



**STRATEGY FOR IMPROVING HUMAN RESOURCES OF TEACHERS AND
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Abstract

This study was motivated by the importance of human resource management in improving the quality of education in public junior high schools. The purpose of this study was to analyze the profiles, competencies, performance, obstacles, and human resource development strategies of teachers and educational staff at SMP Negeri 1 Dasuk, Sumenep Regency. This study used a qualitative approach with a descriptive-exploratory design. Data were collected through in-depth interviews, non-participatory observation, and documentation studies from ten informants, consisting of teachers and educational staff, then analyzed using the Miles and Huberman model. The results show that human resources administratively meet national standards, but competency development still faces limitations in terms of budget, time, and technological gaps. The leadership of the principal plays an important role in creating a collaborative work climate. Policy implications emphasize the need for strategic planning for human resource development based on needs and sustainability.

Keywords: Educational Human Resource Development, Human Resource Management, School Leadership, Teacher Competency



INTRODUCTION

Human resources are a strategic element in the implementation of formal education because the quality of the educational process and outcomes is largely determined by the capabilities of the teachers and educators involved. In the context of educational organizations, human resource management serves to direct the planning, development, and utilization of educators in accordance with the objectives of educational institutions and national policies (Hasibuan, 2019).

Schools as public organizations are not only required to fulfill administrative aspects of education, but also to ensure that their human resources are able to carry out their professional roles consistently and measurably in accordance with applicable standards (Mangkunegara, 2017). Therefore, human resource management in schools is a strategic issue that is directly related to the quality of education and the sustainability of school organizations (Abdullah, 2017).

Normatively, human resource management in schools is expected to produce professional, competent, and service-oriented educators and educational personnel. Teachers are positioned as professionals who have a strategic function in educating the nation, as emphasized in Law of the Republic of Indonesia Number 14 of 2005.

This professionalism is characterized by mastery of pedagogical, personal, social, and professional competencies, which are the main prerequisites for teaching (Regulation of the Minister of National Education Number 16 of 2007). In addition, the implementation of primary and secondary education requires the support of educational personnel who work in accordance with national education process standards and policies so that the education system runs effectively (Regulation of the Minister of Education and Culture Number 22 of 2016).

However, empirical evidence from various educational institutions shows that achieving these ideal conditions still faces a number of challenges. Human resource management in schools is often not fully based on strategic planning, continuous competency development, and systematic performance evaluation.

Differences in educational backgrounds, work experience, and access to professional development cause variations in the competencies and performance of teachers and educators at the school level (Pane & Hasibuan, 2025). This situation requires schools to formulate human resource management strategies that are adaptive to the internal needs of the organization and the dynamics of the ever-evolving educational environment (Nasti & Lubis, 2025).

Theoretical studies on human resource management emphasize that developing the quality of human resources is a form of long-term investment that has an impact on organizational productivity and performance. Human capital theory views



education and training as investments that continuously improve individual capacity and organizational value (Becker, 1993).

In the context of education, investment in the competence of teachers and educators contributes to the effectiveness of learning and the achievement of school quality (Purnama, 2016). Therefore, human resource development strategies cannot be separated from efforts to improve the performance of educators and teaching staff in a planned and sustainable manner (Fadel, 2025).

Previous studies have shown that human resource development strategies in educational institutions include workforce planning, competency development, technology utilization, and strengthening organizational work culture. Digital literacy development has been proven to be one of the strategic approaches in improving human resource capacity in the educational environment (Aifalesasunanda et al., 2024).

In addition, systematic human resource management that is integrated with school policies contributes to improving the quality of basic education management (Chanifuddin & Rindaningsih, 2025). Other studies also confirm that the success of human resource development is greatly influenced by the leadership role of the principal in directing and controlling programs to improve the competence of teachers and staff (Munawwarah et al., 2024).

School leadership is a determining factor in the implementation of human resource development strategies in schools. Principals play a role as strategic decision makers who are responsible for designing, implementing, and evaluating teacher and educator development programs (Putra et al., 2024).

Adaptive and visionary leadership is needed to respond to the challenges of change in the educational environment in the 21st century, including demands for professionalism and performance accountability (Hulkin et al., 2024). In certain contexts, school leadership is also directed at shaping the values and character of human resources in accordance with the vision and culture of the educational institution (Hamami et al., 2025).

Although various studies have examined human resource development strategies in educational institutions, most of these studies focus on private schools or certain religious-based educational institutions. In-depth research on strategies to improve the human resources of teachers and educational personnel in public junior high schools, especially in Sumenep Regency, is still limited.

In addition, there has not been much research that integrates the analysis of human resource profiles, competencies, and performance, development barriers, and the formulation of human resource improvement strategies into a comprehensive and contextual study. This gap is the basis for the need for this research.



Based on these conditions, this study is important to provide an empirical description of human resource management and development at SMP Negeri 1 Dasuk, Sumenep Regency. This study is expected to contribute theoretically to the development of human resource management studies in the field of education, as well as provide practical recommendations for schools in formulating strategies to improve the competence and performance of teachers and educational staff. The focus of this study is to understand the profile of human resources, their level of competence and performance, the obstacles they face, and the human resource improvement strategies implemented in schools.

This study aims to describe the human resource profile at SMP Negeri 1 Dasuk, analyze the competence and performance of teachers and educational staff, identify obstacles in human resource development, and formulate strategies to improve human resources in accordance with the school's needs. To achieve these objectives, this study uses a qualitative approach with a descriptive-exploratory design.

This research was conducted over a period of six months at SMP Negeri 1 Dasuk, involving ten informants consisting of the vice principal, teachers, and educational staff. Data were collected through in-depth interviews, non-participatory observation, and documentation studies, then analyzed using the stages of data reduction, data presentation, and conclusion drawing as proposed by Miles and Huberman (1994).

LITERATURE REVIEW

Human resource management (HRM) in educational organizations is understood as a strategic process that includes planning, organizing, developing, controlling, and utilizing teaching and educational staff to achieve the goals of educational institutions. In the context of schools, HRM aims to ensure that every individual involved in the implementation of education has the competencies and performance required by the organization (Hasibuan, 2019).

Human resource management is not only administrative in nature, but also aims to strengthen individual capacity and improve the performance of schools as educational organizations (Mangkunegara, 2017). This perspective places human resources as strategic assets that contribute directly to the achievement of educational goals (Abdullah, 2017).

Human resources in schools consist of educators and non-educators who play complementary roles in the implementation of education. Teachers are responsible for the learning process, while non-educators support administrative and educational services to ensure that the learning process runs in accordance with established standards (Pane & Hasibuan, 2025).



The position of teachers as professionals is recognized in Law of the Republic of Indonesia Number 14 of 2005, which states that teachers have a strategic function in the national education system (Law of the Republic of Indonesia Number 14 of 2005).

This professionalism is reflected in the mastery of pedagogical, personal, social, and professional competencies as stipulated in Regulation of the Minister of National Education Number 16 of 2007 (Regulation of the Minister of National Education Number 16 of 2007). In addition, the implementation of primary and secondary education also requires the role of educators who work in accordance with applicable operational standards and education policies (Regulation of the Minister of Education and Culture Number 22 of 2016).

Human resource management in schools can be explained through the perspective of human capital theory, which views education and training as a form of investment that increases individual capacity and organizational productivity. Becker states that improving the quality of human resources through education and competency development has a long-term impact on organizational performance (Becker, 1993).

In the context of schools, investment in the competencies of teachers and staff contributes to the effectiveness of education and the achievement of school quality (Purnama, 2016). Therefore, human resource development is an important element in strategies to improve the performance of educators and educational personnel (Fadel, 2025).

Human resource development is a planned process that aims to improve the knowledge, skills, and attitudes of individuals so that they can meet job demands and organizational needs. Leonard & Nadler defines human resource development as a series of learning activities designed to improve individual and organizational performance (Leonard & Nadler, 1984).

In the educational environment, the development of teacher and staff competencies is carried out through various strategies, such as professional training, supervision, the use of digital literacy, and strengthening the school's work culture (Aifalesasunanda et al., 2024). These development strategies need to be tailored to the needs of the institution and the characteristics of the human resources available in the school in order to have an impact on performance improvement (Subandi et al., 2025).

A competency-based approach is an important foundation for improving the quality of human resources in schools. Competency is understood as the basic characteristics of individuals related to effective performance in a job (Spencer & Spencer, 1993). This approach emphasizes the alignment between job requirements and individual abilities, so that human resource improvement strategies can be designed in a targeted manner and based on the real needs of the school organization.



The success of human resource development in schools is also greatly influenced by the leadership of the principal. The principal acts as a policy maker and the main driving force in the planning, implementation, and evaluation of teacher and staff development programs (Munawwarah et al., 2024). Effective leadership is characterized by the principal's ability to build a vision, manage change, and create a work climate that supports the professional development of human resources (Hulkin et al., 2024).

In certain contexts, school principal leadership is also directed at shaping the values and character of human resources in accordance with the values and culture of the educational institution (Hamami et al., 2025). Systematic and participatory management practices by school principals have been shown to contribute to improving the quality of human resources at the junior high school level (Putra et al., 2024).

Human resource development strategies in educational institutions are a series of planned policies and actions, including workforce planning, recruitment, competency development, performance appraisal, and quality assurance. Human resource management in educational institutions must be adapted to the dynamics of environmental change and educational quality demands (Fika & Zohriah, 2024).

A planned and needs-based human resource development strategy contributes to improving the performance of educational organizations (Chanifuddin & Rindaningsih, 2025). In addition, human resource development also needs to consider sustainability aspects to support consistent quality education in the long term (Manurung et al., 2025).

This approach emphasizes that human resource management is a dynamic process that continues to undergo transformation in line with changes in the organizational context and educational environment (Suherman & Siska, 2025).

RESEARCH METHOD

This study uses a qualitative approach to examine human resource development strategies for teachers and educators in the context of school organizations. This approach was chosen because it allows researchers to understand social and educational phenomena based on the perspectives of research subjects through contextual empirical data (Sugiyono, 2005). Qualitative research emphasizes the interpretation of social processes and experiences, with researchers playing a key role in data collection and analysis (Sugiyono, 2012).

The research design is descriptive-exploratory, describing the practices, strategies, and experiences of school actors in human resource management. This approach is in line with Creswell's (2023) view, which emphasizes the use of in-depth



field analysis to understand human and social issues. The research data is presented in the form of written and oral descriptions of views, experiences, and human resource management practices in the school environment (Nugrahani, 2008).

This study is based on the post-positivism paradigm, which views social reality as a complex construction influenced by context. Therefore, understanding of the phenomenon is obtained through direct interaction with the research subjects and the use of various data collection techniques (Sugiyono, 2012).

This research was conducted at SMP Negeri 1 Dasuk, Sumenep Regency. This location was chosen because the school implements various human resource development efforts as part of its efforts to improve the quality of education.

This research was conducted over a period of six months to obtain data that reflects the dynamics of sustainable human resource management. This time frame allowed researchers to collect data systematically through interviews, observations, and documentation.

Ten research subjects were selected purposively, consisting of two deputy principals, six teachers, and two education staff. Informants were selected based on their involvement in the planning, implementation, and evaluation of human resource development at the school.

The data sources for this study included primary and secondary data. Primary data were obtained through in-depth interviews and non-participant observation of the research informants. Secondary data were obtained from supporting documents, such as school archives, data on teachers and educators, organizational structures, and school planning and policy documents related to human resource management.

Data collection was conducted through semi-structured interviews, non-participatory observation, and documentation. Interviews were conducted to explore information about strategies to improve the competence and performance management of teachers and educators, providing space for informants to express their opinions openly (Perreault & McCarthy, 2006).

Non-participatory observation was used to observe the learning process, teacher-student interactions, work discipline, school culture, and the use of facilities and infrastructure. Documentation was used as supporting data to reinforce findings from interviews and observations.

Data analysis was conducted qualitatively by following the stages of data reduction, data presentation, and conclusion drawing as proposed by Miles and Huberman (1994). Data reduction was carried out by selecting and grouping data according to the research focus. Data presentation was arranged in the form of a systematic narrative to explain the relationship between themes. Conclusions were



drawn through data interpretation to identify patterns and meanings relevant to the research objectives

RESULTS AND DISCUSSION

This study involved ten subjects consisting of teachers and educators at SMP Negeri 1 Dasuk with diverse educational backgrounds, lengths of service, and fields of work. This diversity provides a comprehensive empirical picture of the actual conditions of human resources (HR) in schools. Most subjects had a minimum academic qualification of a bachelor's degree (S1), both in education and non-education fields, with work experience ranging from 3 to 20 years. This condition shows that quantitatively and administratively, the HR of SMP Negeri 1 Dasuk has met the national qualification standards set out in the Minister of National Education Regulation Number 16 of 2007.

Table 1.

Characteristics of Research Subjects: Teachers and Educational Staff at SMP Negeri 1 Dasuk

Subject	Position/Field of Duty	Educational Background	Length of Service
S1	Science Teacher	Bachelor's Degree in Biology	± 20 Years
S2	Mathematics Teacher	Bachelor's Degree in Education	± 17 Years
S3	English Teacher	Bachelor's Degree in Education	± 17 Years
S4	Indonesian Language Teacher	Bachelor's Degree in Education	± 12 Years
S5	Science/Islamic Education Teacher	Bachelor's Degree in Economics	± 10 Years
S6	Mathematics Teacher	Bachelor's Degree in Mathematics	± 3 Years
S7	Administration Teacher	Bachelor's Degree in Administration	± 8 Years



S8	Dance Teacher	Bachelor's Degree in Dance	± 12 Years
S9	English Teacher	Bachelor's Degree in Education	± 15 Years
S10	Mathematics Teacher	Bachelor's Degree in Mathematics	± 5 Years

The interview results show that teachers at SMP Negeri 1 Dasuk have applied pedagogical and professional competencies through lesson planning, the use of innovative methods, and the utilization of educational technology. Digital media such as Canva, Quizizz, Wordwall, Google Form, and e-learning platforms are used consistently to increase student engagement. This practice is in line with the concept of human capital, which emphasizes the importance of continuous investment in improving individual competencies to enhance the performance of educational organizations (Becker, 1993).

Teachers also apply differentiated learning to respond to the heterogeneity of student abilities. This approach is carried out through various methods, media, and personal guidance, especially in subjects that are considered difficult, such as mathematics and science. These findings show that teacher competence is not only reflected in their mastery of the material but also in their adaptive abilities to student characteristics.

The improvement of human resources for teachers at SMP Negeri 1 Dasuk was carried out through training, workshops, MGMP (Teacher Working Groups), academic guidance, and learning communities. Teachers stated that training on the Merdeka Curriculum, deep learning, and digital literacy had a direct impact on improving the quality of learning. However, the effectiveness of these development programs is still influenced by budget and time constraints, so that not all teachers have the same opportunities

Table 2.

Forms of Teacher Competency Development at SMP Negeri 1 Dasuk

Type of Activity	Main Objective	Perceived Impact
MGMP	Improvement of professional competence	Exchange of good practices



Workshop/Technical Training	Strengthening pedagogy and curriculum	Learning innovation
Academic Supervision	Performance coaching and evaluation	Reflection and improvement
Digital Training	Learning technology literacy	Learning efficiency

The main obstacles in human resource development include budget constraints, high teacher workload, limited training time, and technological competency gaps. These conditions require optimization of internal resources and strengthening of school-based development.

Discussion

The results of the study show that the human resources of teachers and educational staff at SMP Negeri 1 Dasuk structurally meet national academic qualification standards, as evidenced by the minimum requirement of a bachelor's degree and relatively long work experience. This finding is in line with the provisions of Law Number 14 of 2005 and Regulation of the Minister of National Education Number 16 of 2007, which emphasize that academic qualifications are a basic prerequisite for teacher professionalism. However, as emphasized by Hasibuan (2019) and Abdullah (2017), meeting administrative qualifications does not automatically guarantee performance quality if it is not followed by planned and sustainable human resource management and development.

Teachers' adaptive abilities in utilizing digital technology and applying differentiated learning reflect pedagogical and professional competencies that have developed in line with the demands of 21st-century learning. These findings reinforce Becker's (1993) human capital theory, which states that the quality of human resources is determined by continuous investment in the development of knowledge and skills. The results of this study are also in line with the findings of Saely (2023) and Manurung et al. (2025), which emphasize that strengthening adaptive competencies is a key factor in improving human resource performance amid changes in the educational and technological environment.

Improving teacher competence through MGMP, training, workshops, and academic guidance serves as a means of collective learning and reflection on learning practices. This is in line with the research by Fika and Zohriah (2024) and Subandi et al. (2025), which emphasizes that effective human resource development in education



is based on collaboration, learning communities, and professional guidance. However, budget constraints, teachers' workloads, and differences in school contexts are factors that hinder the optimization of the impact of development programs. These findings reinforce the results of research by Aifalesasunanda et al. (2024) and Chanifuddin and Rindaningsih (2025), which show that limited resources and time often hinder the implementation of training outcomes into classroom learning practices.

On the other hand, educators have carried out administrative functions in accordance with their main duties and functions, but limitations in information technology and digital archive management have affected the efficiency of school services. This condition is in line with the views of Mangkunegara (2017) and Leonard & Nadler (1984), who emphasize that educator development should be seen as a strategic investment for the organization, not merely a complement to the education system. Research by Pane and Hasibuan (2025) also confirms that the quality of educational services is greatly influenced by the effectiveness of teaching staff performance as the main support system.

The leadership role of school principals has been proven to be significant in creating a conducive, collaborative, and participatory work climate. School principals serve as planners, motivators, facilitators, and evaluators in human resource management. These findings are consistent with the results of studies by Munawwarah et al. (2024), Hulkin et al. (2024), and Putra et al. (2024), which show that the transformational leadership of school principals contributes directly to improving the performance of teachers and staff. However, short-term HR development planning has the potential to hinder the sustainability of HR quality improvement if it is not supported by data-based strategic planning, as emphasized by Nasti and Lubis (2025).

Overall, the main obstacles in human resource development at SMP Negeri 1 Dasuk include budget constraints, high teacher workload, limited training time, and technological competency gaps. These obstacles are in line with the findings of Mokobombang and Natsir (2024) and Syari'ah et al. (2025), which emphasize that human resource development in education requires adaptive and realistic strategies in accordance with organizational capacity. Therefore, the implications of this study indicate that optimizing internal resources through school-based development, learning communities, and internal mentoring are relevant and sustainable strategies for improving the quality of human resources in the field of education.

CONCLUSION

Based on the results of research and discussions, it can be concluded that human resource management and development at SMP Negeri 1 Dasuk has generally met academic and administrative qualification standards in accordance with national



education policies. Teachers and educators demonstrate adequate pedagogical, professional, and administrative competencies, especially in the application of adaptive learning and the use of digital technology. However, human resource management still tends to be operational and short-term in nature, so it is not yet fully integrated into strategic planning for sustainable school development.

Therefore, the proposed policy is to strengthen human resource management based on strategic planning and the actual needs of schools. The implications of this policy require policymakers at the school and education office levels to allocate human resource development budgets more proportionally, develop sustainable and realistic training programs, and strengthen school-based development through learning communities, continuous academic supervision, and internal mentoring.

In addition, improving the information technology skills of educators needs to be a priority in order to support the efficiency of administrative services. The implementation of this policy requires the active role of the principal as a strategic leader who is able to consistently coordinate, monitor, and evaluate human resource development so that improvements in the quality of education can be achieved in a sustainable manner

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