

Competency-Based Human Resource Planning in Educational Institutions: A Review of the Literature on Synchronization of Organizational Needs and Educator Competencies

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Abstract

This study aims to analyze competency-based human resource (HR) planning in educational institutions through a literature review, with a focus on the synchronization between organizational needs and educators' competencies. The method used is a systematic literature review of reputable national and international journal articles published within the last five years that are relevant to the research topic. The findings indicate that competency-based HR planning is a strategic process that emphasizes the alignment between organizational needs and the quality of educators' competencies, which include pedagogical, professional, social, and personal aspects, as well as the ability to adapt to technological developments. The needs of educational organizations for educators' competencies are dynamic, particularly in responding to the demands of digitalization and the improvement of educational quality. The synchronization between organizational needs and educators' competencies is a key factor that must be implemented in an integrated manner through policies, HR management systems, and continuous professional development. However, its implementation still faces various challenges, such as limited resources, competency gaps, and the suboptimal implementation of competency-based HR management systems. Therefore, systematic strategies are required, including strengthening continuous training, leveraging technology, and adopting adaptive and data-driven leadership. In conclusion, integrated and sustainable competency-based HR planning can enhance organizational effectiveness and improve the quality of education.

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INTRODUCTION

Competency-based human resource (HR) planning in educational institutions is a strategic approach that places competence as the main basis in the management of educators and education personnel. In the perspective of modern management, HR planning focuses not only on meeting the number of workforces, but also on matching the qualities, skills, and capacities of individuals with the evolving needs of educational organizations. This process includes needs analysis, workforce forecasting, recruitment, professional development, and continuous performance evaluation (Ansori et al., 2026). The competency-based approach strengthens the strategic orientation of educational institutions

because it is able to ensure that each individual has the relevant abilities to achieve the institution's goals effectively and sustainably.

The concept of competency-based HR planning emphasizes the integration between organizational needs and competency standards that educators must have. The competencies in question are not only limited to pedagogical aspects, but also include professional, social, and personality competencies that support holistic educational performance. In the context of educational institutions, this approach has been proven to improve professionalism, performance, and quality of learning due to the alignment between organizational demands and individual capacities (Putri et al., 2025). In addition, the

implementation of competency-based HR management also encourages the formation of an organizational culture that is adaptive to global changes and technological developments.

Educational institutions no longer only need educators who meet academic qualifications, but also those who have competencies that are aligned with the organization's vision, mission, and strategy (Paibi et al., 2025). Effective human resource planning must be able to identify competency needs appropriately in order to support the achievement of educational goals optimally. This shows that the competence of educators is a key factor in determining the success of educational organizations, because the entire education system is highly dependent on the quality of human resources (Sari, D. R. et al., 2025).

The needs of educational organizations for educator competencies also include strategic aspects such as long-term planning, continuous professional development, and performance improvement (Sudrajat & Latifa, 2020). Educational institutions need to ensure that educators' competencies are not only relevant today, but also able to answer future needs. This requires a structured, sustainable, and human resources planning system based on the analysis of organizational needs. Thus, fulfilling the competency needs of educators is an integral part of the organization's strategy in increasing the effectiveness, efficiency, and competitiveness of educational institutions (Khadavi, 2024).

Synchronization between the needs of educational organizations and the competence of educators is a crucial aspect in increasing the effectiveness of educational institutions. The literature shows that the success of educational organizations is greatly influenced by the extent to which educators' competencies are able to meet the strategic demands of the organization, including in dealing with technological changes and modern learning dynamics. Integrative education workforce planning emphasizes the importance of conformity between organizational needs, environmental development, and individual competencies as the main factors in improving the quality of education. (Sari, I. P. et al., 2025) In addition, this synchronization is also related to the ability of educational institutions to adjust the curriculum and educational output to external needs such as the world of work and society (Yanti & Zahri, 2025).

Previous research by Dharma entitled "*Improving the Competence of Educators in the Context of the Implementation of the Independent Curriculum*" emphasized that synchronization does not only occur at the planning stage, but also in implementation through the continuous development of educator competencies. Improving the competence of educators is an important factor in ensuring that organizational policies can be translated into effective learning practices. For example, the implementation of the new curriculum requires educators to have relevant competencies in order to be able to optimally meet the needs of educational organizations (Dharma et al., 2023). On the other hand, research by Nazira "*Analysis of Competency Development in the Management of Educators and Education Personnel for Student Success at SMPN 2 Taman Sidoarjo,*" that Targeted competency development has also been shown to contribute to improved educator performance and student success, ultimately reflecting the successful synchronization between organizational needs and individual capacities (Syifa Hadyan et al., 2024).

The research by Hakim emphasized that the recruitment system for educators that is not fully competency-based causes potential mismatches between individual qualifications and the needs of educational institutions, thus impacting the effectiveness of the organization (Hakim et al., 2023). The lack of integration between the recruitment, training, and performance evaluation processes has led to organizations not being able to consistently ensure the alignment of educator competencies with institutional demands (Budiawati & Romzy Hibrida, 2025). The implementation of synchronization between organizational needs and educator competencies in educational institutions also faces challenges such as digital competency gaps and infrastructure limitations, which cause educators to not be fully prepared to face the demands of technology-based education (Hamdyani & Anggung, 2025). The success of educational HR management relies heavily on an integrated system, including competency-based recruitment, ongoing professional development, and a supportive organizational culture. When the system does not run optimally, there will be a gap between the needs of the organization and the competencies of the available educators (Abdullah, 2025). In addition, collaboration

between stakeholders, periodic evaluations, and visionary and adaptive leadership are key factors in ensuring successful implementation (Heny, 2024).

The urgency of this literature review lies in the fact that there is still a mismatch between the needs of the organization and the competence of educators in educational institutions, especially in the midst of the demands of global change and digitalization. In addition, existing research is still scattered and tends to discuss these aspects separately, so it does not provide a complete picture. Therefore, this study is important to comprehensively synthesize various findings to clarify the role of synchronization in competency-based HR planning and support the improvement of the effectiveness and quality of education.

The novelty of this research lies in the emphasis on synchronization between organizational needs and educator competencies as the main focus in competency-based human resource planning in educational institutions. In contrast to previous studies that tended to discuss aspects of competencies or organizational needs separately, this study examines the relationship between the two in an integrated manner through a literature review approach. In addition, this study also highlights the importance of a synchronization process that takes place in a sustainable manner in dealing with changes in the educational environment, thereby providing a more complete understanding of how HR planning can support the improvement of the effectiveness and quality of educational institutions.

This research aims to analyze the concept of competency-based human resource planning in educational institutions through a literature review, focusing on the alignment between organizational needs and educator competencies. In addition, this study also aims to identify the findings of previous research related to the form of synchronization that has been implemented, as well as its supporting and inhibiting factors. Thus, this study is expected to provide a more comprehensive understanding of the importance of synchronization in human resource planning to improve organizational effectiveness and education quality.

METHODS

This study uses a qualitative approach with the literature review method to examine in depth the concept of competency-based human resource

planning in educational institutions, especially related to synchronization between organizational needs and educator competencies. This approach was chosen because it is able to collect, analyze, and synthesize various results of previous research systematically in order to obtain a comprehensive understanding of a phenomenon.

The type of research used is Systematic Literature Review (SLR) with reference to the principle of selection and structured literature analysis. The data collection process was carried out through the search of scientific articles from nationally and internationally reputable journals published in the last five years (2020–2025). The inclusion criteria include articles that discuss educational human resource management, educator competence, and competency-based HR planning. This systematic approach allows researchers to obtain valid and relevant data for in-depth analysis.

The data collection technique is carried out through documentation studies by accessing journal databases such as Google Scholar, DOAJ, and national and international journal portals (Scott, 2018). The articles that have been collected are then selected based on the relevance of the title, abstract, and research content. The data obtained is in the form of concepts, research findings, and recommendations related to human resource planning and educator competency development. This process is important to ensure that the data analyzed truly reflects the empirical and theoretical conditions in the management of educational human resources.

Data analysis in this study uses content analysis techniques (*content analysis*) with the stages of data reduction, categorization, and drawing conclusions. The researcher grouped the research findings into main themes, such as organizational needs, educator competence, and the form of synchronization of the two. This analysis aims to find the relationship between concepts and provide a more structured understanding of the implementation of competency-based HR planning.

To improve the validity of the data, this study uses a source triangulation technique by comparing various research results from different contexts and approaches. In addition, researchers also conduct a critical evaluation of each source to ensure its credibility and relevance. Thus, the results of this study are expected to be able to provide an accurate and comprehensive picture of

competency-based human resource planning and synchronization between organizational needs and educator competencies in educational institutions.

DISCUSSION

The Concept of Competency-Based Human Resources Planning in Educational Institutions

Competency-based HR planning in educational institutions can be understood as a strategic approach that places the quality and suitability of educator competencies as determining factors for organizational success. Analytically, this concept affirms the shift from administrative planning to planning based on the real needs of the organization. This means that the process of identifying human resource needs, analyzing competencies, and aligning with the vision and mission of the institution must be carried out systematically in order to produce relevant and productive educators.

Furthermore, this approach shows that HR management cannot be separated from the overall organizational strategy. Integration between recruitment, development, and performance evaluation is key in ensuring the sustainability of human resource quality. Competency-based recruitment serves as an initial filter for finding suitable educators, while continuous development is an important instrument in maintaining and improving professionalism. Thus, competency-based HR planning is cyclical and oriented towards continuous quality improvement.

The results of the literature review show that competency-based human resource planning in educational institutions is a strategic process oriented towards the suitability between organizational needs and the individual quality of educators. This planning includes identifying human resource needs, analyzing competencies, and adjusting to the vision and mission of educational institutions. The study confirms that the success of educational organizations is highly dependent on targeted and integrated HR planning, because HR is the main factor in running the entire education system (Irvan & Sirozi, 2024). Thus, the competency-based concept places the quality of educators as the core in achieving educational goals.

Furthermore, the results of the study show that a competency-based approach requires integration between organizational strategy and the entire HR management process, from recruitment, development, to performance

evaluation. Competency-based recruitment is an important first step to ensure a match between the needs of the institution and the profile of the educators recruited (Hakim et al., 2023). In addition, competency development through continuous training and coaching is also an important part of improving the professionalism of educators (Khoiril, 2025). This shows that competency-based HR planning is not only administrative, but also operational and sustainable.

In addition, competency-based HR planning must be adaptive to changes in the educational environment, especially in the face of the digital era and Society 5.0. Educational institutions are required to integrate technological developments, organizational needs, and educators' digital competencies in the HR planning process. Research shows that data- and technology-based planning approaches can significantly improve organizational efficiency and education quality. (Sari, I. P. et al., 2025) Thus, this concept emphasizes the importance of flexibility and responsiveness in HR planning.

On the other hand, the discussion also shows that the successful implementation of competency-based HR planning is greatly influenced by the integration between organizational needs, human resource development systems, and work culture in educational institutions. Effective planning must be able to connect the organization's short-term and long-term needs with educator competency development strategies (Paibi et al., 2025). The study emphasizes that integrated and competency-oriented human resource planning can improve organizational performance and the quality of education in a sustainable manner. (Fazilatun Nisa et al., 2024) Therefore, this concept is an important basis in the management of effective and competitive educational human resources.

In the context of global change and technological developments, this concept also demands high adaptivity. Educational institutions are not only required to plan for current needs, but also to be able to project future competencies, including digital competencies and learning innovations. Data- and technology-based approaches are becoming important elements in improving planning accuracy and efficiency.

However, the success of its implementation relies heavily on integration between the organization's systems, policies, and

culture. Without the support of an adaptive and collaborative work culture, good planning is difficult to implement optimally. Therefore, competency-based HR planning must be positioned as a holistic strategy to improve competitiveness and quality of education.

The Needs of Educational Organizations for Educator Competencies

The need for educational organizations for educator competencies shows a paradigm shift from simply fulfilling academic qualifications to a strategic approach based on performance and relevance. Analytically, this emphasizes that the competence of educators must be aligned with the vision and goals of the organization in order to be able to make a real contribution to improving the quality of education. Thus, HR planning cannot be done static, but must be adaptive to changes in the educational environment and the needs of students.

The needs of educational organizations for educator competencies are not only limited to fulfilling academic qualifications, but also include the suitability of competencies with the strategic goals of educational institutions. Educational organizations need educators who are able to support the achievement of educational quality through competencies that are relevant to the development of the environment and the needs of students. Effective education workforce planning must consider the alignment between organizational needs, technological developments, and individual competencies in order to be able to improve the quality of education in a sustainable manner (Sari, I. P. et al., 2025). This shows that organizational needs are dynamic and must be responded to through strengthening the competence of educators.

Educational organizations in general require four main competencies of educators, namely pedagogical, professional, social, and personality competencies. These four competencies are the basic standards that educators must have in order to be able to carry out their duties effectively. However, in practice, organizational needs do not only stop at these standards, but develop according to the context and demands of educational institutions. Competency mapping studies show that schools tend to need educators with strong professional and pedagogic competencies as a top priority in

improving the quality of learning.

In addition, the development of the digital era and Society 5.0 also affects the needs of educational organizations for educator competence. Education organizations now need educators who not only master basic competencies, but also have digital competencies, learning innovations, and the ability to adapt to technological changes. Research shows that the readiness of educators' competencies in facing the digital era is an important factor in determining the success of the implementation of technology-based learning (Rumpoko & Diana, 2022). Thus, the needs of educational organizations are increasingly complex and demand continuous competency development.

Educational organizations need educators who are not only individually competent, but also able to contribute to strengthening the overall performance of the organization. Competencies such as leadership, communication, collaboration, and classroom management are important in supporting the effectiveness of educational organizations (Kamsidik et al., 2025). Research shows that improving human resource competencies through training and development contributes to improving the performance of educational institutions and the success of students (Syifa Hadyan et al., 2024). Therefore, the needs of educational organizations for educator competencies must be understood holistically as part of the education quality improvement strategy.

The four main pedagogic, professional, social, and personality competencies are indeed the basic foundations, but in practice organizational needs are developing more complex. The greater emphasis on pedagogic and professional competencies shows that the quality of learning is still a top priority for educational institutions. However, this focus also indicates that there are challenges in ensuring that all educators have equal competency standards, especially in implementing effective and innovative learning.

In the digital era and Society 5.0, organizational needs are increasingly expanding with the demands of digital competence and adaptability to technology. This shows that educational organizations are required to be responsive to digital transformation, while educators must continue to develop their capacity so as not to be left behind. The digital competency

gap is one of the crucial issues that can hinder the effectiveness of technology-based learning.

In addition, the need for leadership, communication, and collaboration competencies confirms that the role of educators is not only as a teacher, but also as an agent of change in the organization. Therefore, the competency needs of educators must be understood in a holistic, integrated, and sustainable manner as part of the strategy to improve educational performance and quality.

Synchronization between Organizational Needs and Educator Competencies

The results of the literature review show that synchronization between organizational needs and educator competencies is a strategic process that emphasizes the alignment between institutional demands and individual capacities. This synchronization is important because the success of educational institutions is highly dependent on the extent to which educators' competencies are able to effectively support organizational goals. Literature studies confirm that the compatibility between pedagogic competencies and organizational needs can improve the effectiveness of training, learning culture, and overall educational organizational performance. (Budiawati & Romzy Hibrida, 2025). Thus, synchronization is the main foundation in the management of competency-based education human resources.

Synchronization requires integration between organizational policies, HR management systems, and educator competency development. This integration includes not only administrative aspects, but also implementation in learning practices and performance management. In the context of modern education, synchronization also involves adjusting educators' competencies to the needs of technology-based learning and hybrid learning models. Studies show that the success of synchronization is determined by the synergy between individual competencies, organizational policies, and adaptive HR management practices (Suryanto et al., 2025).

Synchronization between organizational needs and educator competencies is a key element in improving the effectiveness of educational human resource management. Analytically, this synchronization not only relates to the formal fit between educator qualifications and institutional demands, but also reflects the organization's

ability to translate vision, mission, and goals into concrete competency needs. When synchronization runs optimally, the learning process, professional development, and organizational performance will strengthen each other systemically.

However, reality shows that the synchronization process still faces various structural and cultural obstacles. The gap between educator competence and curriculum demands and technological developments is an indication of a discrepancy in human resource planning. This shows that many educational institutions have not fully adopted a data-driven approach in mapping competency needs. In addition, the weak integration between organizational policies, HR management systems, and learning practices also shows that synchronization has not been carried out holistically.

On the other hand, the literature also reveals that synchronization between organizational needs and educator competencies still faces various challenges. One of the main challenges is the gap between the competencies possessed by educators and the demands of curriculum changes and technological developments. For example, the implementation of new curriculum and digital transformation demands an increase in competencies that educators do not always follow optimally (Lazufa et al., 2022). In addition, weak HR management systems and lack of data-driven approaches also widen the gap (Dharma et al., 2023).

However, the results of the study also show that synchronization can be improved through an integrated and sustainable strategy. Strengthening the development of educator competencies, implementing needs-based human resource management, and creating a work environment that supports continuous learning are important factors in achieving this alignment. Research shows that educational institutions that develop HR strategies based on the real needs of the organization tend to have educators who are more professional, innovative, and adaptive to change (Syifa Hadyan et al., 2024). Therefore, synchronization between organizational needs and educator competencies should be viewed as an ongoing process that requires the support of adaptive organizational systems, policies, and cultures.

In the context of modern education, the demand for digital competence and adaptive

ability further emphasizes the importance of dynamic synchronization. Without continuous adjustment efforts, educational organizations will have difficulty responding to changes in the external environment. Therefore, the strategy of strengthening competencies through continuous training, the implementation of a needs-based management system, and the development of a learning culture are very important.

Thus, synchronization must be understood as an ongoing strategic process, not just an administrative activity. The success of synchronization is largely determined by the organization's commitment to building systems that are adaptive, data-driven, and oriented towards long-term development.

Challenges and Implementation

The implementation of competency-based human resource planning in educational institutions still faces various complex challenges, both from structural and cultural aspects. One of the main challenges is the uneven limitations of training and competency development, as well as resistance to changes in the educational organization environment. In addition, difficulties in conducting competency assessments in an objective and measurable manner are also obstacles in ensuring the suitability between organizational needs and educator competencies (Putri et al., 2025). This condition shows that the implementation of a competency-based approach has not been fully running optimally in various educational institutions.

Another challenge arises from the aspect of limited resources and management systems that have not been optimally integrated. Studies show that the high workload of educators, lack of evaluation culture, and lack of uniform performance assessment standards are factors that hinder the effectiveness of the implementation of competency-based HR management (Nasruddin, 2023). On the other hand, the development of digital technology also demands the improvement of new competencies, while many educators still face limitations in digital literacy and the use of learning technologies (Ayyasy & Maelani, 2024). This further widens the gap between the needs of the organization and the competencies that educators have.

Nevertheless, the literature also identifies various strategies that can be implemented to address these challenges. One of the main

strategies is to strengthen the sustainable development of educator competencies through training, workshops, and technology-based learning. The use of information management systems and learning management systems (LMS) can also support competency management more effectively and measurably (Restu Resky Satriya & Ida Rindaningsih, 2024). In addition, educational organizations need to create a work environment that supports innovation and continuous learning so that educators are able to adapt to the changes that occur.

An effective implementation strategy also requires a visionary leadership role as well as planning that is based on data and the real needs of the organization. Strengthening an integrated HR management system, including in the aspects of recruitment, development, and performance evaluation, is key in ensuring the success of competency-based implementation. Research confirms that organizations that are able to develop HR strategies in an adaptive and sustainable manner will be better prepared to face change and able to significantly improve the quality of education (Nur Ilahi Zahir et al., 2024). Thus, the implementation of competency-based HR planning requires a systematic, collaborative, and development-oriented approach.

The implementation of competency-based human resource (HR) planning in educational institutions is a strategic effort to improve the quality of educators and organizational effectiveness. However, in practice, it still faces various challenges, both from structural and cultural aspects. The lack of uneven training and competency development is the main obstacle, coupled with resistance to changes in the educational environment. In addition, the competency assessment process that is not fully objective and measurable also hinders the suitability between the needs of the institution and the ability of educators.

From the managerial side, limited resources, high workload of educators, and the lack of integration of the HR management system are other inhibiting factors. The lack of a culture of evaluation and the lack of uniform performance appraisal standards further weaken the implementation of this approach. In the midst of the development of digital technology, challenges are increasingly complex because some educators are still low in digital literacy, thus widening the gap between the competencies needed and those

owned.

To overcome this, a comprehensive and sustainable strategy is needed. Strengthening training, workshops, and the use of technology such as management information systems and learning management systems (LMS) can be effective solutions in improving educator competence. In addition, visionary leadership and data-driven planning are indispensable to create an integrated HR management system. With a systematic, collaborative, and long-term oriented approach, the implementation of competency-based human resources can run more optimally and be able to significantly improve the quality of education.

CONCLUSION

Based on the results and discussion, it can be concluded that competency-based HR planning in educational institutions is a strategic process that emphasizes the alignment between organizational needs and educator competencies in an integrated and sustainable manner. This concept not only focuses on fulfilling the number of educators, but also on the quality of competencies which include pedagogical, professional, social, and personality aspects, as well as the ability to adapt to technological developments. The needs of educational organizations for educator competencies are dynamic and increasingly complex, especially in facing the demands of digitalization and improving the quality of education. Therefore, a strong synchronization is needed between organizational needs and educator competencies through policy integration, HR management systems, and continuous professional development. However, its implementation still faces various challenges, such as limited resources, competency gaps, and suboptimal HR management systems. To overcome this, a systematic strategy is needed, such as strengthening continuous training, technology utilization, and adaptive and data-based leadership. Thus, the success of competency-based HR planning is highly determined by the ability of educational institutions to align organizational needs with educator competencies consistently and sustainably in order to improve the effectiveness and quality of education.

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