the work environment, and employee growth (Pimapunsri, 2013). According to Pimapunsri (2013), the talent management indicators are as follows:

1. Recruitment
2. Retain
3. Development

H2: It is suspected that Talent Management has a positive effect on Teacher Innovative

Performance

II. RESEARCH METHODS

This study uses a quantitative approach, and the variables are measured using a Likert scale. The data collection method used was by distributing questionnaires; the sample in this study included principals and teachers of the YAA BUNAYYA Integrated Islamic Elementary School (SDIT) Gresik Regency, totaling 35 people, using the census method. A data analysis technique was used. The analysis method used was path analysis using partial least squares (PLS) software.

III. RESEARCH RESULTS AND DISCUSSION

The measurement model in this research uses variables with reflective indicators, namely, Knowledge Management (X1), Talent Management (X2), and Teacher Innovative Performance (Y). One way to measure the validity of indicators is based on the output of the outer loading table, namely, by looking at the magnitude of the factor loading value, because in this model all indicators are reflective, the table used is the outer loading output.

The validity of an indicator was measured by examining the factor loading value of the variable on the indicator. It is said to have sufficient validity if it is greater than 0.5 and/or the T-statistic value is greater than 1.96 (Z value at $\alpha = 0.05$). Factor Loading is a correlation between an indicator and a variable; if it is greater than 0.5, it is considered that its validity is met; likewise, if the T-statistic value is greater than 1.96, its significance is met.

Based on the results of data processing, all reflective indicators of Knowledge Management (X1), Talent Management (X2), and Teacher Innovative Performance (Y) variables show factor loadings (original sample) greater than 0.50, and/or significant (T-value). The statistics are greater than the Z value $\alpha = 0.05$ (5%) = 1.96; thus, the estimation results for all indicators have met convergent validity or good validity.

Table 1. Average variance extracted (AVE)

	(AVE)
Teacher Innovation Performance (Y)	0.805
Knowledge Management (X1)	0.688
Talent Management (X2)	0.724

Source: Processed Primary Data, 2024

The next measurement model is the Avarage Variance Extracted (AVE) value, that is, the value that shows the amount of indicator variance contained by the latent variable. A convergent AVE value greater than 0.5 indicates good validity for the latent variable. The reflective indicator variable can be observed from the Avarage variance extracted (AVE) value for each construct (variable). A good model was required if the AVE value of each construct was greater than 0.5.

The AVE test results for the Knowledge Management variable (X1) are 0.688, Talent Management (X2) is 0.724, and Teacher Innovation Performance (Y) is 0.805, these four variables shows a value of more than 0.5. Therefore, the variables in this study can be said to have good validity.

Table 2. Composite Reliability

	Cronbach's alpha	Composite reliability (rho_a)
Teacher Innovation Performance (Y)	0.940	0.948

Knowledge Management (X1)	0.846	0.850
Talent Management (X2)	0.808	0.813

Source: Processed Primary Data, 2024

Construct reliability was measured using composite reliability value. A reliable construct If the composite reliability value is above 0.70, then the indicator is said to be consistent in measuring the latent variable.

The Composite Reliability test results show that the Knowledge Management variable (X1) is 0.850, Talent Management (X2) is 0.813, and Teacher Innovative Performance (Y) is 0.948; these three variables show Composite Reliability values above 0.70, so it can be said that all the variables in this study are reliable.

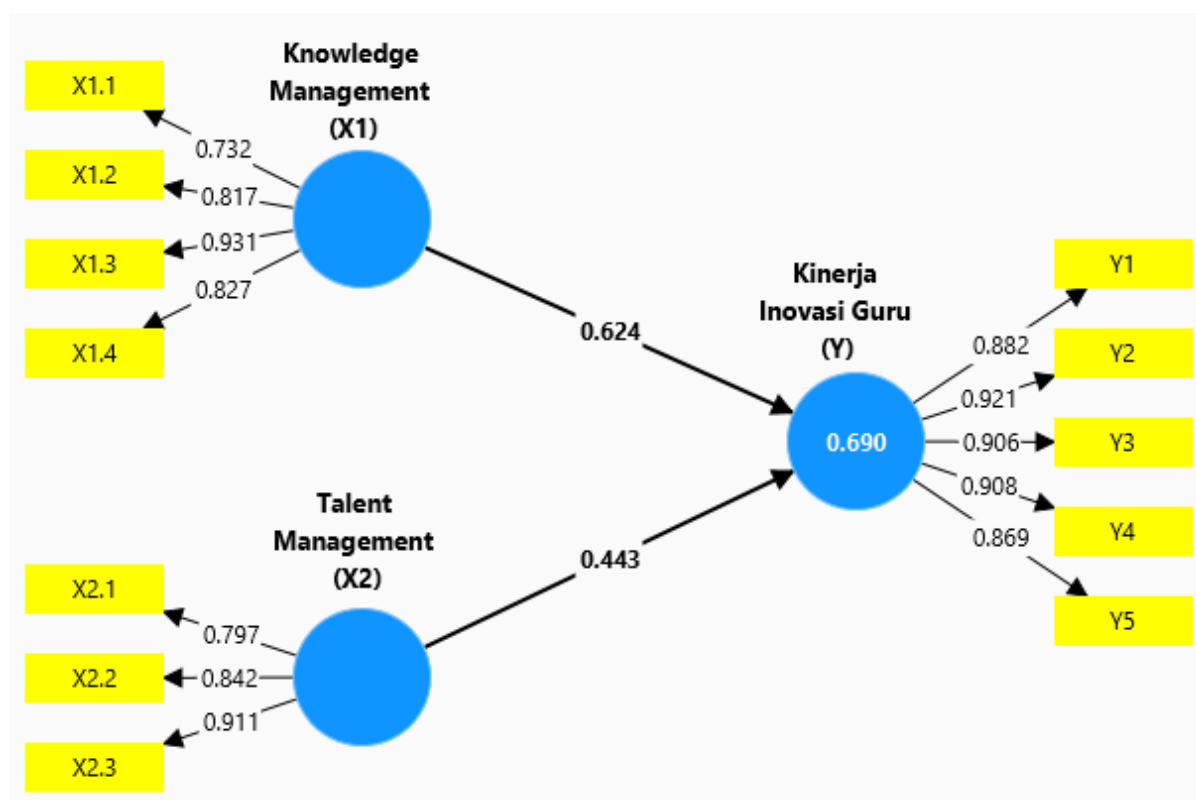


Figure 2. Outer Model

Source: data processing, SmartPLS output, 2024

From the PLS output image, it can be seen that the value of the factor loading for each indicator is located between the arrows between the variables, and the indicator with the lowest cut off value is 0.5. It can be said that its validity was met. If the factor loading value is below the cut off value, it must be eliminated to ensure validity. which is good, we can also see the magnitude of the path coefficients, which are above the arrow line between the exogenous and endogenous variables. Apart from that, you can also see the size of the R-Square, which is right within the circle of the endogenous variable (teacher innovation performance).

Table 3. R-square

	R-square	R-square adjusted
Teacher Innovation Performance (Y)	0.690	0.671

Source: Processed Primary Data, 2024

This research model shows that the Adjusted R² value is 0.671, which is obtained from $1 - (1 - R^2) * (n - 1) / (nk - 1) = 1 - (1 - 0.690) * (35 - 1) / (35 - 2 - 1)$, where n = number of data, k = number of variables, meaning that this model can simultaneously explain the influence of Knowledge Management (X1) and Talent Management (X2) variables on teacher Innovation Performance (Y) at 67.1%, and the remaining 32.9% was influenced by other variables outside this research.

Table 4. Path Coefficients (Mean, STDEV, T-Values)

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Knowledge Management (X1) -> Teacher Innovation Performance (Y)	0.624	0.635	0.098	6,364	0,000
Talent Management (X2) -> Teacher Innovation Performance (Y)	0.443	0.349	0.211	2,102	0.036

Source: Processed Primary Data, 2024

From this table it can be concluded that:

- H1 Allegedly *Knowledge Management* positively influences Teacher Innovation Performance acceptable, with path coefficients of 0.624, and the T-statistic value is $6.364 > 1.96$ (from table value $Z_{\alpha} = 0.05$) or P-values of 0.000 (smaller than 0.05), which can be said to be significant (positive).
- H2. Allegedly *Talent Management* positively influences Teacher Innovation Performance acceptable, with path coefficients of 0.443, and the T-statistic value is $2.102 < 1.96$ (from table value $Z_{\alpha} = 0.05$) or P-values of 0.036 (smaller than 0.05), which can be said to be significant (positive).

The Influence of Knowledge Management on Teacher Innovation Performance

The results of this research are *knowledge management* significant positive effect on teacher innovative performance. Results of this research in accordance with those of research conducted by Boroujerdi et al. (2019), Ding and Aoyama (2019), Abbas and Sagsan (2019), Ode and Ayavoo (2020), Septiani and Kasmita (2023), and Nikabadi and Hoseini (2016), who stated that knowledge management has a significant influence on organizational performance innovation.

Armstrong (2008) described knowledge management as any process or practice of creating, obtaining, capturing, sharing, and using knowledge to improve learning and organizational performance. Tobing (2007) explained that knowledge management is the management of company knowledge in an effort to create business value and produce a balanced competitive advantage by maximizing the process of creating, communicating, and applying all the knowledge needed to achieve business goals.

Knowledge management is a series of processes that creates, communicates, and applies company knowledge to create business value and improve employee learning, performance, and organizational performance.

The Influence of Talent Management on Teacher Innovation Performance

The results of this study show that *aretalent management* significant positive effect on teacher innovation performance. Results, which is in accordance with the results of research conducted by Sareen and Mishra (2016), Damarasri and Ahman (2020), Dixit and Arrawatia (2018), Soud et al. (2020), Aziz et al. (2021), and Nisa (2016), who stated that talent management has a significant effect on organizational performance. Talent management has a significant effect on teacher performance, which affects teacher effectiveness (Hervina, 2023).

Talent management is encompasses a series of interrelated human resource (HR) activities used by companies to process and maintain human resources to maximize their output (Pella, 2011). In this way, good HR talent management within the company will be able to create innovations within the company so that it can achieve the best performance in achieving company goals.

IV. CONCLUSION

Based on the research results and discussion of influence analysis *knowledge management* and, and talent management to teacher innovation performance on YAA BUNAYYA SDIT Gresik Regency, the following conclusions can be drawn:

1. *Knowledge management* has a significant positive effect on teacher innovation performance, with a value of 0.624. This shows that the higher the higher *knowledge management* implemented, the significantly higher the teacher innovative performance generated in the YAA BUNAYYA Integrated Islamic Elementary School (SDIT) Gresik Regency.
2. *Talent management* had a significant positive effect on teacher innovation performance with a value of 0.443. This shows that the higher *talent management* implemented, it will also be significantly higher teacher innovative performance generated in YAA BUNAYYA Integrated Islamic Elementary School (SDIT) Gresik Regency

Knowledge management and talent management have an influence on teacher innovation performance in the YAA BUNAYYA Integrated Islamic Elementary School (SDIT) Gresik Regency amounted to 67.1%, while the remaining 32.9% was influenced by other factors not included in the model.

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