



Recruitment policy for educators and its implications on learning quality

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ABSTRACT

This article discusses the educator recruitment policy at the West Java Provincial Education Office and its implications for the quality of learning at SMA 19 Bandung. The policy of transferring recruitment authority from schools to the Education Office aims to equalize the distribution of educators, however, it poses challenges in aligning the specific needs of schools with the assigned teaching staff. This study aims to identify the impact of the recruitment policy on the learning process, explore the challenges faced by schools in implementing the policy, and formulate strategic solutions to improve the effectiveness of the recruitment system. This research uses a qualitative approach with a case study design through interviews, observations, and documentation studies. The results showed that the policy had an impact on the mismatch of educators with the needs of schools and the limited flexibility of schools in determining suitable educators. Continuous collaboration between schools and the education office needs to address these challenges through effective communication, educator evaluation and needs-based training. This research recommends a more flexible approach to educator recruitment and competency development policies to support improving education quality.

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ABSTRAK

Artikel ini membahas kebijakan perekrutan tenaga pendidik di Dinas Pendidikan Provinsi Jawa Barat dan implikasinya terhadap kualitas pembelajaran di SMA 19 Bandung. Kebijakan yang mengalihkan kewenangan perekrutan dari sekolah ke Dinas Pendidikan bertujuan untuk meratakan distribusi tenaga pendidik, namun menimbulkan tantangan dalam menyelaraskan kebutuhan spesifik sekolah dengan tenaga pendidik yang ditugaskan. Penelitian ini bertujuan untuk mengidentifikasi dampak kebijakan perekrutan terhadap proses pembelajaran, mengeksplorasi tantangan yang dihadapi sekolah dalam implementasi kebijakan, dan merumuskan solusi strategis untuk meningkatkan efektivitas sistem perekrutan. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus melalui wawancara, observasi, dan studi dokumentasi. Hasil penelitian menunjukkan bahwa kebijakan tersebut berdampak pada ketidaksesuaian tenaga pendidik dengan kebutuhan sekolah dan terbatasnya fleksibilitas sekolah dalam menentukan tenaga pendidik yang sesuai. Tantangan ini perlu diatasi dengan kolaborasi berkelanjutan antara sekolah dan Dinas Pendidikan melalui komunikasi yang efektif, evaluasi tenaga pendidik, serta pelatihan berbasis kebutuhan. Penelitian ini merekomendasikan pendekatan yang lebih fleksibel dalam kebijakan perekrutan dan pengembangan kompetensi tenaga pendidik untuk mendukung peningkatan kualitas pendidikan secara keseluruhan.

Kata Kunci: kebijakan perekrutan; kualitas tenaga pendidik; manajemen pendidikan

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INTRODUCTION

Education is an important part of the development of a nation to improve individual knowledge and skills. Not only that, but education builds the character and moral values of individuals who are the foundation of social life. Education encompasses everything that affects the development, change, and condition of each individual. These changes reflect the development of students' potential, including knowledge, skills, and attitudes in living life. The goal of education can be defined as a correct and important agreed value system that is to be achieved through various activities, both inside and outside the school (Aryanto *et al.*, 2021). Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious and spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves and society. Education has become a top priority in Indonesia's national development agenda. One of the main challenges in education in Indonesia is the inequality of quality between urban and rural areas (Rahman *et al.*, 2022).

Educational challenges that are often found, such as difficulty in accessing schools, lack of facilities, low interest and competence of teachers, and differences in perspectives on the importance of education, are the leading causes of this inequality. In rural areas, limited infrastructure and competent human resources often hinder equitable access to quality education. In addressing this problem, some of the proposed solutions include increasing the education budget, providing incentives for teachers to teach in remote areas, and implementing teacher competency development programs. This problem arises when most people do not have equal access to education, which hinders their life opportunities. Social disparities can influence a country's human resources in education and have an impact on the country's progress, including Indonesia. These measures are expected to reduce disparities and improve the quality of education evenly throughout Indonesia. The government has made efforts by making various policies to improve the quality of education, one of which is by improving the quality of educators (Hujaimah *et al.*, 2023).

The inequality of competent educators in urban and rural areas is an obstacle that hinders access to quality education. Educators have a vital role in the educational process in Indonesia. Educators are professionals who are in charge of planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, and conducting research and service to all circles of society (Nurhayati & Rosadi, 2022). They are tasked with guiding students to achieve educational goals both academically and non-academically, including imparting knowledge and shaping the nation's character through personality development and the cultivation of desired values. Character education often does not get enough attention in schools. As a result, the emergence of various social diseases in society (Firmansyah *et al.*, 2024). The low quality of educators will result in inhibited academic and personal development of students, reduce learning motivation, and reduce the competitiveness of students in the future. Although technological developments provide easy access to information, the role of educators remains dominant in providing learning that is not only technology-based, but also includes social interaction and character education as important aspects (Murni *et al.*, 2024).

This research is in line with several previous studies that have discussed educators in Indonesia. In another study, it was found that the quality of educators is essential to improve their quality constantly. The study highlights how madrasahs should give freedom to educators to choose training to improve the quality of educators in madrasahs (Burdi & Sholikhah, 2024). Furthermore, in other research, improving the quality of education is a need that needs to be considered because if these needs are not met, they will become new problems, so it is necessary to manage good education and education personnel in order to create high-quality education (Baharuddin & Riduwan, 2024). This study focuses on how the impact of changes in government policies in the recruitment of educators will affect the quality of learning in schools. In contrast to the previous research, this study integrates the analysis of government policies on the recruitment process of educators. In achieving optimal educational goals, educators must meet the set competency standards. This underlies the importance of a quality-focused recruitment policy. The policy of recruiting educators in Indonesia, especially in West Java Province, has undergone significant changes in recent years.

Schools have full authority in the recruitment of educators based on local needs. However, a few years ago, this authority was transferred to the Education Office through the Branch Office (KCD) region 7, which is tasked with determining the placement of educators based on mapping educational needs in the region. This policy aims to distribute educators throughout the region evenly. In reality, this policy also brings new challenges, especially for schools such as SMAN 19 Kota Bandung, which must adapt to this new system (Aziz *et al.*, 2021). The problems that arise are the inequality in the distribution of educators in various regions, as well as challenges in maintaining their quality and competence (Fadil *et al.*, 2023). The dependence on the Education Office in recruiting educators causes limited flexibility for schools in choosing exemplary educators, both in terms of competence and conformity with the school's vision and mission. This study aims to explore further the implications of the policy on SMAN 19 Kota Bandung, efforts to face this challenge in the recruitment process, competency development, and evaluation of educators. In addition, this study offers strategic recommendations to overcome obstacles in the recruitment system and improve the quality of education in West Java.

LITERATURE REVIEW

Educators

Educators are individuals who direct, guide, train, and evaluate students in the context of developing skills and forming students' character by the vision of national education. Educators are professionals who are in charge of planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, and conducting research and service to all circles of society (Nurhayati & Rosadi, 2022). A person who is in an educational institution and is more often referred to as a teacher, lecturer, tutor, and so on. As a person who is trusted to develop students' abilities (Hadiono & Inayah, 2020). Educators are professional individuals who are in charge of planning, implementing, guiding, training, evaluating, and assessing the learning process to develop the skills, knowledge, and

character of students by the vision of national education. Educators include teachers, lecturers, tutors, and the like, who have an important role in guiding students to achieve their best potential through formal and non-formal education. Its main task is to design effective and adaptive learning to the needs of students (Barkah & Robandi, 2024).

Educators have a role that is not only limited to delivering learning materials, but also includes the development of students' competencies in several aspects, such as critical thinking skills and the ability to relate to the community (Dewi & Dewi, 2024). The role of educators and education staff is often the core source in transforming scientific and other values to students so that the abilities, knowledge, and skills possessed by teachers dominate the learning process and the formation of learning outcomes for their students (Yanto & Andesta, 2024). Improving the professionalism of educators can include continuous professional training, supervision, and the provision of infrastructure that supports the learning process. Emphasis on the importance of professional development of educators through needs-based training and strengthening collaborative networks to improve the quality of learning (Aziz *et al.*, 2021). Educators are called professionals if they have standard abilities related to academic, pedagogical, and social fields and can amplify them in the learning process both inside and outside the classroom. The professionalism of educators can continue to be improved through continuous systematic support, both in terms of policies and practices in the field (Murniatun, 2022).

Recruitment of Educators

The role of educators is so important that it requires a mechanism in recruitment to produce professional educators. Meanwhile, recruitment is a must that is always related to the plan that has been made by the workforce planning party (Widodo *et al.*, 2022). Recruitment activities must be appropriate and in line with the needs of the workforce that have been determined, both in terms of time, the number of workers needed, and the qualifications that are required. Recruitment is a critical process to achieve the goal of getting exemplary educators for a particular position so that they can work well and stay in school for an extended period of time. The process of recruitment, selection, and placement of education personnel is closely related to the career development and professional growth of the education personnel themselves. In the selection process, educational institutions will consider the qualifications, experience, and development potential of education personnel (Saadas & Jamilus, 2024).

The proper placement will cause educators to develop their competencies and skills according to the needs of educational institutions, thereby creating high professionalism in education (Saadah & Jamilus, 2024). The recruitment of educators aims to find and select educators who have the required skills in the field so that these educators can teach well and be able to survive in educational institutions for a long time (Asdrayany & Zohriah, 2024). Recruitment of educators must be carried out with good techniques so that later educator management will be easier. In applying this concept, organizations must consider the needs of each individual and the organization as a whole. One of the important steps towards an inclusive and fair work environment is to provide training and employee development in Islamic aspects and HR management systems (Rama *et al.*, 2023).

The recruitment mechanism for educators usually consists of several strategic stages designed to ensure the quality and suitability of candidates. The recruitment mechanism for educators is a crucial process to ensure the quality of education. However, some aspects of its implementation require critical attention. Ideally, stages such as planning, administrative selection, competency tests, and placement show a systematic effort to select competent educators. However, in practice, there are often challenges that can affect the effectiveness of this process. This process starts with recruitment planning. Next, the applicant submits administrative documents. After that, an administrative selection is carried out to ensure that the applicant's file is in accordance with the requirements. Candidates who pass will face competency tests in the form of academic evaluation, pedagogic, and educational insights that can involve written tests, interviews, or teaching simulations. The final stage involves the placement of candidates in a specific school with a probationary period as a means of initial performance evaluation. This mechanism aims not only to meet the needs of educators but also to ensure professionalism in the learning process (Lukman & Nurhayati, 2024).

Policy is the basis for the recruitment mechanism for educators. This policy has continuously changed in the past few years. This policy is the involvement of the Service Branch Office (KCD) in the process of distributing educators. The challenge in implementation is the limited flexibility of schools in choosing educators who meet the needs of schools. This policy must be followed by supervision, and there is a strict and continuous evaluation to ensure that the distributed educators have adequate competencies (Alfiyanto, 2022). Problems that often arise in several educational institutions related to immature recruitment planning include aspects of a lack of alignment in the qualifications of educators and the required education, a lack of rigor in the placement system, as well as deficiencies in the recruitment and eligibility mechanisms for applicants (Hendrizal *et al.*, 2024). There is a need for a data-based approach in recruitment policy so that the process is more efficient and accurate in mapping the needs of educators. A good policy for recruiting educators will focus on the suitability of prospective educators with learning needs. The process of educating and guiding given by educators to students is a key factor in determining the success of the education system (Kurniawati, 2022).

Educator Competency Development

The development of the competence of educators is a strategic step to improve the quality of education. Educators who have graduated with training in educational technology, teaching skills, and modern pedagogy are better able to create active learning and meet the needs of students. Competency development is a strategic step to ensure that educators can face the ever-evolving educational challenges. Educator competence is a fundamental skill or ability that an educator must have, both in terms of knowledge, attitude, emotions, and skills, in supporting their professional duties (Radinal, 2023). The competency development of educators includes three main aspects that support each other. Technical competence is related to mastery of subject matter, application of learning technology, and the ability to design a relevant curriculum. Managerial competence involves expertise in managing time, developing effective learning planning, and adapting to changes in education policies. Social and cultural competencies include the ability to build positive relationships with learners,

parents, and communities, understanding and respecting cultural diversity in the school environment (Hidayat & Ibrahim, 2023).

Competency development methods are very diverse; activities to improve the quality of educators have been carried out through training, *workshops*, certifications, discussions, and even the provision of advanced study scholarships to outstanding educators to become professionals. It is hoped that educators can improve the quality of the learning process so that students are able to master science and technology, quality skills, and Pancasila personality (Setyaningsih & Suchyadi, 2021). In addition, educators can increase their capacity by pursuing formal education to obtain a higher degree. This development is essential to ensure the relevance of learning amid technological dynamics and the ever-changing needs of students. However, the success of competency development depends on policy support, equitable access to training, and educators' commitment to implementing updates into daily practice (Rayendra, 2020).

METHODS

This research uses a qualitative method with a case study design at SMAN 19 Kota Bandung. In general, qualitative research is research whose results are not in the form of numbers, numbers, or scores, but descriptive words from the source or respondent. The qualitative method is a research approach that aims to understand social phenomena through in-depth interpretation of data. The qualitative method was chosen because it allows researchers to explore the complex experiences, views, and processes of the research subject in depth. Data was collected through in-depth interviews, observations, and documentation studies with the aim of unearthing information related to the planning, recruitment, placement, development, and evaluation of educators. The interview was conducted with the Student Representative at SMAN 19 Kota Bandung. Observations are carried out directly to obtain data in the field. The documentation study uses sources from regulations and scientific journal articles related to the recruitment of educators.

RESULTS AND DISCUSSION

Changes in the Educator Recruitment Process

The recruitment process for educators at SMAN 19 Kota Bandung has undergone significant changes in line with the policy that transfers recruitment authority to the Education Service Branch Office (KCD) Region 7. Previously, schools had complete autonomy in selecting educators according to their needs, with criteria that met specific needs. The selection process is carried out directly by the school, which allows the school to select educators who have characteristics according to the existing work environment. However, since this policy was enacted, schools can only inform KCD about the need for educators. Then, KCD will select and determine educators to be placed in schools based on the analysis of mapping regional needs.

The transition from a recruitment system to a centralized system through KCD has a significant impact on the management of educators. The benefits of the centralization policy include 1) The distribution of educators becomes more planned and measurable, this is very

important, especially for schools in remote areas that have been experiencing a shortage of educators; and 2) With this policy, the application of more uniform qualification standards which is expected to improve the quality of learning, because the recruited educators are expected to have competencies that have been systematically verified. However, several obstacles arise, especially related to the school's dependence on KCD in determining the educators to be placed. This more administrative system is often not entirely suited to the specific needs that the school has.

Challenges in the Hiring Process

In the recruitment process at SMAN 19 Kota Bandung, there are always challenges related to the recruitment process, namely 1) Qualification Discrepancy, educators sent by KCD are not always by the needs of the school. For example, when a school needs a teacher for a particular subject, what is sent is administrative personnel or other staff who do not have a relevant educational background. This situation forces schools to find alternative solutions so that these needs are met without having to wait for the redistribution process, which often takes a long time; 2) Many employees are approaching retirement, creating vacancies that are difficult to fill immediately. This situation exacerbates the shortage of educators already in schools. This pension issue is a significant challenge that affects the quality of learning in schools in Indonesia, especially those that cannot immediately fill vacant positions; and 3) Strict regulations are a big challenge for schools, which now have to rely on the policies of the Education Office. The implementation of proper education policies is a key component that affects the effectiveness of education management. Educator inconsistencies or vacancies can hinder the teaching and learning process, especially in fields of study that require special skills. Therefore, it is important for schools to continue to look for short-term solutions while waiting for improvements in the recruitment process.

The challenges in this policy require collaboration between schools and KCD. Increase clear and accurate communication from the school regarding the needs of educators. In addition, KCD must pay attention to prospective educators who are in accordance with the qualifications and who have the required expertise. In addition, it is necessary to evaluate the performance of the educators who have been selected. These results can be input for the upcoming recruitment process, and the school's participation in selecting teacher candidates can be considered. In overcoming these challenges, schools have tried to take various proactive steps. One of them is by reporting the non-conformity of educators to the Education Office. This process takes a long time because the KCD has to remap the distribution of labor. So, the school took another step, namely, with training so that it could adjust to the needs.

Educator Competency Development

Changes in the recruitment policy of educators affect how to develop the competence of educators because many educators do not meet their needs, requiring training so that these educators can adjust to the available needs. The development of this competency will affect the learning process because if there are teachers who are not competent in their fields, learning will be hampered, and there will be a decrease in students' understanding. To improve the competence of educators, SMAN 19 Kota Bandung carries out various types of

training based on annual evaluations. One of the strategies implemented is to utilize report card scores as a basis to identify training needs. The report card will describe the strengths and weaknesses of the school in several aspects, such as literacy, numeracy, and the implementation of the independent curriculum. For example, if the school finds that the literacy and numeracy scores are low, then the school takes steps to conduct training in the field of literacy and numeracy.

SMAN 19 Kota Bandung invites external speakers who have expertise in their fields with the hope that the school can not only improve the competence of educators, but will also have a direct impact on the quality of education received by students. Teachers who have high competence can create learning experiences that are more engaging, meaningful, and relevant to the needs of students, which will ultimately contribute to improving their learning outcomes. SMAN 19 Kota Bandung conducts a way to develop the competence of educators with peer tutors. When educators are found to have difficulty absorbing the training provided, the school will conduct additional training involving more competent peers. Those who already understand and successfully apply the training results will act as tutors for other teachers who need further assistance. This approach can create equality of ability among educators. In harmonizing teachers' abilities, it will have a positive impact on the quality of education in schools. Students will receive more consistent and quality learning. Competent teachers are also better able to motivate students to achieve optimal learning outcomes.

The Role of the Principal in Supervision and Evaluation

School principals have a vital role in supervising and evaluating the performance of educators. School principals and school representatives play an active role in conducting evaluations that aim to ensure that the learning process runs according to the expected standards. In learning observation, the principal is present in the classroom to observe the way a teacher teaches, starting from the delivery of material, interaction with students, and the application of teaching methods that are in accordance with the curriculum. Evaluations are conducted every semester to assess the effectiveness of teaching and provide feedback for improvement. The results of this evaluation are then discussed in a working meeting at the beginning of the year to plan for future learning improvements. The results of these observations will be used as a basis for providing feedback and suggestions for improvement to educators.

Discussion

The results of this study make an important contribution to the understanding of the policy of recruiting educators at the West Java Provincial Education Office, especially its implications for the distribution and quality of educators at SMAN 19 Kota Bandung. This research hopes to be beneficial, especially in the formulation of more effective education policies, and in ensuring the flexibility of schools in choosing appropriate educators. This research underscores the importance of synergy between centralized policies and school autonomy to maintain the quality of education. The ability that each employee has to do their job well is called competence, and it is defined as a set of defined behaviors that provide structured

guidance that allows for the identification, evaluation, and development of behaviors in each employee (Suchyadi *et al.*, 2022).

Good educators are characterized by several main competencies, one of which is pedagogical competence. This competence is a competency that must be considered by educators in order to make learning more effective. Educators are not only in charge of delivering material, but they are also required to make students understand the material (Lukman & Nurhayati, 2024). Various studies increasingly emphasize the importance of teachers' pedagogic competence to improve student learning outcomes. This competence, which is one of the important components, must continue to be developed so that education can achieve its goals well (Romli & Darmawan, 2025). Educators also have the right to adjust the standards of the learning component that are limited by national and local policies (Azhar *et al.*, 2024). In addition, educators must adjust all the competencies they have to follow existing technological advances so that later learning and teaching activities will be more effective. About society 5.0, the world of education must keep up with rapid technological developments. The world of education must use information and communication technology as a more sophisticated means to accelerate the learning process (Parwati & Pramarta, 2021).

As technology develops, educators' skills in critical, flexible, and innovative thinking are needed. These skills need to be accompanied by growing motivation, empathy, good listening, and a desire to learn throughout life (Rayendra, 2020). Good behavior of educators will support students to behave well in accordance with what they see from their educators as *role models* for students (Dewi & Dewi, 2024). Actionable solutions include ongoing training focused on learning technologies and innovative methods, academic supervision with a collaborative approach to improve teaching effectiveness, and social and cultural competency development to create an inclusive learning environment. Regular evaluations need to be conducted to provide constructive feedback to educators to support their self-development (Rayendra, 2020).

CONCLUSION

The management of educators at SMAN 19 Kota Bandung reflects a high commitment to improving the quality of learning, even though it is faced with various challenges related to recruitment policies and regulations that are pretty strict. The recruitment policy, which is now more centralized and controlled by the Service Branch Office Region 7 (KCD), has an impact on the school's flexibility in selecting educators who suit specific needs. Several challenges that arise, such as the mismatch between the qualifications of the educators sent and the needs of the school, the vacancy of positions due to retirement, and the limited autonomy of schools in determining the criteria for educators, need to be considered in future recruitment policy planning. Nevertheless, schools strive to overcome these challenges by implementing various competency development programs based on real needs in the field, such as literacy and numeracy training as well as training related to the Independent Curriculum. The training program is designed to increase the capacity of educators so that they can implement the curriculum effectively and meet the expected competency standards. Evaluation carried out systematically and continuously through direct observation shows efforts to improve the quality of learning continuously. The role of school principals in supervising and evaluating the performance of educators is very important in ensuring the

effectiveness of the learning process and the management of human resources in schools. Overall, despite various obstacles in the recruitment and distribution process of educators, the management implemented at SMAN 19 Kota Bandung has shown a structured effort based on the need to improve the quality of education. The implications of this study show that the planning and implementation of more flexible educator recruitment policies, as well as sustainable competency development, are indispensable to achieve optimal educational goals at the school level.

AUTHOR'S NOTE

The author states that there is no conflict of interest in the publication process of this article. The author also asserts that all data and content in this article are free from plagiarism.

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