# Optimization of Educator Quality through Job Analysis and Personnel Planning

**Antonius Da Silva[1], Ummi Anugerah Izzati[2], Karwanto[3]**

[1] Universitas Negeri Surabaya, Indonesia; dasilvaantonius68@gmail.com
[2] Universitas Negeri Surabaya, Indonesia; umianugerah@unesa.ac.id
[3] Universitas Negeri Surabaya, Indonesia; karwanto@unesa.ac.id

| ARTICLE INFO | ABSTRACT |
|---|---|
| | Optimizing the quality of educators is a crucial aspect of improving the overall quality of educational institutions. This study aims to analyze the application of human resource management (HRM) through job analysis and personnel planning strategies to address the issue of declining educator quality. This research employs a systematic literature review (SLR) method by analyzing nine relevant articles from online databases. The findings indicate that a holistic HRM approach, involving job analysis and personnel planning, can significantly enhance educator quality. Factors such as salary, professional training, workload, and recognition were also identified as triggers for low educator quality. This study suggests the need for an HRM approach tailored to the unique characteristics of each educational institution to achieve optimal results.<br><br>*This is an open access article under the <u>CC BY-NC-SA</u> license.* |

**Corresponding Author:**
Antonius Da Silva
Universitas Negeri Surabaya, Indonesia; dasilvaantonius68@gmail.com

## 1. INTRODUCTION

To enhance the quality of an educational institution, the primary focus should be optimizing the quality of human resources within the institution itself. Winarsih asserts that optimizing the quality of human resources is a key factor that ensures the sustainability of the educational process with high standards of quality (Winarsih, 2017). Therefore, an ideal educational institution must have highly qualified educators, and efficient administrative staff, and create an institutional climate that supports the optimization of the learning process.

Human resource quality (HRQ) refers to individuals within a community who possess the knowledge, skills, and attitudes necessary to achieve common goals (Badan Pusat Statistik [BPS], 2023). In the realm of education, enhancing human resource quality is crucial because educators and educational staff are the frontline agents in improving the quality of education in schools. According to G. Dessler, improving human resource quality, such as enhancing skills and abilities, enables an organization or institution to create workers who can deliver professional services (Dessler, 2015).

In education, the quality standards for educators and educational staff encompass various factors such as formal education, teaching experience, interpersonal skills, and involvement in professional

development. According to the Republic of Indonesia Law No. 14 of 2005 on Teachers and Lecturers, educators must possess four main competencies: (1) pedagogical competence, meaning the ability to manage student learning; (2) personal competence, meaning being a person of strong, noble character, wisdom, and authority; (3) professional competence, meaning the ability to understand the subject matter and serve as a role model for students; and (4) social competence, meaning the ability to communicate and interact effectively with students, fellow teachers, parents/guardians, and the surrounding community. These competencies are acquired through professional education (Government of Indonesia, 2005). Thus, the fundamental development of an educational institution depends on achieving human resource quality standards. With a profound understanding of these standards' significance, an educational institution can design an environment that supports individual growth, which in turn positively impacts societal progress.

However, in reality, to achieve educator quality standards, an educational institution must implement its efforts optimally by applying appropriate management strategies. Previous studies have shown that the most effective management strategy for educational institutions is through the implementation of Human Resource Management (HRM), which includes thorough and in-depth job analysis and personnel planning. For instance, according to Sutrisno's research, to achieve optimal educational quality, educational institutions must implement comprehensive human resource management. This includes meticulous job analysis to identify the required qualifications and competencies and strategic personnel planning to ensure the availability of qualified educators (Sutrisno, 2014). Further research by Wahyudi and Supriadi found that effective human resource management, including job analysis, personnel planning, recruitment, and educator development, positively contributes to the improvement of education quality in the studied institutions (Wahyudi & Supriadi, 2019). Similarly, Mulyasa confirmed that to achieve excellent education quality, schools must optimally implement human resource management, encompassing thorough job analysis, careful personnel planning, and continuous educator competency development (Mulyasa, 2011).

Overall, existing research indicates that holistic and strategic human resource management is a cornerstone in achieving and enhancing education quality in educational institutions. Key elements such as detailed job analysis, well-thought-out personnel planning, selective recruitment, and continuous competency development of educators all significantly contribute to education quality. Therefore, educational institutions aiming for academic excellence need to integrate comprehensive and sustainable human resource management approaches into their strategies to ensure that educators possess the qualifications and competencies that meet the institution's needs. This integration not only improves teaching effectiveness but also supports the achievement of long-term educational goals.

Although much research has explored job analysis and personnel planning separately, there is a gap in the literature regarding the systematic integration of these two concepts for optimizing educator quality. Most studies do not combine findings from various research in a structured and comprehensive manner, making it challenging to gain a thorough understanding of best practices and concrete recommendations. This study aims to fill this gap by conducting a systematic literature review, identifying patterns, gaps, and areas needing further research, and providing evidence-based guidelines for more effective implementation of human resource management strategies in education..

By analyzing the content of several scientific articles in various educational journals, this research aims to examine the application of human resource management (HRM) through job analysis and personnel planning to address the issue of declining educator quality.

## 2. METHOD

The research method employed in this paper is the Systematic Literature Review (SLR). The Systematic Literature Review (SLR) is a research model designed to systematically and transparently identify, evaluate, and synthesize all available research evidence on a specific topic (Petticrew & Roberts, 2008). This study's primary data were obtained from various sources such as scientific journals,

conferences, books, technical reports, and online repositories available in the Google Scholar database, which are relevant to the discussion topic.

The data collection technique in this research includes establishing clear inclusion and exclusion criteria, developing a comprehensive search strategy, conducting searches in relevant databases, removing duplicates, and screening studies based on titles, abstracts, and full texts, as well as assessing the quality of the remaining studies based on specific criteria (Snyder, 2019). Meanwhile, data analysis was conducted qualitatively on the content of the articles, tailored to the research objectives (Petticrew & Roberts, 2006).

Based on the literature search results through the online database on Google Scholar, the researchers identified 30 articles related to Human Resource Management (HRM). These articles were then screened, and 22 were excluded because they focused on the development of HRM in the context of organizations or institutions outside the education sector. Consequently, the researchers successfully filtered 9 articles deemed relevant to the scope of this study. The following is the flowchart of the inclusion and exclusion process at the Systematic Literature Review stage (n: number of articles) using the PRISMA flow diagram model.
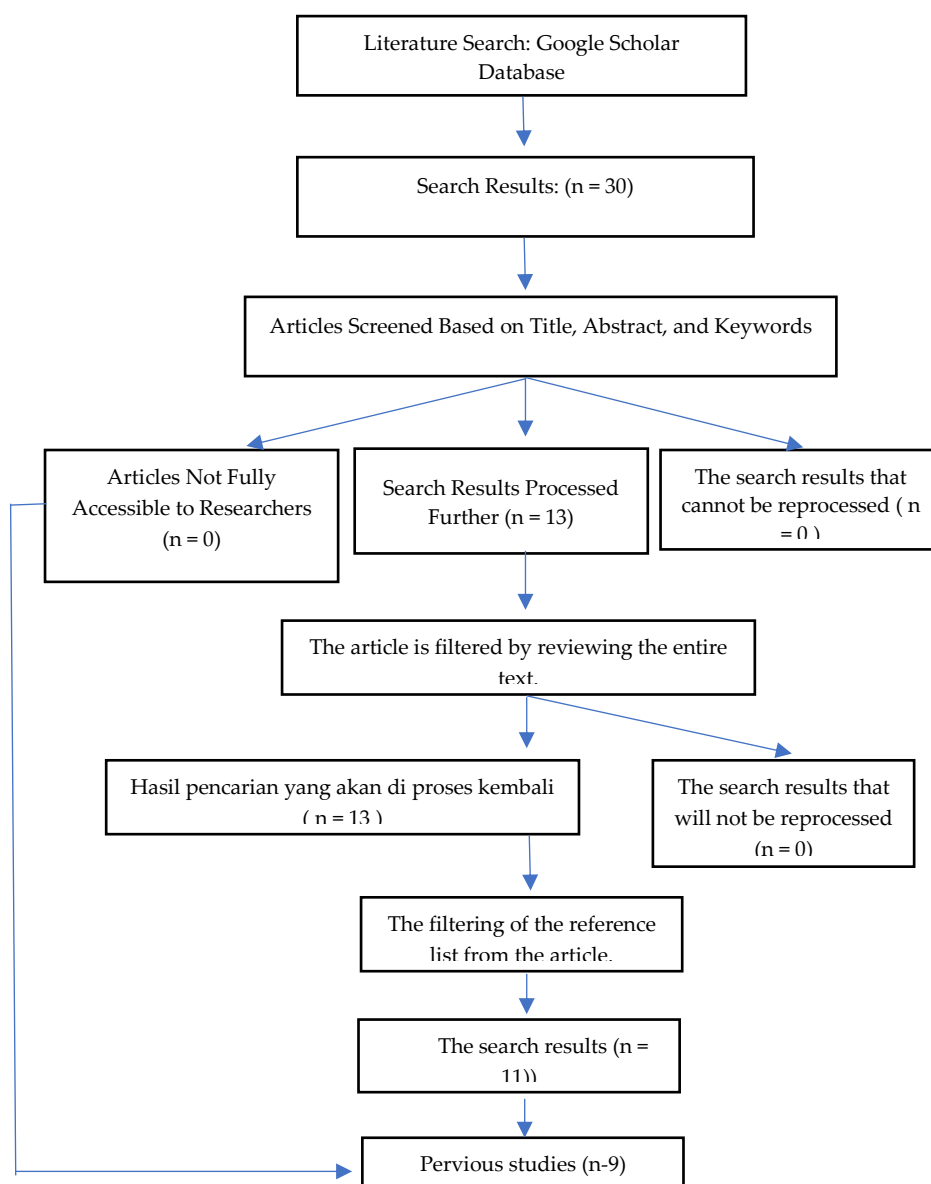


**Figure 1. Prisma Model**

## 3. FINDINGS AND DISCUSSION

A literature analysis of nine articles aligned with human resource management (HRM) was conducted, referring to journal articles published between 2017 and 2023. The review results of these nine articles are presented in Table 1 below.

**Table 1. Literature Review Data on Human Resource Management (HRM) in Improving Education Quality**

| No | Article Identity | Research Method | Research Objective | Research Finding |
|---|---|---|---|---|
| 1 | Implementation of HRM at Bina Anak Sholeh (BIAS) Boarding School Yogyakarta (Citraningsi & Nuha, 2023) | Qualitative field research method | The purpose of this study is to understand and describe how Human Resource Management is implemented at BINA ANAK SHOLEH (BIAS) Junior and Senior High School in Yogyakarta, particularly in the context of boarding schools or pesantren. | 1. he implementation of Human Resource Management at BINA ANAK SHOLEH (BIAS) Boarding School involves several important stages, which include: 1. Planning, 2. Recruitment, 3. Selection, 4. Placement, 5. Training and Development, 6. Compensation and Incentives. |
| 2 | HRM Management at SDN Cilamaya 1 School Environment (Rostini, Deti, et al., 2023)) | Qualitative descriptive analysis method | This study aims to understand and analyze HRM management in the school environment of SDN Cilamaya I. | The stages of implementing human resource management in the SDN Cilamaya I school environment include several steps, such as: 1. Job analysis, 2. Workforce needs planning and recruitment, 3. Orientation and training for educators and education staff, 4. Payroll and wage management, 5. Periodic evaluation of achieved results |
| 3 | Human Resource Planning at SMAN 34 Jakarta (As'yari, Hasyim, et al., 2023) | Qualitative research method | The purpose of this study is to explore how effectively and efficiently human resource management is carried out by the principal and staff at SMAN 34 Jakarta Selatan. | The stages of human resource planning at SMAN 34 Jakarta include several steps: 1. Human resource recruitment planning, 2. Principal's attention to HR, 3. Creating long-term, short-term, and medium-term work programs.. |
| 4 | Human Resource Management Planning (Zulkipli, Zulkipli, 2022) | Qualitative descriptive research | To determine the best way to plan human resource management in educational institutions. | The stages in human resource management planning at SMP Karya Ibu include: 1. Goal setting, 2. Preparation and procurement, 3. Development, 4. Job assessment, 5. Compensation and protection. |
| 5 | HRM in Improving Education Quality (Case Study at SD Insan Amanah Malang) (Arief, Mohammad, 2021) | Qualitative case study research method | The research objective is to describe and understand how HRM is implemented at SD Insan Amanah. | 1. In the implementation of Human Resource Management (HRM) at SD Insan Amanah Malang, several important steps are taken, such as: 1. Planning, 2. Recruitment, 3. Selection, 4. Orientation, 5. Placement, 6. Training, 7. Development. |
| 6 | Application of HRM Planning Functions at the State Islamic College | Qualitative research method | The research objective is to analyze and implement human resource management | The stages of implementing the human resource management planning function at the State Islamic |

| | | | | |
|---|---|---|---|---|
| | Mandailing Natal (Sugiharto, Vebri, 2021) | | planning at the State Islamic College Mandailing Natal. | College Mandailing Natal include: 1. Human resource needs planning, 2. Human resource selection planning, 3. Implementation of academic community development, 4. Administration and reporting implementation. |
| 7 | Implementation of Islamic Educational Personnel Management at Wali Songo Pesantren, Ngabar (Diantoro, Fery, 2020) | Qualitative research method | The research objective is to describe and analyze how personnel management is implemented at Wali Songo Pesantren. | The stages of personnel management applied in this study include: 1. Personnel service planning, 2. Selection and screening, 3. Personnel development, 4. Qualification improvement, 5. Integration of Islamic values. |
| 8 | Personnel Management in Educational Institutions: MA Darul Ihsan Samarinda and SMA YPM Diponegoro Tenggarong (Fuad, Mishabul, 2019) | Qualitative research method | The research objective in the article "Personnel Management in Educational Institutions" is to investigate the implementation of personnel management at MA Darul Ihsan Samarinda and SMA YPM Diponegoro Tenggarong Seberang. | 1. Several steps are taken to implement personnel management at MA Darul Ihsan Samarinda and SMA YPM Diponegoro Tenggarong Seberang, which include: 1. Planning, 2. Recruitment, 3. Development, 4. Termination. |
| 9 | HRM in Education to Improve Competitiveness at SDIT Ar Rahman Pacitan (Cahyo, Arief Nur, 2017) | Qualitative research method | The research objective is to analyze how Human Resource Management in education can improve the competitiveness of SDIT Ar Rahman Pacitan. | The stages of HRM carried out at SDIT Ar Rahman include: 1. Strategic Planning, 2. Operational Planning, 3. Human Resources Planning. |

These articles specifically discuss the importance of implementing Human Resource Management (HRM) through job analysis and personnel planning strategies to address the issue of declining quality among educators. This study found several factors contributing to the low quality of educators, such as: (1) low salaries and welfare, (2) lack of training and professional development, (3) excessive workload, (4) lack of recognition and prestige, and (5) poor quality of prospective educators (Kemdikbudristek, 2022). Therefore, educational institutions need to take remedial steps, one of which is by implementing HRM strategies that include job analysis and personnel planning.

According to Wahdati et al., job analysis is a procedure for uncovering facts and information in a job to systematically generate data or information through the preparation, collection, and processing of data (Wahdati et al., 2022). Similarly, Taggala emphasizes that job analysis is the process of collecting facts about a specific job and gathering data and information for management needs, using careful, systematic, and rational research and diagnosis processes to draw accurate conclusions about job requirements (Taggala, 2015). Meanwhile, according to Dessler, job analysis is a process for determining the tasks and skill requirements of a job so that an individual can be responsible for the tasks assigned to that position (Dessler, 2015).

Job analysis plays a crucial role in assisting organizations to achieve their operational and strategic objectives by determining the appropriate workforce requirements, both in terms of quantity and requisite skills (Ahmad, 2023). This process provides in-depth insights into the qualifications, skills, and experience necessary for each position, thereby supporting the recruitment and selection of suitable candidates (Tinambunan, 2023). By analyzing the roles and responsibilities of each job, job analysis ensures the alignment of the workforce with the company's goals and objectives, ultimately enhancing organizational performance and efficiency (Daniel, 2023). Furthermore, job analysis also plays a role in

identifying potential hazards and implementing control measures to create safe working conditions, as evidenced in a study on Work Safety Analysis at Rantau Kasai PKS (Hang Li, 2023). Overall, job analysis serves as a fundamental tool that not only guides the recruitment process but also enhances organizational effectiveness and employee productivity.

While Personnel planning is an approach that focuses on the development of personnel or staff (the entirety of an organization's employees). The successful development of personnel planning is crucial as it must be aligned with advancements in science and technology, as well as the demands for quality standards in human resources. Consequently, as professionals, educators are expected to comprehend and anticipate technological progress through the implementation of personnel planning (Widodo, 2011). This is why, according to Dessler, Human Resource Management is the process of acquiring, training, evaluating, and terminating employees while considering labor relations, health, safety, and fairness (Dessler, 2015). From these definitions, it can be concluded that the proper and correct application of HR management through job analysis and personnel planning is believed to assist an educational institution in improving the quality of its educators.

Personnel planning in educational institutions plays a crucial role in ensuring operational success and achieving effective educational objectives (Bantilan et al., 2023). Firstly, the purpose of this planning is to meet workforce needs by ensuring an adequate number and quality of staff to competently fill each position (Archbold, 2023). Secondly, personnel planning focuses on enhancing the quality of human resources through training programs designed to improve competencies, skills, and knowledge, enabling educators and staff to work more efficiently (Mahardika, 2023). Furthermore, personnel planning aims to retain and motivate employees through the implementation of strategies such as providing incentives, career development opportunities, and creating a positive work environment (Kudaktin, 2023). By integrating workforce needs, skill development, and motivation strategies, educational institutions can improve overall performance and create an environment conducive to staff growth and success.

Based on the analysis of nine articles identified in this research, several significant findings warrant further examination with reference to theories and research related to educational quality. The following are the results of this analysis:

1.  This study demonstrates that the effective implementation of human resource management (HRM) through job analysis and personnel planning has significantly contributed to the enhancement of the quality of educators. Job analysis, which encompasses the systematic assessment of responsibilities, skills, and competencies required for each position, enables educational institutions to identify skill and competency gaps among educators. By conducting comprehensive job analyses, institutions can design targeted development and training programs to improve educators' capabilities in alignment with their job demands.Effective personnel planning also plays a crucial role in HRM. This involves long-term strategic planning that considers future workforce projections, succession planning for key positions, and efficient recruitment and retention strategies. Well-structured personnel planning assists educational institutions in ensuring that they have the necessary human resources to achieve their educational goals. Additionally, such planning helps manage demographic changes and labor market dynamics, allowing educational institutions to attract and retain high-quality educators.The study also found that educational institutions that effectively implement job analysis and personnel planning tend to have more competent, motivated, and satisfied educators. This positively impacts the quality of teaching and learning, as high-quality educators are better equipped to create effective learning environments that support students' academic achievement. This concept aligns with the principles of Total Quality Management (TQM) in education, which emphasizes the importance of HRM as a fundamental pillar for achieving optimal education quality (Sallis, 2014). The principles of TQM highlight the importance of quality and customer satisfaction within educational institutions, requiring a deep understanding and fulfillment of the needs and expectations of students, parents, and the community (Azhar, 2023). Effective HRM plays a crucial role in ensuring that educators possess adequate competencies and

qualifications, which in turn enhances stakeholder satisfaction (Nanjundeswaraswamy, 2022). TQM also stresses the importance of continuous improvement, encouraging educational institutions to consistently identify and enhance aspects of HRM through job analysis and personnel planning, ultimately leading to gradual improvements in educator quality (Azizi, 2023). In this framework, job analysis and personnel planning are integral components of the HRM process, aimed at ensuring the availability of competent and motivated educators in accordance with the needs of educational institutions.

2. The findings of this study indicate that the effective implementation of human resource management (HRM) not only enhances the quality of individual educators but also contributes to the overall quality of education. This study aligns with previous research results, such as the study conducted by Vekeman et al. (2020) in secondary schools in Belgium, which showed that HRM practices oriented toward development can increase teacher commitment and school effectiveness. Furthermore, research by Kim et al. (2019) in South Korea revealed that effective HRM in schools is positively correlated with improved teacher job satisfaction and teaching quality. Additionally, a study by Liu et al. (2020) in China found that performance-focused HRM practices positively contribute to teacher motivation and student academic achievement. These findings are consistent with the concept of education quality as described by Suryadi and Tilaar (2015), who state that education quality results from the interaction between various components within the education system, including educators, curriculum, facilities and infrastructure, and education management.

3. This study identifies and uncovers several challenges in the implementation of human resource management (HRM) in educational institutions, encompassing various critical aspects. One of the primary challenges is the difficulty in recruiting and retaining quality educators. This is often due to intense competition with other educational institutions and the private sector, which may offer more attractive compensation and benefits. Additionally, limitations in career development and promotion opportunities can also affect educator retention. Another challenge highlighted in this study is the limited resources for HR development. Many educational institutions face funding shortages that hinder the implementation of continuous professional training and development programs. Consequently, educators may not receive the latest training necessary to enhance their skills and adopt innovative teaching methods. Furthermore, ineffective organizational structures are also identified as significant barriers in HRM within educational institutions. Rigid and bureaucratic structures can slow down decision-making processes and reduce flexibility in addressing HR issues. This can lead to dissatisfaction among educators and staff, as well as impede the institution's ability to respond swiftly to changing educational needs and dynamics. The issues in implementing HRM are not unique to this context but are observed in several other countries worldwide. For example, challenges in HRM implementation at Samara University in Ethiopia show inconsistencies between staff qualifications and regulatory requirements (Hussein, 2023). Moreover, issues such as ineffective planning, management, and execution of HR functions contribute to high turnover rates in tertiary institutions in Ondo State, Nigeria (Emmanuel, 2023). Additionally, the backwardness of HRM practices in higher education institutions in Jordan, along with the influence of local factors such as nepotism (wasta), poses significant challenges to effective HRM in academic settings in the Middle East (Goel et al., 2022). These challenges underscore the importance of addressing staffing mismatches, improving HR practices, and considering cultural aspects in HRM to enhance institutional performance and staff satisfaction. These findings are consistent with Hasbullah (2020), who identified factors affecting the quality of education, such as educator quality, educational management, and the availability of facilities and infrastructure..

4. In the effort to enhance the quality of educators, this study highlights the importance of thorough job analysis and comprehensive personnel planning. Thorough job analysis involves detailed evaluation of the responsibilities, skills, and competencies required for each position. This allows institutions to identify skill gaps and determine the necessary training or development for educators. Comprehensive personnel planning, on the other hand, encompasses long-term planning

and human resource management strategies aligned with institutional goals. This includes assessing future workforce needs, succession planning to ensure continuity in critical positions, and developing effective recruitment and retention programs. This study is supported by the findings of Suharsaputra (2020), who concluded that job analysis is a crucial step in the recruitment and selection process of educators to ensure alignment between qualifications and competencies with the needs of educational institutions. According to Supriadi (2018), comprehensive job analysis can help educational institutions understand the roles and responsibilities associated with each position. This also assists educational institutions in understanding the types of competencies and qualifications required to fulfill those positions.

Based on the analysis conducted, it can be concluded that the findings of this study align with existing theories and previous research on education quality. The effective implementation of human resource management (HRM), particularly through job analysis and personnel planning, has been shown to significantly contribute to the enhancement of educator quality and overall education quality. Detailed job analysis enables the identification of specific skill needs, while comprehensive personnel planning ensures that educational institutions can optimally manage and develop their educators.

Although this study also reveals various challenges in HRM implementation, such as difficulties in recruiting and retaining quality educators, limited resources for HR development, and ineffective organizational structures, the empirical evidence emphasizes the importance of overcoming these obstacles. By adopting strategic and evidence-based HRM practices, educational institutions can create a more supportive working environment for educators, which in turn will improve the quality of teaching and student academic achievement.

This study also reinforces the argument that investment in effective HRM benefits not only educators but also educational institutions as a whole. Therefore, recommendations for enhancing HRM practices in the educational context become highly relevant. Educational institutions that can implement effective HR strategies will be better prepared to face future challenges and meet the evolving demands of education.

Overall, this study makes a significant contribution to the educational management literature by affirming that effective HRM is key to achieving higher education quality. Thus, it is crucial for policymakers and educational administrators to continually strengthen and develop their HRM practices as an integral part of their strategies for improving education quality.

## 4. CONCLUSION

The implementation of efficient human resource management (HRM) practices through job analysis and personnel planning in educational institutions has proven capable of enhancing teacher competencies. Conducting comprehensive evaluations of each teaching position allows institutions to clearly identify the qualifications, skills, and responsibilities required. This information can then be used as a foundation for better workforce planning, including recruitment, selection, training, and development of teaching staff according to the institution's needs.

With structured personnel planning, educational institutions can ensure the availability of competent and motivated teachers. This can be achieved by recruiting and selecting candidates who meet the required criteria and providing relevant training and development to continuously improve their skills and knowledge.

Effective HRM implementation through job analysis and personnel planning not only enhances individual teacher quality but also contributes to the overall improvement of education quality. Competent and motivated teachers are better able to deliver effective teaching, create a conducive learning environment, and help students achieve their full potential.

Therefore, it can be concluded that optimizing teacher quality through job analysis and personnel planning is a crucial step in efforts to improve overall education quality. Implementing good HRM practices in educational institutions will ensure the availability of qualified human resources capable of making significant contributions to achieving the desired educational goals.

## REFERENCES

A,Daniel.,& Suleiman. (2023).Design and implementation of an android base system for job recruitment.World Journal of Advanced Engineering Technology and Science, 9(1), 272–283.

Ahmad,Shoeb.,& Saad Alqaarni. (2023).Job Analysis in Organizations: Transition from Traditional to Strategic.International Journal of Professional Business Review,8 (5),1-18.

Archbold,Carlos Alberto.(2023).A Man Power Planning Process for the Institution of Higher Education in the Inter-American Division.Doctoral Dissertation.Andrews University. https://www.doi.org/10.32597/dissertations/196/

Arief,Mohammad.(2021).Manajemen Sumber Daya Manusia dalam Meningkatkan Mutu Pendidikan (Studi Kasus di SD Insan Amanah Malang).Jurnal Ilmiah Pendidikan Madrasah Ibtidaiyah,6(1),1-13.

As'yari,Hasyim.,et.al. Perencanaan Sumber Daya Manusia di SMAN 34 Jakarta.Indonesian Journal of Islamic Education Management,6(1),25-33.

Azar,Imam Safari.(2023).The Model Of Quality Management In Strengthening Islamic Higher Education.Madinah:Jurnal Studi Islam,10 (1),85-109.

Azizi,Muhammad Hakimi et.al.(2023).Implementation of Total Quality Management in the Ministry of Religion-Based Education.Nidhomul Haq: Jurnal Manajemen Pendidikan Islam,8 (1), 125-136.

Badan Pusat Statistik (BPS). (2023). Indeks Pembangunan Manusia (IPM).

Bantilan, Jecyln C. et.al. (2023).Strategic Planning in Education: A Systematic Review.Asian Journal of Education and Social Studies, 45 (1),40-45.

Cahyo,Arief Nur.(2017).Manajemen SDM Pendidikan dalam Meningkatkan Daya Saing SDIT Ar Rahman Pacitan.Jurnal Muslim Heritage,1(2),263-286.

Cascio, W. F. (2018). Managing human resources: Productivity, quality, and people (10th ed.). McGraw-Hill Education.

Citraningsi,Diningrum.,& Nuha Adzkiyya Dzikrina.(2023). Implementasi Manajemen SDM Di Bina Anak Sholeh (BIAS) Boarding School Yogyakarta.An-Nadzir : Jurnal Manajemen Pendidikan Islam.1(1), 38-50.

Dessler, G. (2015). Manajemen Sumber Daya Manusia. Salemba Empat.

Diantoro,Fery.2020.Implementasi Manajemen Personalia Pendidikan Islam Berbasis Pengabdian di Pondok Pesantren Wali Songo Ngabar,Jawa Timur.Jurnal Manajemen Pendidikan Islam,5(1),137-154.

Fuad,Mishabul.2019.Manajemen Personalia Lembaga Pendidikan: MA Darul Ihsan Samarinda dan SMA YPM Diponegoro Tenggarong.Jurnal Pendidikan Agama Islam,7(1),27-38.

Hang,Li.,& Huam Hong Tat. (2023). Application of Job Analysis in Recruitment Based on Big Data Technology: Take F Company an Example. In : Anurajan,Misra ed. Proceedings of the 2nd International Conference on Big Data Economy and Digital Management, BDEDM 2023, January 6-8, 2023, Changsha, China

Hasbullah, H. (2020). Faktor-faktor yang mempengaruhi mutu pendidikan. Jurnal Administrasi Pendidikan, 27(2), 112-122.

Kim, K. T., Park, S. J., & Jang, J. Y. (2019). The effects of school organization's human resource management on teachers' professionalism and students' academic achievement. Asian Journal of Education, 20(1), 89-112.

Kudaktin,Serhii &Serhii Nazarenko.(2023).Staff Development Management On A Way To Strengthen Personal Potential And The State Of Bussiness Entities' Economic Security. Fìnansovo-kreditna dìâl'nìst': problemi teorìï ta praktiki,2(49),413-425.

Liu, S., Zhao, D., & Xie, W. (2020). Chinese teachers' attitudes toward performance management: The mediating effect of self-efficacy. Educational Management Administration & Leadership, 48(6), 1033-1051.

Mahardika,Berlian Nursyanti & Setya Raharja. (2023).The Importance of Strategic Planning With Modern Trends In Education.Al-Ishlah:Jurnal Pendidikan,15(2),1807-1820.

Miles, M. ., Huberman, A. ., & Saldana. (2014). Qualitative  Data Analyses: A Source of New Methods. Sage Publications.

Mulyasa, E. (2011). Manajemen Berbasis Sekolah. Remaja Rosdakarya.

Nanjundeswaraswamy, T S. et al.(2022). The Human Resource Management Practices for the Implementation of TQM in India Manufacturing Industries.Brazilian Journal of Operation & Production Management,20 (2),1-14.

Pemerintah Indonesia. (2005). Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 Tentang Guru dan  Dosen (Lembaran Negara RI Tahun 2005 Nomor 157). Sekretariat Negara.

Petticrew, M., & Roberts, H. (2006). Systematic reviews in the social sciences: A practical guide. Blackwell Publishing.

Petticrew, M., & Roberts, H. (2008). Systematic  review in the social sciences: Health and social care. Blackwell Publishing.

Rostini,Deti.,et.al.(2023). Manajemen SDM di Lingkungan Sekolah SDN. Cilamaya 1.Jurnal Ilmiah dan Ilmu Pendidikan,6(8),6074-6081.

Sallis, E. (2014). Total quality management in education. Routledge

Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. Journal of Business Research, 104, 333-339.

Sugiharto,Vebri.Penerapan Fungsi Perencanaan Manajemen Sumber Daya Manusia Pada Sekolah Tinggi Agama Islam Negeri Mandailing Natal.J-MABISYA,2(1),1-16.

Suharsaputra, U. (2020). Manajemen sumber daya manusia dalam pendidikan. Remaja Rosdakarya.

Supriadi, D. (2018). Optimalisasi sumber daya manusia dalam meningkatkan mutu pendidikan. Jurnal Pendidikan Dan Kebudayaan, 24(2), 171–180.

Suryadi, A., & Tilaar, H. A. R. (2015). Analisis kebijakan pendidikan suatu pengantar. Remaja Rosdakarya.

Sutrisno,E. (2014). Pengaruh Manajemen Sumber Daya Manusia terhadap Kualitas Pendidikan di Lembaga Pendidikan. Jurnal Manajemen dan Kewirausahaan,5(2), 85-92

Taggala., M. (2015). ANALISIS JABATAN (1st ed.). Kurnia Global Publishing.

Tinambunan,Rapima Sartika.,& Feby Aulia Safrin. (2023). Implementasi metode job safty analysis sebagai upaya pencegahan kecelakaan kerja pada karyawan, 3(3),473-486.

Vekeman, E., Devos, G., & Tuytens, M. (2020). The impact of teachers' perceived implementation of human resource practices on their commitment and intention to leave: A moderated mediation model. Educational Management Administration & Leadership, 48(4), 682-702.

Wahdati, A., Octaviani, F., & Komalasari, S. (2022). Pentingnya Analisis Jabatan Dalam Meningkatkan Kompetensi Organisasi. Jurnal Ecoment Global: Kajian Bisnis Dan Manajemen, 7(2).

Wahyudi, A., & Supriadi, D. (2019). Implementasi Manajemen Sumber Daya Manusia dalam Peningkatan Kualitas Pendidikan. Jurnal Pendidikan dan Kebudayaan, 7(3), 117-128.

Widodo, S. E. (2011). Manajemen Mutu  Pendidikan. : PT. Ardadizya Jaya.

Zulkipli,Zulkipli.(2022).Perencanaan Manajemen Sumber Daya Manusia.Jurnal Visionary,10(1),57-66.