The Concept of Education Personnel Management in Educational Institutions

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Abstract. The objective of this study is to expound upon and provide an explanation of the concept of educational workforce management in Islamic educational institutions. The research approach employed is literature research, where relevant and reliable sources are utilized to gather the necessary information. These sources include books and online scholarly articles (journals). The findings demonstrate that educational workforce management encompasses a range of activities, such as establishing norms, standards, procedures, recruitment, development, administration, well-being, and termination of employment for educational personnel in Islamic educational institutions. The primary goal of educational workforce management is to effectively and efficiently utilize educational personnel to achieve optimal outcomes in alignment with the institution's objectives. There are four key stages involved in educational workforce planning. Firstly, planning to meet future needs; secondly, planning to maintain future balance; thirdly, planning for recruitment, selection, and termination of employment; and fourthly, planning for workforce development. Workforce development entails a series of steps, including identifying needs, defining objectives, designing program content, applying learning principles, implementing programs, and evaluating program execution. By carefully and effectively implementing development programs through these stages, it is anticipated that the specific goals of these activities can be successfully realized.

Keywords: Management, Education Personnel, Educational institutions.

1. Introduction

The impact of the globalisation era has caused significant changes in every aspect of people's lives, and the development of science and technology is one of the things that has been most affected (Dewi, 2019). In this modern era, a shortage of manpower in a country will be the cause of underdevelopment and even potentially have a detrimental effect on the ongoing globalisation process. This is because the rapid role of technology is needed to facilitate aspects of education that must innovate in today's digital era (Nofrianti & Arifmiboy, 2021).

Education is a pillar of continued human resource development Khotimah, (2022). An essential first step in building a successful and effective national education system is to properly implement education personnel administration at the national level. the quality of learning is strongly influenced by the professional quality of staff performance educators, therefore efforts to improve the professional capabilities of staff educators in carrying out the learning and teaching process through supervision assistance, it is necessary continuously receive professional attention and assistance from the insurer answer education.(Suardi et al., 2023)

Only through a well-organised framework for proper recruitment, selection, placement, coaching, appraisal and dismissal can we ensure the presence of qualified educators in the education sector. In other words, the existence of education personnel management that is structured in accordance with the objectives of national education is absolutely necessary to build a successful national education system and provide optimal results. The quality of an education is strongly influenced by the governance system implemented in a school educational institutions. There are two known systems in institutional governance education, namely the centralized system and the decentralized system.(Silvia Marlina & M. Arif, 2023)

Management or administration is an integral and inseparable part of the whole educational process. Without management is good, educational goals are not can be achieved effectively. (Asmarni & Arif, 2023) From the review of Risza, (2023) that the quality of human resources in Indonesia is still low, this can be seen from the results of the Human Capital Index (HCI) released by the World Bank which is used to measure the quality or level of productivity of a country's human resources. Indonesia's HCI value was recorded at 0.54 in 2020 or below the average ASEAN HCI value. It is predicted that the HCI number will not change much by 2022. The education situation in Indonesia is also still lagging behind when compared to countries in the region. Indonesia's achievement in the Programme for International Student Assessment (PISA). In 2018, Indonesia's PISA scores for maths, science and reading skills were still below 400. The alarming fact is that these scores are still below the average of other ASEAN countries. There is no sign of substantial improvement in the 2022 PISA scores. Thus, it can be concluded that the quality of education and school systems in Indonesia is still far behind compared to other ASEAN countries.

This phenomenon is in line with the results of a field study (observation) conducted by Hasna et al., (2021) that the low quality of teachers and education personnel causes various problems in the world of education. One of these problems is the problem of educational administration, in that they are unable to plan learning properly. In addition, there are problems in the learning process, such as the use of methods and media that are less varied. Furthermore, there is a persistent tendency to teach basic skills such as reading, writing and counting (calistung), when in fact these activities are not appropriate. If these activities are imposed, they can have a negative impact on children's development and the results produced by educational institutions will be of low quality. Therefore, it can be concluded that high-quality educators and education personnel will bring educational institutions to achieve the desired goals.

In the context of education, teachers and other education professionals have a very vital role. This will have an impact on the quality of graduates from an educational institution who should be able to become professional resources in their fields as stated by Harfandi et al., (2020). This is also due to the fact that there are many aspects of the educational process, especially the role of the instructor in student learning, which cannot be fully replaced by technology. (Indrayadi et al., 2022) While technology can be used as an aid to accelerate the learning process, the role of the instructor remains of irreplaceable value (Sesmiarni et al., 2021) Similarly, education personnel play an important role in providing technical, managerial, developmental and administrative services that support the smooth running of the educational process in educational institutions.

According to Arifin & Setiyono, (2018) the urgency of education personnel in this day and age is very important considering their role as the main driver in creating optimal quality education. In an era that continues to develop with advanced technology, educational challenges are increasingly complex. Qualified education personnel are needed to deal with these dynamics, provide an inclusive learning environment, develop innovative learning methods, and provide approaches that suit the individual needs of students. In addition, education personnel also have a crucial role in shaping the character and morality of the younger generation, and inspiring them to reach their full potential. Thus, the presence of qualified education personnel is essential in ensuring a successful and sustainable educational future. This article will review aspects of management, particularly the concept of managing education personnel in educational institutions.

2. Methods

This research uses a qualitative approach with a library research method. Analysis resources are obtained from literature reviews in the form of books, news, scientific articles, (journals) that can be accessed online through platforms such as Google Scholar (Sumarni et al., 2023) In this context, it is important to have the ability to collect, document and analyse relevant findings related to this research topic.

Generally, the main concern in this research discussion focused on the literature and related sources, as well as recent evaluations on the management of educational personnel in Islamic educational institutions. To fulfil this need, much of the information was gathered through desk research, which involves collecting data through analysing relevant texts that have been previously published. This involves searching, reading, and analysing existing literature, such as books, scientific journals, articles, theses, and other documents related to the research topic, including references from various books, articles. The data were analysed through text reading, in-depth analysis, and review of literature relevant to the issues raised in this scientific article (Adlini et al., 2022).

Here are the general steps in the literature method in qualitative research:

2.1 Determining research objectives: by determining the research objectives and research questions to be answered through the literature review.

2.2 Sourcing information: identifying and selecting sources of information relevant to the research topic. This can be done through library searches, academic databases, and online sources.

2.3 Reviewing the literature: carefully read and review the relevant literature. Identify key concepts, findings and approaches that appear in the existing literature. Make relevant and important notes (Jannah & Azami, 2022).

2.4 Organising and analysing the literature: By organising the notes and findings found in the literature into a conceptual framework. Then identify similarities and differences between the literature and find patterns or themes that emerge.

2.5 Writing a research report: synthesising findings from the literature and drafting a research report that includes a comprehensive literature review, analysis, and interpretation of findings.

3.   Results and Discussion

3.1 Definition of Education Personnel Management

According to the principles contained in Islamic teachings, management has been an integral part since the beginning of the universe. Management principles based on the Qur'an and Hadith have a consistent role in emphasising the importance of guidance and regulation in human life. Even since the time of Prophet Adam, management concepts have been applied practically when he was appointed as the caliph in this world. This is a clear example of how management orientated towards order and harmony can be carried out.

Arrangement in the context of management in Arabic is known as "Al-tadbir". This word comes from the root "dabbara" which means "to organise" and has been mentioned in the Qur'an. Al-tadbir refers to the concept of management which includes planning, organising, implementing, and supervising (Simbolon et al., 2022). The term is often used to describe management practices in various contexts, including in the implementation of Islamic principles in daily life. As one of the words of Allah SWT is as follows:

> "*He orders the affairs from the heavens to the earth, then they ascend to him in one day, the duration of which is a thousand years according to your reckoning* (QS. As-Sajdah: 5)."

The verse gives an overview of Allah's power and organisation in controlling the affairs of this world. In this verse, Allah has full control over all affairs from heaven to earth, meaning that everything that happens in the universe is subject to His arrangement and will. Allah creates and regulates all aspects of life, including time and the passage of time itself.

The verse also shows that the perspective of time for Allah is very different from that of humans. While for humans, a thousand years is considered a very long period, for Allah it is only a day. This shows that Allah has absolute power and control over time and events in this universe. Thus, the verse provides an overview of the greatness and power of Allah as the Creator and Ruler of the universe. This verse also teaches humans to contemplate the greatness of Allah and the limitations of human understanding of Him. It directly discusses management in the context of managing organisations or human tasks. The verse emphasises more on Allah's power and arrangements in controlling world affairs.

Management, as described by Chotimah & Fathurrohman, (2014)involves a series of actions of planning, coordinating, directing, and managing operations to achieve organisational goals using available resources. In different perspectives, management is inseparable from four main elements, namely planning, organising, mobilising, and controlling and evaluating, which also involves the assessment process. In essence, management involves strategic activities that aim to achieve organisational effectiveness and efficiency in achieving set goals.

From the previous explanation, it can be explained that management is the implementation of key functions such as planning, organising, directing, and controlling to achieve organisational goals through cooperation with related individuals (Sumarni et al., 2023) In this context, management involves coordinated and directed efforts to effectively manage resources and people, and to realise organisational success. Thus, management becomes the backbone in achieving organisational success through the regulation and optimal use of resources.

According to the provisions listed in Law Number 20 Year 2003, Part 1, Article 1, Paragraph 5 in Astuti, (2019), education personnel refer to individuals in society who are officially appointed and dedicated to helping carry out educational activities. In addition, in the Regulation of the Minister of Education and Culture Number 10 of 2007 which discusses the protection of educators and education personnel, the definition of education personnel includes various roles such as managers, supervisors, researchers, developers, library personnel, laboratory personnel, learning resource technicians, administrative staff, psychologists, social workers, therapists, janitors, and security personnel, as stipulated in Article 1 Paragraph 2.

According to Tumanggor et al., (2021) educational personnel who work in the field of education are different from other personnel (staff of educational institutions). Educational institutions oversee education providers and organisations that provide education. Personnel in educational institutions include those who work there, but not all of them can be called education personnel. Therefore, individuals who work in educational institutions or organisations, have a deep understanding of the philosophy and science of education, and are involved in the implementation of activities (both micro and macro) or the management of education, are recognised as members of the education personnel group.

Education personnel management involves monitoring and optimising the use of human resources in education. The educational personnel management approach is a systematic method for recruiting, utilising, and retaining existing staff (Komariyah et al., 2021). Management of educational personnel is a critical aspect in achieving the success of educational institutions. With the right approach in recruiting, managing, and utilising human resources, educational institutions can achieve optimal efficiency and effectiveness in achieving educational goals (Susanti, 2021). So, education personnel management is the main part related to human resources.

Education personnel management is a process that involves establishing norms, standards, procedures, appointing, mentoring, supervising, maintaining, and dismissing school education personnel so that they can perform their duties and contribute to the achievement of educational goals (Susanti, 2021). The act of organising education personnel to complete tasks in accordance with their roles and functions in order to run efficiently (Aulia et al., 2022). So, education personnel management is the effective management of aspects of the needs, development, and utilisation of human resources in the field of education.

The main objective of education personnel management is to optimise the utilisation of human resources while maintaining a pleasant working atmosphere as stated by Bachtiar, (2016). In this context, the task of a leader is to carry out personnel functions that include the process of recruiting, training, coaching, and motivating staff to achieve organisational goals. Leaders also play a role in helping team members achieve expected positions and behavioural standards, as well as providing maximum support in their career development. In addition, leaders are also responsible for coordinating individual goals with the overall goals of the organisation in an efficient manner.

Based on the perspectives of the experts mentioned, education personnel management involves a series of activities that must be carried out throughout the work cycle of education personnel members, from the beginning of recruitment to the end of termination of employment. This process includes human resource planning, selection, placement, payroll, rewards, skills development and termination of employment. By managing each of

these stages effectively, educational institutions can ensure that education personnel are used optimally and in accordance with organisational needs.

Thus, the perspective of education personnel management is an important aspect in the success of educational institutions. In this context, strategic human resource planning, careful recruitment, skills development and objective performance appraisal are key factors in achieving educational goals. Through effective management, educational institutions can create a motivating work environment, improve teaching quality and strengthen staff commitment to organisational goals. In an era of global change and increasingly fierce competition, scientific management of education personnel is the foundation for improving the quality of education in a sustainable manner.

3.2 Educational personnel management procedures

3.2.1 Education Personnel Planning

Planning for education personnel is the procedure used to assess their needs and prepare them for the future. Although planning is an early stage in implementation, it often receives little attention. It enables the effective and efficient execution of all human resource-related tasks.

Planning for education personnel involves four main stages: (1) identifying future needs; (2) establishing a forward balance; (3) carrying out recruitment, selection, and termination of employment relationships; and (4) developing the potential and abilities of education personnel (Astuti, 2019).

In the context of human resource planning, there are various approaches that can be used to plan HR effectively. Some of the methods that can be applied include:

3.2.1.1 Traditional method

The method known as workforce planning is an approach that specifically considers aspects of the number of employees, nature of work, and skill levels required in an organisation. It enables organisations to effectively identify workforce needs, measure and predict workforce availability, and take appropriate steps to meet those needs. By using good workforce planning, organisations can optimise the use of their workforce, reduce the risk of employee shortages or surpluses, and improve overall efficiency and productivity.

3.2.1.2 Integrated Planning Method

Integrated planning involves comprehensive consideration of all the factors that are crucial in developing and realising an organisation's or people's vision. In an integrated planning approach, the strategic vision takes centre stage in all stages of planning, with the goal acting as the measure of success.

3.2.1.3 Selection Method

Selection is a critical stage in decision-making, where candidates are evaluated based on their attributes related to the requirements of the position. This process aims to select the most suitable and qualified individual to fill the position (Wijaya et al., 2019). Using a scientific approach and relevant criteria, selection aims to ensure that the selected individuals have the right competencies, skills and potential to carry out the duties and responsibilities of the desired position. As such, effective selection can improve an organisation's overall productivity, performance and sustainability.

One of the verses in the Qur'an, QS. Shad:27, explains the importance of planning in a management system. Meanwhile, the process of creating and recording the required task

components is known as job analysis. The two components of job analysis are: (1) a job description, which lists the tasks or duties to be completed; (2) a job specification, which lists the skills, knowledge, abilities, personality, interests and preferences required for the position.

Thus, it can be concluded from the above description that to prepare for staffing needs, a principal must first identify or assess the types of jobs, tasks and positions that are urgently needed to avoid mistakes in recruitment and job placement.

3.2.2 Recruitment, selection and placement of education personnel

After the implementation of education personnel planning, a series of professional operations called recruitment, selection, and placement are required. This is in line with what was conveyed by Arini & Muhlis, (2020) that recruitment is a process carried out to identify and attract individuals who have the potential to become members of an organisation or company.

3.2.2.1 Recruitment Process

In general, the purpose of recruitment is to provide a number of qualified applicants. Sources of recruitment of education personnel consist of: Educational personnel recruitment sources include direct registration, internal recommendations, recruitment through educational institutions or universities, recruitment through training institutions, recruitment agencies, online media and platforms, international exchange or cooperation programmes, and education and career fairs according to the views of Arini & Muhlis, (2020) which states that the source of recruitment of teaching staff is obtained from two criteria, namely internal and external parties (third parties).

Employee recruitment is the process of searching, attracting, and selecting qualified prospective employees to fill certain positions or jobs in an organisation or company. Meanwhile, Widodo, (2023) argues that employee recruitment also involves collecting and assessing information about prospective employees, such as application submissions, interviews, reference checks, and ability or knowledge tests.

Meanwhile, according to Harahap et al. (2023), recruitment is a series of steps that begin with the need to fill a job position and continue until candidates submit their applications.recruitment is a series of steps that begin with the need to fill a job position and continue until candidates submit their applications. This causes a difference between the recruitment process and the selection process. After the recruitment stage is complete, the selection stage is carried out to select suitable candidates.

3.2.2.2 Selection

After the recruitment process, the next stage is the selection process. The selection process involves assessing and selecting labour candidates through a series of steps, including administrative selection, written tests, psychological tests, insight assessments, and medical tests (Wijaya et al., 2019). After going through these stages, candidates who meet the requirements will be selected to fill the appropriate positions. The definition of selection refers to a decision-making process in which individuals are selected based on an evaluation of the suitability of individual characteristics to the requirements of the desired position.

Based on this understanding, it can be concluded that selection is a process to select suitable candidates to fill a position or position based on the specified requirements. At this stage, a series of activities are carried out with the aim of selecting the best candidate

among several applicants who want to be employed or appointed. The purpose of selection is to find candidates who are considered the most suitable to fill the position. In other words, selection is not only looking for competent individuals, but also individuals who fit the company's culture and environment. A highly capable and qualified candidate may be successful in one cultural environment but may not be suitable in another due to the need to make significant adjustments.

3.2.2.3   Placement of Education Personnel

The next stage after selection is the placement of prospective employees who have been accepted in positions or jobs that require, as well as giving them authority. Through proper placement, prospective employees will be able to carry out their duties in the appropriate position (Harahap et al., 2023). With this proper placement, work enthusiasm, work mentality, and work performance can achieve optimal results, even employee creativity and initiative can develop. Placement is a follow-up to the recruitment and selection process, where a prospective employee who has passed / accepted is ready to be placed in a position that matches his qualifications. In the placement of education personnel, there are several things that need to be considered, namely: according to the needs of the organisation and have expertise or skills that are in accordance with the demands of the position (Wijaya et al., 2019).

The fundamental principle in the appointment and placement of education personnel is to ensure the suitability of the tasks carried out with the abilities possessed by these employees. According to Anwar, (2020) in the placement process, organisational steps must consider the interests, talents, abilities, and level of difficulty of the tasks that will be carried out by each individual. Failure to appoint and place education personnel can result in negative impacts, such as the inability to achieve the objectives of the education program, disharmony in the work atmosphere, inefficient performance, violation of work procedures, lack of compliance with work rules, abuse of responsibilities, and various other consequences.

3.3 Education Personnel Development Pattern

Coaching and development of education personnel are steps taken to improve the competence, knowledge, skills and work quality of education personnel. The main purpose of coaching and development is to ensure that education personnel have the necessary qualifications to deal with demands and changes in the field of education. At the coaching stage, education personnel are given direction, guidance and support to improve their understanding of their duties and roles as educators (Harun, 2013). Coaching also involves providing relevant resources and training to develop their pedagogical, managerial and leadership skills.

On the other hand, the development of education personnel encompasses a wide range of programmes and activities that aim to improve specific knowledge and skills in the field of education. This can include advanced training, professional development courses, participation in seminars and conferences, as well as research activities and scientific publications. With effective coaching and development, education personnel can continue to hone their skills, keep up with the latest developments in the field of education, and make better contributions to the learning process. In addition, coaching and development can also increase the motivation, job satisfaction and loyalty of education personnel to the educational institutions where they work (Bachtiar, 2016).

Educational personnel development strategies involve a complex set of processes and steps. This includes determining needs, determining targets, determining programme content, applying learning principles, implementing programmes, and assessing programme implementation. By implementing this strategy, the development of education personnel can be carried out effectively and efficiently, thereby increasing the competence and quality of education personnel as a whole (Anwar, 2020).

3.3.1   Needs Assessment Analysis

To understand work analysis well, it is important to first understand the essence of the problem. Problems usually arise when performance does not meet predetermined standards. However, often the problems identified are not clear and specific enough. Therefore, it is important to supplement the problem with concrete evidence. The overall performance analysis process involves finding evidence of complex problems, which demands good research skills from analysts. Once the problem and problem evidence are well identified, the next step is to identify the causes of the problem. This requires answering the questions of why the problem arose and what factors contributed to the problem.

In the process of identifying development needs, three parties are involved, as follows:

3.3.1.1   Management: Management is responsible for determining the direction and strategy of the organisation's overall development. They must understand the organisation's vision, mission, and goals and identify development needs that fit with long-term planning.

3.3.1.2   The Workforce: The workforce, including employees and staff, has a deeper understanding of their individual development needs. They can provide input on skills, knowledge or competencies that need to be improved to enhance their performance and achieve desired career goals.

3.3.1.3   Human Resources (HRD): HRD is responsible for managing the overall workforce development programme. Their role is to collect and analyse information from management and the workforce to determine specific development needs. In addition, HRD is also responsible for designing and implementing development programmes that meet the identified needs.

Through the involvement of these three parties, the process of identifying development needs can be done comprehensively and based on a more holistic understanding of the organisation, individuals, and appropriate development planning.

3.3.2   Goal Setting

Goal setting in the development of education personnel is necessary because it has an important role in ensuring clear and directed goals in the development effort. Here are some reasons why targeting is so important:

3.3.2.1   Directing development efforts: By setting specific and measurable goals, efforts can be directed at developing education personnel in areas that are considered important and relevant. Clear goals help avoid inefficient deployment of resources and effort.

3.3.2.2   Focusing on key needs: Goal-setting helps identify key needs in educational personnel development. This enables stakeholders to prioritise areas that require more attention and allocate resources wisely.

3.3.2.3   Provide comparisons and measures of success: The goals set provide a clear benchmark for measuring progress and success in the development of education personnel. This allows for an objective evaluation of the results achieved and allows for adjustments where necessary.

3.3.2.4   Increase accountability: With set goals, stakeholders can be held accountable for the results of education personnel development in accordance with the expectations and goals that have been set. Clear goals help measure and track individual and institutional performance in achieving desired outcomes.

3.3.3 Programme Assignment

In development programmes, taking into account the theory of organisational-individual balance, education personnel development programmes should be designed in such a way that they meet individual needs and aspirations, while still supporting organisational goals and interests. This can be done through a participatory approach, where education personnel are given the opportunity to express their needs, are involved in programme planning and have control over the learning process.

In this regard, it is important for programme organisers to ensure that the development objectives set incorporate both organisational and individual interests, and provide clear and relevant benefits to education personnel. As such, development programmes will be able to enhance the motivation, engagement and performance of education personnel, while overall supporting the achievement of the education organisation's goals.

3.3.4 Learning Principles

In organising the development of education personnel, there are learning principles that are important to note. First, the principle of active participation. Educators must be actively involved in learning activities, both as participants and facilitators. By actively participating, they can better internalise new knowledge and skills. In addition, the principle of contextualisation is also important in the development of education personnel. Learning should be relevant to the real context faced by educators in their daily tasks. By linking learning to practical situations, educators can see the usefulness and immediate relevance of the concepts or skills they are learning. This helps to increase motivation and direct application in teaching practice (Harun, 2013).

By applying the principles of active participation and contextualisation in educational personnel development programmes, educators will have better opportunities to acquire relevant knowledge and skills and apply them effectively in their daily educational environment.

3.3.5 Programme Implementation

The implementation of the education personnel development programme involves activities designed to improve the quality, competence and professionalism of educators. The programme includes training, workshops and other activities that address improving teaching skills, use of technology, classroom management and innovative learning

strategies. Regular evaluations of the programme are conducted to ensure its effectiveness. The implementation of this programme is an important investment in improving the quality of education and student success.

3.3.6 Programme Implementation Assessment

To find out whether or not these changes occur, it is necessary to conduct an assessment. The following are the steps in assessing the implementation of the educational staff development programme:

3.3.6.1 Determination of Assessment Objectives: Set clear objectives for the assessment of the implementation of the development programme. These objectives should include aspects to be evaluated, such as programme effectiveness, changes in knowledge and skills, participant satisfaction, and the impact of the programme on the performance of education personnel.

3.3.6.2 Assessment Instrument Development: Create an assessment instrument that is in line with the predetermined objectives. These instruments may be questionnaires, observation sheets, interviews, or other assessment methods. Ensure that the assessment instrument includes indicators that are relevant to the development programme being evaluated.

3.3.6.3 Data Collection: Collect data based on the assessment instruments that have been made. Data can be collected through surveys, direct observation, or interviews with development programme participants, programme managers, and direct supervisors of education personnel.

3.3.6.4 Data Analysis: Analyse the data collected to evaluate the implementation of the development programme. Use appropriate analysis methods, such as statistical analysis, thematic analysis, or a qualitative-quantitative approach, according to the type of data collected.

3.3.6.5 Interpretation of Results: Interpret the results of the data analysis comprehensively. Identify the strengths and weaknesses of the development programme, and find patterns or important findings that emerge from the data. Draw clear conclusions based on the results of the programme implementation evaluation.

3.3.6.6 Report Preparation: Prepare a concise and informative evaluation report based on the findings and conclusions of the assessment of the development programme implementation. Present the report to interested parties, such as the organisation's management, programme managers, and development programme participants.

Follow-up: Based on the findings and recommendations from the evaluation, conduct the necessary follow-up. This may take the form of programme improvements, policy changes or adjustments in educational personnel development methods.

4. Conclusions

Education personnel management is a series of activities that include setting norms, standards, procedures, recruitment, development, management, welfare, and termination of education personnel in schools in order to carry out their duties and roles in achieving school goals. The purpose of education personnel management is to utilise education personnel effectively and efficiently to achieve optimal results, while maintaining pleasant conditions.

Education personnel planning is an important process for determining and preparing for the needs and development of education personnel in the future. The main stages in such planning include determining future needs and balance, recruitment, selection, and dismissal, and development. By conducting good planning, educational institutions can ensure the availability of adequate and qualified education personnel to achieve optimal educational goals.

Education personnel development involves a series of steps that include identifying needs, determining objectives, developing programmes, learning principles, implementing programmes, and evaluating programme implementation. By implementing the development programme properly and through these stages, it is hoped that the specific objectives of the activity can be achieved successfully.

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