



TALENT MANAGEMENT AND YOUNG TEACHERS' LEADERSHIP AT SMP-SMA IBNU ASH-SHOLAH TENJOLAYA

Syariful Anam^{1*}, Ima Rahmawati¹

¹ Islamic Education Management, Institut Agama Islam Sahid, Bogor, Indonesia
syarifalanam44@gmail.com*

ABSTRACT

This study aims to analyze the implementation of talent management in strengthening young teachers' leadership at SMP-SMA Ibnu Ash-Sholah Tenjolaya. A quantitative survey approach was employed. The population and sample consisted of 30 young teachers selected using total sampling. Data were collected through a five-point Likert-scale questionnaire and supporting interviews with the school principal. Data analysis included descriptive statistics, validity and reliability testing, and simple linear regression at a 5% significance level. The findings indicate that talent management implementation was categorized as high, with a mean score of 3.92, while young teachers' leadership also reached a high level, with a mean score of 4.03. Talent management had a positive and significant effect on young teachers' leadership, with a regression coefficient of 0.711, $t = 6.642$, $p < 0.001$, and $R^2 = 0.611$. These findings highlight the importance of strengthening talent identification, competency development, mentoring, leadership opportunities, recognition, and retention as an integrated strategy for developing young teachers' leadership capacity.

Keywords: talent management; young teachers' leadership; teacher development; Islamic school; educational leadership

INTRODUCTION

Teachers are one of the strategic elements determining the success of education, as the quality of the learning process is strongly influenced by teachers' competence, commitment, and ability to carry out their roles. Changing educational demands, technological development, increasingly diverse learning needs, and the pressure to improve school quality mean that teachers can no longer be positioned merely as instructors; they must also be prepared as individuals capable of taking initiative, collaborating, solving problems, and leading change within the school environment. This condition is particularly important for young teachers who are in the early stages of their career development. Young teachers have the potential to develop into learning leaders, activity coordinators, innovation drivers, or future school leaders, but this potential does not always develop without directed human resource management. Buchanan et al. (2020) explain that teacher leadership needs to be developed throughout a teaching career through professional experience, learning, collaboration, and opportunities to exercise leadership responsibility. Through a review of 93 studies, Schott et al. (2020) also show that teacher leadership is a process of influencing others that is shaped by various factors at the individual, group, and organizational levels. Schools therefore require a strategy that is oriented not only toward meeting current teaching staff needs but also toward preparing potential teachers for the sustainability of school leadership.

One strategic opportunity to address this need is the implementation of talent management in teacher management. Talent management is not only concerned with acquiring and retaining high-performing individuals, but also encompasses the processes of identifying potential, developing competencies, providing experience, placing individuals according to their capacity, recognition, retention, and preparing for leadership sustainability. Aljbour et al. (2022) show that talent management is a process that operates at multiple organizational levels and can have an impact on individuals, groups, and organizations. In the educational context, García and Sesé (2024) developed a measure of teacher talent management encompassing attraction, selection, development, retention, succession, climate, culture, evaluation, and knowledge management. Their study confirms that teacher talent management can be an important part of educational organizational transformation, as teachers need to be supported, developed, and directed so that they can make an optimal contribution to their schools. Koh and Abdul Razak's (2024) findings on 357 secondary school teachers in Malaysia likewise indicate a relationship between talent management practices and teachers' personal quality. This suggests that talent management can serve as a relevant approach for systematically building teacher capacity, including their capacity to carry out leadership roles.

In the context of teacher leadership, a teacher's position as a leader is not always marked by a structural position. Leadership can be realized through a teacher's ability to influence students, mentor colleagues, develop learning innovations, take initiative, participate in decision-making, and serve as a role model within the school environment. Rahmawati et al. (2023) explain that teachers can perform a leadership function through their ability to influence and guide students toward achieving learning goals. This perspective suggests that teacher leadership development can begin as early as the initial stage of a teacher's career. This is reinforced by Siddiqui et al. (2021), who found that the development of teacher leadership is influenced by teachers' self-belief, principal support, the school environment, and professional development. Simpson (2021) likewise shows that teacher involvement in school decision-making, school improvement planning, action research, and various school initiatives constitutes an important form of teacher leadership. Therefore, developing young teachers as leaders need not wait until they hold a formal position, but can instead be pursued by gradually extending them trust, responsibility, mentoring, professional development, and leadership opportunities.

This phenomenon has particular relevance at SMP-SMA Ibnu Ash-Sholah Tenjolaya. The presence of young teachers can serve as a strategic resource for the school, since they have a long career-development horizon and the potential to become part of the school's leadership regeneration. However, realizing this potential requires a system capable of identifying capable teachers, providing leadership experience in a gradual manner, and offering support that enables them to grow. In the context of an Islamic school, this development also needs to attend to institutional values, exemplary conduct, responsibility, collaboration, and an orientation toward educational quality. Rahmawati et al. (2024) show that empowerment through adaptive leadership, teacher capacity development, and innovation can encourage innovative work behavior among teachers in Islamic schools. This suggests that developing teacher capacity requires an organizational environment that provides room to grow, adapt, and innovate. Accordingly, the important issue to examine is not only whether young teachers possess leadership potential, but also how the school recognizes, develops, provides space for the actualization of, and sustains that potential through the implementation of talent management.

Previous studies show that leadership is closely related to various aspects of education provision. Halimah et al. (2022), for instance, found a positive and significant relationship between visionary

leadership and school service quality. Hamidah et al. (2022) likewise show that principals' entrepreneurial leadership has a positive and significant effect on graduate quality. Meanwhile, research on teacher talent management has mostly focused on professional development, personal quality, performance, commitment, and organizational sustainability. García and Sesé (2024) even show that teacher talent management remains a field in need of further conceptual and measurement development. Teacher leadership research, on the other hand, largely positions professional development, principal support, collaboration, and leadership opportunities as key factors. Schott et al. (2020) emphasize the need for further research to clarify the factors that shape teacher leadership, while Aliu et al. (2024) show that teacher leadership is associated with teachers' professional development, school development, and positive outcomes for students. This indicates room for research linking talent management with the process of shaping teacher leadership, particularly among young teachers at the junior and senior secondary level within the context of Islamic schools.

Based on the discussion above, this study aims to analyze the implementation of talent management in strengthening young teachers' leadership at SMP-SMA Ibnu Ash-Sholah Tenjolaya. The study focuses on how the school identifies the potential of young teachers, develops their leadership competencies and experience, provides opportunities to exercise leadership roles, offers mentoring and support, and retains potential teachers as part of the sustainability of the school's human resources. This focus is expected to provide empirical insight into how the management of young teachers can be directed not only toward improving teaching competence, but also toward the ability to lead, collaborate, take initiative, solve problems, and contribute to school development. This study is thus expected to benefit the development of educational management, particularly in designing a more directed, contextual, and sustainable approach to teacher talent management in Islamic educational institutions.

RESEARCH METHOD

This study employed a quantitative approach using a survey method to analyze the implementation of talent management in strengthening young teachers' leadership at SMP-SMA Ibnu Ash-Sholah Tenjolaya. The research population consisted of 30 young teachers, and the entire population was used as the sample through the total sampling technique, yielding 30 respondents. Data were collected using a five-point Likert-scale questionnaire measuring talent management, comprising potential identification, competency development, opportunity provision, recognition and retention, and talent sustainability, while young teachers' leadership comprised initiative, collaboration, decision-making, innovation, influencing ability, and exemplary behavior. The instrument indicators were adapted from Aljbour et al. (2022), García and Sesé (2024), Buchanan et al. (2020), and Schott et al. (2020). Primary data were obtained by distributing the questionnaire to all respondents and through supporting interviews with the school principal to strengthen understanding of talent management implementation at the school.

Data were analyzed using descriptive and inferential statistics. Validity and reliability tests were conducted to ensure instrument quality, after which the relationship and effect of talent management (X) on young teachers' leadership (Y) were tested using simple linear regression at a 5% significance level. The analysis included the regression coefficient, the t-test, and the coefficient of determination (R^2). Interview data were analyzed thematically through data reduction, categorization, presentation, and conclusion drawing to support the interpretation of the quantitative results. This procedure enabled the study to obtain empirical evidence on the contribution of talent management

implementation to the development of young teachers' leadership within the context of an Islamic school (Buchanan et al., 2020; García & Sesé, 2024; Schott et al., 2020).

RESULTS AND DISCUSSION

Results

This study involved 30 young teachers from SMP-SMA Ibnu Ash-Sholah Tenjolaya, all of whom were included as respondents through the total sampling technique. The analysis was conducted to determine the condition of talent management implementation, the level of young teachers' leadership, the quality of the research instrument, and the effect of talent management on young teachers' leadership.

1. Respondent Characteristics

Table 1. Respondent Characteristics

Characteristic	Category	Frequency	Percentage
Gender	Male	13	43.3
	Female	17	56.7
Age	21–25 years	8	26.7
	26–30 years	14	46.7
	31–35 years	8	26.7
Length of service	≤5 years	18	60.0
	6–10 years	12	40.0
Highest education	S1	27	90.0
	S2	3	10.0
Total		30	100.0

Table 1 shows that the respondents were dominated by female teachers (56.7%), while male teachers accounted for 43.3%. In terms of age, the 26–30-year group was the largest, at 46.7%. Regarding length of service, 60% of respondents had a maximum tenure of five years. This condition indicates that most respondents were in the early stage of their career development, which aligns with the study's focus on developing young teachers' leadership. In terms of education, the majority of respondents (90%) held a bachelor's degree (S1), while 10% had completed a master's degree (S2).

2. Implementation of Talent Management

Table 2. Descriptive Statistics of Talent Management

Dimension	Mean	SD	Category
Potential identification	4.08	0.51	High
Competency development	4.02	0.55	High
Opportunity provision	3.91	0.59	High
Recognition and retention	3.76	0.64	High
Talent sustainability	3.84	0.61	High
Talent Management	3.92	0.48	High

As shown in Table 2, the implementation of talent management obtained a mean score of 3.92, falling into the high category. The potential identification dimension obtained the highest score, at 4.08, followed by competency development at 4.02. Meanwhile, the recognition and retention dimension obtained the lowest score, at 3.76, although this still falls within the high category. These results indicate that the school has been relatively able to recognize and develop the potential of young teachers, but the aspects of recognition, retention, and efforts to retain potential teachers still have room for improvement.

3. Young Teachers' Leadership

Table 3. Descriptive Statistics of Young Teachers' Leadership

Dimension	Mean	SD	Category
Initiative	4.12	0.47	High
Collaboration	4.18	0.45	High
Decision-making	3.81	0.58	High
Innovation	3.96	0.52	High
Influencing ability	3.89	0.55	High
Exemplary behavior	4.21	0.43	Very high
Young Teachers' Leadership	4.03	0.41	High

Table 3 shows that young teachers' leadership obtained a mean score of 4.03, falling into the high category. Exemplary behavior was the dimension with the highest score, at 4.21, followed by collaboration at 4.18 and initiative at 4.12. The dimension with the relatively lowest score was decision-making, at 3.81. These findings indicate that young teachers have demonstrated leadership capacity, particularly through exemplary behavior, the ability to collaborate, and the courage to take initiative. However, involvement in the decision-making process still requires further attention.

4. Instrument Validity and Reliability

Table 4. Validity and Reliability Test Results

Variable	No. of Items	Item Correlation	Cronbach's Alpha	Remarks
Talent Management	20	0.612–0.846	0.931	Valid and reliable
Young Teachers' Leadership	20	0.587–0.824	0.918	Valid and reliable

Table 4 shows that all items had a correlation value above 0.30, thereby meeting the validity criterion. The Cronbach's Alpha values of 0.931 for talent management and 0.918 for young teachers' leadership also indicate a very good level of internal consistency. The entire instrument was therefore considered suitable for further analysis.

5. Effect of Talent Management on Young Teachers' Leadership

Table 5. Simple Linear Regression Results

Variable	Coef. B	t	Sig.	R ²
Constant	1.247	2.184	0.037	
Talent Management	0.711	6.642	<0.001	0.611

As shown in Table 5, talent management has a regression coefficient of 0.711, with a *t* value of 6.642 and a significance of <0.001. This significance value is smaller than 0.05, indicating that talent management has a positive and significant effect on young teachers' leadership. Thus, the better the implementation of talent management, the higher the level of young teachers' leadership. The R² value of 0.611 indicates that talent management is able to explain 61.1% of the variance in young teachers' leadership, while the remaining 38.9% is influenced by other factors outside the research model.

Discussion

The results show that the implementation of talent management falls into the high category, with a mean score of 3.92. This finding indicates that the school already has fairly good practices in recognizing potential and developing the competencies of young teachers. The high scores for potential identification and competency development suggest that teacher management is beginning to be directed toward recognizing individual capacity and developing professional ability. This

finding is consistent with García and Sesé (2024), who explain that teacher talent management encompasses various practices, including development, retention, succession, culture, evaluation, and knowledge management. Aljbou et al. (2022) likewise position talent management as a process capable of contributing at the individual, group, and organizational levels. The implementation of talent management in schools can therefore be viewed as a human resource development process that connects teachers' potential with organizational needs.

The recognition and retention aspect obtained the lowest score among the talent management variables. This finding is important because the success of talent development is determined not only by the school's ability to identify and develop teachers, but also by its ability to retain teachers with potential. Koh and Abdul Razak (2024) demonstrate the importance of talent management in supporting teachers' personal quality. In the context of this study, this result implies that young-teacher development programs need to be complemented by forms of recognition, acknowledgment of contribution, career development opportunities, and mechanisms that can strengthen teachers' engagement with the school.

For the young teachers' leadership variable, the mean score of 4.03 indicates the high category. Exemplary behavior emerged as the strongest aspect, with a score of 4.21. This finding is consistent with Rahmawati et al. (2023), who position teachers as role models within the school environment. Teacher leadership is not always realized through a formal position, but can instead be seen through behavior, the ability to influence students, responsibility, and exemplary conduct. This study's results also show that collaboration and initiative are important strengths among young teachers. This is in line with Buchanan et al. (2020), who explain that teacher leadership develops through professional experience, collaboration, learning, and opportunities to exercise leadership responsibility.

The relatively lower score for decision-making compared with the other dimensions indicates that young teachers still need greater space to be involved in school decision-making processes. This can be understood given that teachers at the early stage of their career are generally still building professional experience and credibility. Schott et al. (2020) assert that teacher leadership is influenced by both individual factors and the organizational environment. Improving young teachers' leadership therefore cannot be achieved through training alone, but must be accompanied by the extension of trust and responsibility, mentoring, and opportunities to participate in school programs and decisions. Simpson (2021) likewise positions teacher involvement in decision-making, school improvement planning, and various initiatives as an important part of teacher leadership.

The regression results show that talent management has a positive and significant effect on young teachers' leadership, with a coefficient of 0.711 and an R^2 of 0.611. This means that talent management practices make a fairly substantial contribution to the development of young teachers' leadership. This finding reinforces the view that potential identification, competency development, opportunity provision, and the management of teacher sustainability can serve as important mechanisms for building leadership capacity. Buchanan et al. (2020) show that experience and opportunities to exercise responsibility are an important part of teacher leadership development, while Aljbou et al. (2022) emphasize that talent management practices have implications at multiple organizational levels.

In the context of SMP-SMA Ibnu Ash-Sholah Tenjolaya, these results indicate that the development of young teachers can be directed more systematically through potential mapping, leadership development programs, the gradual assignment of responsibility, mentoring, and recognition of teachers' contributions. This approach is also relevant to the context of Islamic schools,

since teacher leadership is oriented not only toward task achievement but also toward exemplary conduct and the shaping of school culture. Rahmawati et al. (2024) show the importance of empowering teachers through adaptive leadership, capacity development, and space for innovation in Islamic schools. The implementation of talent management can therefore form part of the school's effort to build a cadre of leaders who possess professional competence while also being able to serve as role models for students and the school community.

CONCLUSION

Based on the research findings, it can be concluded that the implementation of talent management at SMP-SMA Ibnu Ash-Sholah Tenjolaya falls into the high category, with a mean score of 3.92, while young teachers' leadership likewise falls into the high category, with a mean of 4.03; the regression results show that talent management has a positive and significant effect on young teachers' leadership, with a regression coefficient of 0.711, a *t* value of 6.642, a significance of <0.001 , and an R^2 of 0.611, such that talent management is able to explain 61.1% of the variance in young teachers' leadership. These findings indicate that potential identification, competency development, opportunity provision, and the management of teacher sustainability can serve as important components in building leadership capacity. Schools are therefore advised to strengthen their recognition and retention systems, expand opportunities for young teachers to participate in decision-making, and provide mentoring and leadership experience on a gradual basis, particularly given that the recognition-and-retention and decision-making aspects obtained relatively lower scores than the other dimensions. In practical terms, the implementation of talent management can serve as a human resource development strategy for building a cadre of leaders who are professional, collaborative, innovative, and exemplary in character; academically, these findings reinforce the argument that the development of teacher leadership needs to be supported by systematic and sustainable organizational practices. The implication of this study for SMP-SMA Ibnu Ash-Sholah Tenjolaya is the need to build an integrated talent management system encompassing potential mapping, competency development, the gradual assignment of leadership responsibility, mentoring, recognition, and preparation for the regeneration of school leadership. These findings also provide a basis for future research to consider other factors beyond talent management that may account for the remaining 38.9% of the variance in young teachers' leadership.

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