



Management of Educators and Education Personnel in Improving the Quality of Education at PAUD Miftahussalam Seluma

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Abstract: This research aims to describe how educators and education staff manage to improve the quality of education at PAUD Miftahussalam Seluma Regency. This research is a qualitative descriptive research which has the meaning of describing a research that is being carried out. The main subjects in this research were the head of PAUD Miftahussalam and 7 teachers totaling 8 people. Research Instruments This research uses primary data (including observations and interviews of the Head of PAUD and teachers at PAUD Miftahussalam) and secondary data (including important documents). Data collection techniques in this research used observation, interviews and documentation methods. The data analysis technique in this research goes through three stages, namely data reduction, data display, and concluding. Data analysis was carried out descriptively qualitatively with emphasis on efforts to answer research questions through formal argumentative thinking. This research concludes that the management of educators and education personnel in improving the quality of education in Miftahussalam PAUD Seluma district has been implemented starting from planning, recruitment, job placement, and coaching and development, but has not been carried out optimally on a routine and continuous basis.

Key Words : Management Education Personnel, Quality of Education.

Introduction

School is one of the important institutions that will provide educational services and school is an institution that has a vision, mission, goals and functions. To achieve good development, effective management is needed in managing educators and education staff. Not just teaching, but their role must also ensure quality education and in accordance with students' needs (Februannisa & Anggraini, 2022). Education is an important aspect in the development of a country. To achieve good development, effective management is needed in managing educators and education staff. Not just teaching, but their role must also ensure quality education and in accordance with students' needs (Anggraeni & Manik, 2023).

Management is a process of utilizing human resources and other sources effectively and efficiently in the process of planning, organizing, implementing, directing and supervising (Ashary & Aliyyah, 2024). Educators and educational staff as one of the human resources are personnel who play an important and strategic role, especially in efforts to improve the quality of education, because educators and educational staff directly interact with students on a daily basis (Muniroh & Muhyadi, 2017). To achieve success in quality education, it is necessary to have effective management of educators and educational staff, starting from planning the procurement of educators and educational staff, recruitment and selection, appointment and placement, compensation, supervision and assessment and development up to dismissal (Cahyati et al., 2024).

Republic of Indonesia Law No. 20 of 2003 Chapter I Article 1 explains that educators are education personnel who are qualified as teachers, lecturers, counselors, tutors, lecturers, tutors, instructors, facilitators, and other titles appropriate to their specialty, and participate in providing education. Educational personnel are members of society who dedicate themselves and are appointed to support the provision of education (ASRUNI, 2018). The duties and

functions of educational and educational management according to (Komariyah et al., 2021) consisting of: (1) planning, (2) recruitment, (3) job placement, (4) compensation, (5) coaching and development, (6) evaluating.

The existence of educators and educational staff is very important so that the management and development of human resources must be carried out appropriately. Management is not just about procuring human resources, but must use management functions, starting from careful planning, carrying out recruitment and selection, appointment and placement in accordance with educational background, providing fair compensation, as well as carrying out supervision and assessment so that tasks and the responsibilities of educators and education staff are in line with the educational goals that have been set (Cahyati et al., 2024).

Apart from being an urgent need for quality education, there is a reality in the field that the factor that is often highlighted and paid attention to by the government or policy makers is making changes in terms of programs without being accompanied by efforts that are in harmony and balance with efforts to improve the people, namely educational staff, as is the case with management and management of education by leaders of their institutions (Ismail et al., 2021). This problem clearly greatly affects the quality of education, this is a tough task and responsibility for policy makers and heads of education units to be able to organize and manage the management of educators and education staff in carrying out their duties and responsibilities (Simatupang et al., 2024).

Based on initial observations at PAUD Miftahussalam Seluma Regency, it has used management functions but not optimally, especially in the process of procuring educators and education personnel, such as recruitment which is carried out suddenly without careful planning or recruiting which is not in accordance with competence and appointing educators in different fields. does not match his educational background. Not to mention that competency development through training, training, workshops is still very minimal, and there are no educational staff in the unit so that one of the teachers doubles as an educational staff. Based on the background description above, the researcher formulated a problem that could be developed in this research, namely how to manage educators and education staff in improving the quality of education at PAUD Miftahussalam, Seluma Regency. Thus, this research focuses on analyzing the management of educators and education personnel at PAUD Miftahussalam Seluma and their influence on improving the quality of education. It is hoped that this research can contribute to the management of educators and education personnel in improving the quality of education. It is also hoped that the results of this research can help in developing strategies to improve the quality of management of educators and education personnel by improving the quality of education.

Theoretical Review

Management is a leadership process related to planning, workload management, control, supervision and evaluation. All of these activities aim to achieve effective and efficient processes within an agency and institution (Basri et al., 2024). Management of educators and educational staff is a series of activities carried out starting from the management of educators and educational staff, such as recruitment and selection, appointment and placement, orientation, compensation, assessment and competency development (Ashary & Aliyyah, 2024). Management is a process of managing and utilizing

resources owned by an organization or institution through the cooperation of each member to achieve organizational goals effectively and efficiently (Alshehab, 2024). Management is a process that has distinctive characteristics which includes all planning, directing, organizing and controlling actions aimed at determining and achieving predetermined targets through the use of various sources, including human resources and other sources (Maula, 2017).

a. Educators and Education Personnel

Educators are professional staff who are tasked with planning and implementing the learning process, assessing learning outcomes, providing guidance and training, as well as conducting research and community service, especially for educators at universities. Educational staff are staff tasked with planning and implementing administration, management, development, supervision and technical services to support the educational process in educational units including heads of educational units, non-formal education unit supervisors, formal education unit supervisors, library staff, laboratory staff, resource technicians, learning, educational field personnel, administrative personnel, psychologists, social workers, therapists, school cleaning personnel, and other names for similar officers who work in educational units (Ocktaviana et al., 2020).

Educators are people who teach and guide students to increase their knowledge and insight. Meanwhile, educational staff are people who help and participate in the success of educational programs and provide services to students in the process of achieving educational goals. Examples of educational staff include library guards, general staff, and school security and cleanliness guards (Sulistiono et al., 2017).

b. Management Objectives of Educators and Education Personnel

Management of educators and educational personnel is an activity that must be carried out from the moment the educators and educational personnel enter the educational organization until they finally leave, through the process of HR planning, recruitment, selection, placement, compensation, awards, education and training/development and dismissal (Muniroh & Muhyadi, 2017).

The objectives of the management of educators and educational personnel are (a) to enable the organization to obtain and retain a workforce that is capable, trustworthy and has high motivation, (b) to increase and improve the capacity of employees, (c) to develop a work system with high performance which includes strict recruitment and selection procedures, compensation and incentive systems that are tailored to performance, management development and training activities related to organizational and individual needs, (d) Developing management practices with high commitment that realize that teaching and education staff are internal stakeholders who valuable and helps develop a climate of cooperation and mutual trust, (e) Creating a harmonious work climate (Aliyyah, 2018).

c. Duties and Management Functions of Educators and Education Personnel

Furthermore (Basri et al., 2024), pelaksanaan tugas dan fungsi dalam dalam konteks manajemen pendidikan consists of several key elements, namely: (1) Planning includes developing strategies and preparing human resources for educators and education. (2) Recruitment is considered as a step to fill gaps identified during the planning process. (3) The placement of teaching and educational staff must be in accordance with their background and qualifications. (4) Compensation, compensation has an important role in the management of teaching and educational staff related to their

welfare and job satisfaction, (5) Development of educators and educational staff can be done through education and training, (6) Evaluation of educators and educational staff plays a crucial role. one of the most important aspects in this evaluation is supervision competency, which involves three main stages: planning, implementation, and follow-up.

d. Components of Educational Management

According to Suharsimi, the components include: (a.) Student management, (b.) Personnel management, (c.) Curriculum management, (d.) Facilities management (e.) Financing management, (f.) Institutional management. educational institutions, (g.) Public relations management(Komariyah et al., 2021). School quality is the result of school performance related to input, processes and output that provide beneficial value so that it can satisfy educational customers(Mutmainah et al., 2022).

e. Quality of Education

Educational institutions are required to strive to innovate with various strategies to improve the quality of education so that they are able to produce quality output (graduates) and are able to compete in responding to the challenges of the ever-changing times(Azainil et al., 2021). Improving the quality of education is also a development target in the national education sector and is an integral part of efforts to improve human quality(Hanim et al., 2023).

Quality is society's satisfaction with the educational results achieved by educational institutions that are in line with society's current and future expectations. In the educational context, the quality of the educational process transforms various types of input and situations to achieve a certain degree of added value for students(Ristianah & Ma'sum, 2022). School quality is the result of school performance that combines input, process and output so that it is able to satisfy and exceed customer desires and needs. Based on this, it can be concluded that school quality is the result of school performance related to input, process and output which provides beneficial value so that it can satisfy education customers.(Mutmainah et al., 2022).

f. Management Principles for Improving Education Quality

Various factors and indicators influence improving the quality of education in schools, but quality improvement management has the Sujoko principle, as follows: a. Quality improvement must be implemented in schools. b. Quality improvement can only be implemented with good leadership. c. Quality improvement must be based on data and facts, both qualitative and quantitative. d. Quality improvement must empower and involve all elements in the school. e. Improving quality has the aim that schools can provide satisfaction to students, parents and the community(Siregar & Lubis, 2020).

g. Objectives of Education Quality Management

Quality education aims to empower schools by giving authority to schools and encouraging participatory decision making. According to Ibi Leba(Ristianah & Ma'sum, 2022), the objectives are: (1.) To provide satisfaction to the community or customers, (2.) So that each person in the school organization gets respect and is considered the most valuable asset of the school organization, (3.) To further improve management based on facts, Favorite school is fact-oriented. (4.) To make continuous improvements.

The strategies implemented to achieve quality education are: 1. Fulfillment of school infrastructure 2. Determination of assessment standards 3. Providing direction to teachers and students in teaching 4. Increasing teacher professionalism 5. Special coaching for students(Siregar & Lubis, 2020).

Methods

The method used in this research is a qualitative research method. According to Sugiyono (Herlina, 2020) said that the qualitative research method is a method based on the philosophy of postpositivism, used to research natural objects, where the researcher is the key instrument, data collection techniques are carried out by triangulation (combination). Data analysis is inductive or qualitative and research results emphasize meaning rather than generalization. In this research, the objects of this research were the principal and 7 teachers totaling 8 people in PAUD Miftahussalam, Sukaraja District, Seluma Regency. With data collection techniques by means of observation, interviews and documentation. The data sources used are primary data (covering school principals and teachers at Miftahussalam PAUD, Sukaraja District, Seluma Regency) and secondary data (covering data arranged in the form of documents). And the data analysis technique goes through three stages, namely data reduction, data display, and concluding.

Results and Discussion

The results of indicator research regarding the management of educators and education personnel in improving the quality of education at Miftahussalam PAUD in Seluma Regency, which includes the scope of work: (1) planning, (2) recruitment, (3) job placement, (4) coaching and development.

1. Management planning for educators and education personnel in improving the quality of education at Miftahussalam PAUD in Seluma Regency.

Based on an interview with the Head of PAUD Miftahussalam Seluma Regency, it was concluded that the planning carried out at PAUD Miftahussalam Seluma Regency was carried out carefully through stages, namely formulating the goals to be achieved in the educational unit, analyzing the current state and situation, analyzing human resource needs, comparison of the number of students, analyzing facilities and infrastructure as well as financial allocation as an effective quality alternative in the Miftahussalam PAUD education unit, Seluma Regency.

2. Recruitment of educators and education personnel to improve the quality of education at Miftahussalam PAUD in Seluma Regency.

Based on interviews with the Head of PAUD and teachers at PAUD Miftahussalam Seluma, it can be concluded that PTK recruitment at PAUD Miftahussalam Seluma Regency is not carried out openly or informed through the media. Since the existence of Miftahussalam PAUD is already known to the wider community, recruitment is carried out through a personal approach based on admission applications according to needs, recruitment is carried out by calling via telephone/WA to be asked to come to Miftahussalam PAUD according to the date determined by the school and an interview will be conducted with the school principal. The requirements for PTK who are accepted as permanent employees of the foundation at PAUD Miftahussalam Seluma Regency are: according to the qualifications required, they are a Bachelor's degree in PAUD, have work experience, master technology, have a broad view, be able to work in a team, be able to communicate well, are hard workers and are not never been in trouble with the law. PTK which is declared accepted will be carried out on the job training for 3 months, if it is declared passed then it will be appointed as a permanent employee of the foundation at PAUD Miftahussalam and will be given a decree of appointment signed by the chairman of the PAUD Miftahussalam Foundation Seluma Regency.

3. Job placement of educators and education personnel in improving the quality of education at Miftahussalam PAUD in Seluma Regency.

Based on the explanation above, it can be concluded that placement in the Miftahussalam PAUD education unit in Seluma Regency was carried out with appropriate considerations. Consider this in accordance with the requirements that have been determined as follows: 1. Work experience 2. Academic skills and achievements, 3. Physical health, 4. Educational background, because if you make a mistake in placement there will be a big risk for the quality and performance of the education unit.

4. Guidance and development of educators and education personnel in improving the quality of education at Miftahussalam PAUD in Seluma Regency.

Based on an interview conducted with Mrs. R, she said:

"In the development and development of educators and educational staff, all teachers here are given the same opportunity by the leadership to take part in activities such as training, training and workshops, especially regarding education, whether organized by the government or the HIMPAUDI, IGTKI and PKG organizations. The aim is to improve their abilities educators and education staff in their respective fields so that they can work professionally".

Discussion

The process of managing educators and education personnel in educational units must be carried out at least as early as possible, starting from the planning, recruitment, job placement, coaching and development processes. Planning has the most important role in educational success. Choosing an educator to be employed in an educational institution must be in accordance with the needs of that institution. In the process of recruiting educators and education personnel, attention must also be paid. so as to produce quality educators who are able to satisfy the expectations desired by educational institutions. Apart from that, in the recruitment process, in the implementation process, choose people who are capable of carrying out the responsibilities given. Educators who have been recruited must be hired based on the abilities and qualifications possessed by the educator so that the educator is competent in carrying out their duties.

The quality of educational programs depends not only on intelligent program concepts but also on PTK personnel who have the ability and desire to excel. Without competent and effective personnel, educational programs built on intelligent concepts and carefully designed can fail. Recruitment of teaching and educational staff is often considered a relieving condition, while screening of teaching and educational staff is considered something that is difficult. Recruitment of teaching and educational staff is seen as a relief, because recruiting teaching and educational staff provides an opportunity for anyone who applies for teaching and educational staff competitively. The management of educators and education personnel in improving the quality of education at Miftahussalam PAUD, Bukit Peninjauan II Village, Sukaraja District, Seluma Regency, Bengkulu Province, starting from planning activities, PTK recruitment, PTK placement and PTK coaching and development has been carried out well.

Planning carried out at Miftahussalam PAUD is carried out carefully through stages, namely formulating the goals to be achieved in the educational unit, analyzing the current situation and conditions, analyzing human resource needs, comparing the number of students, analyzing facilities and infrastructure as well as financial allocations. as an effective quality alternative in the Miftahussalam PAUD education unit, Seluma Regency. This is in line with

what is described (Simatupang et al., 2024), All planning activities basically go through 4 stages as follows: 1) Setting a goal or a series of goals, 2) Formulating the current situation, 3) Identifying all conveniences and obstacles and 3) Developing a plan or series of activities to achieve the goal.

PTK recruitment at Miftahussalam PAUD is not carried out openly or informed through the media. Since the existence of Miftahussalam PAUD is already known to the wider community, recruitment is carried out through a personal approach based on admission applications according to needs, recruitment is carried out by calling via telephone/WA to be asked to come to Miftahussalam PAUD according to the date determined by the school and an interview will be conducted with the school principal. The requirements for PTK who are accepted as permanent employees of the foundation at PAUD Miftahussalam Seluma Regency are: according to the qualifications required, they are a Bachelor's degree in PAUD, have work experience, master technology, have a broad view, be able to work in a team, be able to communicate well, are hard workers and are not never been in trouble with the law. The PTK which is declared accepted will be carried out on the job training for 3 months. If it is declared passed, it will be appointed as a permanent employee of the foundation at PAUD Miftahussalam and will be given an appointment decree signed by the chairman of the PAUD Miftahussalam Foundation, Seluma Regency. According to Diah Kusuma (2020), recruitment is the process of searching for, selecting, and employing new educators and education personnel to meet the needs of an education unit. The purpose of recruitment is to find the right educators and education personnel with the skills, knowledge and experience needed to fulfill the positions available in the education unit.

In carrying out placements in the Miftahussalam PAUD education unit in Seluma Regency with appropriate considerations. Consider this in accordance with the requirements that have been determined as follows: 1. Work experience 2. Academic skills and achievements, 3. Physical health, 4. Educational background, because if you make a mistake in placement there will be a big risk to the quality and performance of the education unit. This is in line with what was stated by (Sholihah, 2024), The recruitment carried out aims to attract applicants through an internal (kinship) system and an external (independent) system that is in accordance with the required qualifications with the following predetermined indicators: work experience, academic skills and achievements, physical health, and educational background.

The guidance and development of educators and educational personnel is carried out by educators and educational personnel through activities such as training, training, seminars, workshops on education, whether held internally or externally. All educators and education personnel are given the same opportunities to improve their abilities, carried out in a programmed and sustainable manner. The same thing was said (Fitri Yeni & Afriza, 2024), The professional development of educational staff is carried out based on the needs of institutions, teacher groups and individual teachers themselves. There are several principles that must be taken into account in implementing the development and development of educators and education personnel, including the following: 1) PTK needs to be fostered in all types of education, both in the workforce and in the technical education providers. 2) PTK needs to be developed which is oriented towards professional and technical improvement in carrying out their respective tasks. 2) Educators and educational staff need to be trained to encourage each individual's contribution to the school system and provide forms of welfare in return for meeting their social and psychological needs. 3) PTK needs to be fostered and



directed to train someone before and after taking office. 4) PTK needs to be developed to meet the demands of professional growth and development.

Conclusion

Based on the results and discussions that have been presented as well as through the analysis stage of research conducted on the Management of Educators and Education Personnel in Improving the Quality of Education at PAUD Miftahussalam Seluma, both through interviews, observation and documentation methods, it can be concluded as follows:

- 1) In the teaching staff planning process, it is carried out properly according to the stages, namely formulating the goals to be achieved in the educational unit, analyzing the situation and situation, analyzing the needs for human resources or educators, comparing the number of students and analyzing positions according to the tasks and work that must be carried out, analyzing infrastructure and finances effectively to improve the quality of education at PAUD Miftahussalam. Planning for teaching staff is carried out in accordance with the needs required by PAUD Miftahussalam and in accordance with the qualifications required by the school.
- 2) Recruitment of teaching staff at Miftahussalam PAUD is carried out through an internal (familial) system and an external (independent) system, not announced openly through print media or social media, but carried out using a personal approach from the school, in this case the school principal towards educators and education who meet the required qualifications, namely a bachelor's degree in PAUD, able to work together in a team, able to communicate well, have a broad outlook, have work experience, have good behavior and master technology. Recruitment is carried out through calls via telephone or Whatsup and interviews are carried out by the school principal.
- 3) The placement of educators at PAUD Miftahussalam has been carried out appropriately based on several considerations and requirements such as work experience, academic skills and achievements, educational background, and physical health. With the right work placement, work enthusiasm and work mentality will achieve optimal results so that the creativity and work of educators can develop, so it is hoped that the quality of education will be realized well.
- 4) The training and development of educators carried out at PAUD Miftahussalam is carried out in a planned and sustainable manner. Providing opportunities for educators to improve skills, knowledge, creativity so that they are able to be responsible and have a trustworthy spirit in carrying out their duties. Activities carried out include training, education and training, workshops, regarding education, whether organized by the government or the organizations HIMPAUDI, IGTKI, and PKG. This activity aims to improve the ability of educators to create professional teachers.

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