

## Human Resource Planning in Improving The Quality of Education at State Middle School 25 Tangerang

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### Abstract :

Human resources have an important role in realizing the goals of educational institutions, so human resource planning must be carried out properly by the leadership so that the human resources in educational institutions can work optimally. The purpose of this study is to describe human resource planning, educational quality, and human resource planning in improving the quality of education at junior high School 25 Tangerang. The approaches and methods in this study used descriptive qualitative. Research data collection techniques were carried out through interviews, observation, and document studies. The results of this study describe human resource planning at junior high School 25 Tangerang by paying full attention to the specifications and criteria in terms of the character and performance of teachers and their employees. Steps taken by the school by forming a School Development Team. Schools try to maintain and improve school quality standards by providing quality education. In addition, education quality assurance is carried out through accreditation, internal evaluation, external evaluation, student assessment, regular monitoring and feedback. As for Human Resources planning in improving the quality of education at junior high School 25 Tangerang by maximizing the standards of educators and educational staff, so that the competence and qualifications of educators and educational staff can be maximized.

**Keywords :** *Planning, Human Resources, Quality of Education, National Education Standards*

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## **Abstrak :**

Sumber daya manusia mempunyai peranan penting dalam mewujudkan tujuan lembaga pendidikan, maka perencanaan sumber daya manusia harus bisa dilaksanakan dengan baik oleh pimpinan agar supaya sumber daya manusia yang ada di lembaga pendidikan bisa bekerja secara optimal. Tujuan dari penelitian ini untuk mendeskripsikan perencanaan sumber daya manusia, mutu pendidikan, dan perencanaan sumber daya manusia dalam meningkatkan mutu pendidikan di Junior High School 25 Tangerang. Adapun pendekatan dan metode pada penelitian ini menggunakan kualitatif deskriptif. Teknik pengumpulan data penelitian dilakukan melalui wawancara, observasi, dan studi dokumen. Hasil penelitian ini mendeskripsikan perencanaan sumber daya manusia di Junior High School 25 Tangerang dengan memberikan perhatian penuh kepada spesifikasi dan kriteria dari segi karakter dan kinerja guru serta karyawannya. Langkah yang diambil oleh sekolah dengan membentuk Tim Pengembangan Sekolah. Sekolah berusaha menjaga dan meningkatkan standar mutu sekolah dengan cara menyelenggarakan pendidikan dengan kualitas. Selain itu, penjaminan mutu pendidikan dilakukan melalui akreditasi, evaluasi internal, evaluasi eksternal, penilaian siswa, pemantauan dan umpan balik secara berkala. Adapun perencanaan Sumber Daya Manusia dalam meningkatkan mutu pendidikan di junior high school 25 Tangerang dengan cara memaksimalkan pada standar pendidik dan tenaga kependidikan, sehingga kompetensi dan kualifikasi pendidik dan tenaga kependidikan dapat dimaksimalkan.

**Kata Kunci:** *Perencanaan, Sumber Daya Manusia, Mutu Pendidikan, Standar Nasional Pendidikan.*

## **Introduction**

Education is a crucial process in shaping individuals into better individuals, particularly in developing their potential and enhancing their quality. Every institution certainly has goals in the form of a predetermined vision and mission. Therefore, realizing these goals requires professional staff to provide all available resources, thinking tactically and visionarily in translating this vision and mission into tasks, thereby achieving the institution's goals.

Human resources play a crucial role in realizing the nation's goals. Even if a country possesses abundant resources, without the support of strong and high-quality human resources, it will struggle to achieve its goals. According to many experts, human resources are the most crucial factor in any organization, especially a school. Regardless of an organization's vision and mission, without qualified human resources, those goals will be impossible to achieve.

Therefore, human resource planning must be carried out well by educational institution leaders so that they can provide opportunities for human

resources to work in positions that are appropriate to their abilities. Human resource planning is a systematic process that analyzes the condition of human resources with the aim of ensuring that the number and quality of human resources with the appropriate skills are met when the company or organization needs them (Mondy, Wayne, & Robert, 2011).

The problems facing the world of education today remain unresolved. The issues are complex, including unequal access to education, quality, facilities and infrastructure, the relevance of education to market demand, and more. A logical consequence of efforts to improve the quality of education is the need to improve the quality of all components of the education system, both human and material resources. In efforts to improve the quality of education, the human resource component plays a crucial role in achieving the desired goals. Therefore, educational leaders need to pay serious attention to the human resources involved, not only teachers, principals, and employees but also students, parents, and the community. Only with the readiness of human resources will educational institutions be able to survive and improve the quality of education. Fundamentally, it is fully recognized that human resources play a crucial role in the progress of educational institutions.

The National Education Standards also explain that among the eight standards, one is the Standard for Educational Personnel and Education Staff. The standards for educators and education staff include criteria for pre-service education, physical and mental fitness, and in-service education. Educators are educational personnel tasked with educating, guiding, teaching, and assessing students. Meanwhile, educational staff are all individuals involved in an educational institution, including principals, laboratory staff, administrative and clerical staff, librarians, school supervisors, and so on (PP RI 2005).

Furthermore, a recurring issue in schools is the suboptimal management of human resources. The recruitment process for both teaching and non-teaching staff, which is based on proximity to the educational management and ignores the competencies themselves, is a serious problem. The mismatch between the positions applied for and the competencies held by the school, and the lack of qualifications and competency of the existing human resource planning team in schools to manage the available internal human resources and external human resources seeking to fill the available positions. Every planning process will certainly impact the implementation and achievement of existing educational goals. Therefore, it is very appropriate that this human resource planning process can be carried out properly so that all educational goals that have been formulated can be realized through quality human resources. Of course, each educational unit has its own method in conducting human resource planning.

Junior High School 25 Tangerang is a leading public school under the Department of Education. Its large student population indicates its high public interest. Junior high school 25 Tangerang has 962 students, divided into 27 study groups at each grade level. The school also has 43 teachers who provide instruction. This ratio is considered effective, ensuring a sufficient teacher-to-student ratio.

Based on the above problems, the author will discuss further the research

entitled "Human Resource Planning in Improving the Quality of Education at Junior High School 25 Tangerang" This research aims to describe human resource planning and its implementation in improving the quality of education at Junior High School 25 Tangerang.

## **Research Method**

The approach and method used in this research are descriptive qualitative. Qualitative methods with a descriptive approach aim to provide a complete and in-depth description of the phenomena occurring in the community that is the subject of the research, thereby depicting the characteristics, traits, nature, and model of the phenomenon (Sanjaya, 2013). Qualitative research using this approach naturalistic or objective to seek and find understanding and comprehension of phenomena in a specific contextual setting (Hasibuan et al: 2022). Research Using this research method is expected to provide a clear picture of human resource planning in improving the quality of education at Junior High School 25 Tangerang.

The data sources used are primary data sources which include person, place, paper, and secondary data sources (Arikunto, 2013). The research data collection techniques were carried out through interviews, observations, and document studies at Junior High School 25 Tangerang. The informants in this interview were the principal, teachers, and parents. The data analysis technique was carried out using qualitative analysis techniques which include data reduction, data presentation, and drawing conclusions. Meanwhile, the data validity technique used triangulation (Sugiyono, 2012). According to Lexy J. Moleong, triangulation is a data validity checking technique that utilizes something other than the data for checking purposes or as a comparison to the data (Moleong, 2017).

## **Result and Discussion**

### ***Human Resource Planning at Junior High School 25 Tangerang***

#### ***Strategic Planning and Operational Planning.***

A strategic plan is a plan established by managers to determine the organization's broad goals and relate to people both inside and outside the organization. Meanwhile, an operational plan is a plan that contains details for implementing the strategic plan. Strategic plans and operational plans are established after an organization's vision and mission are established. (Mondy & Wayne, 2016). Strategic plans and operational plans are part of educational planning. Human resource planning is one of the most important factors in managing educational institutions. Planning is considered important because it will determine and provide direction towards the goals to be achieved. According to Rahmi, planning is a process carried out by a manager in his efforts to direct all activities to achieve goals (Rahmi, 2013).

To develop the strategic plan, Junior High School 25 Tangerang formed a stakeholder team that included school leaders, teachers, and the school committee. The planning process examined the school's potential and considered the school's readiness and aspirations, ensuring a visionary approach to the

strategic plan.

Based on the school's established vision and mission, the school's goals can be outlined. The vision is to create students at Junior High School Negeri 25 Tangerang who are characterized, intelligent, environmentally conscious, and polite, in a culture abbreviated as "BERCAHAYA". Mission of Junior High School 25 Tangerang (1) To strengthen character education and school literacy movement; (2) To create effective, creative and enjoyable teaching and learning activities through the empowerment of information technology; (3) To carry out coaching of intra and extracurricular activities that can foster a sense of responsibility and care for the environment; (4) To provide guidance and supervision of student activities related to politeness in developing culture.

The vision and mission above can describe the steps that will be implemented by the educational institution. Based on the results of the interview with the principal, it was stated that the things that will be done in the future in realizing the vision and mission focus on character and superior academic achievement. This is stated in the strategic planning to support the school's vision and mission, namely; (1) Holding religious worship activities and a love of reading through empowering the potential and active role of students, enforcing discipline by instilling awareness, providing counseling guidance and implementing firm sanctions. (2) Providing facilities and infrastructure for information technology-based teaching and learning activities, making teacher empowerment more effective through school-level MGMP and student empowerment through peer tutoring activities in group work; (3) Providing a forum for students to explore potential, creativity, and practice leadership through OSIS, extracurricular activities and other activities. Carrying out mutual cooperation activities and maintaining school cleanliness in order to get used to clean living, responsibility and caring for the environment; (4) Cultivating the activity of saying hello, smiling, greeting each other, and shaking hands to foster a sense of brotherhood and a spirit of saritun towards others. Establishing cooperation with the community through student associations and coordination with related parties.

This initiative by Junior High School 25 Tangerang is excellent. However, the implementation process remains a key focus. A team comprised of educational stakeholders will be formed to determine the institution's direction and objectives. The hope is that the vision and mission can be fully realized. However, as education evolves, the vision and mission may be reformulated to reflect globalization, so institutions must carefully consider the needs and relevance of the situation.

### ***Implementation of the Vision and Mission of Junior High School 25 Tangerang***

In implementing the school's vision and mission, there are certainly challenges faced by the school. The challenges faced in influencing the vision and mission are very diverse, ranging from the background of students and also teachers, because after all, teachers interact directly with students and are the main actors in realizing the vision and mission of the educational institution. Based on observations made by teachers and employees, in implementing the

vision and mission of the educational institution, it is still not optimal. When viewed from the success rate, it is not yet fully maximized, but the percentage is improving, reaching 80%. In addition, work units also contribute well to each other, including leadership elements consisting of the principal and vice principal, as well as all teachers and employees. In making decisions, the school applies a bottom-up approach by considering input from below, including teachers, students, community elements, in this case the committee itself.

Based on the explanation above, it can be concluded that the implementation of the vision and mission at Junior High School 25 Tangerang is proceeding well, despite challenges faced by stakeholders. Collaboration between all elements is needed to accelerate the process of accelerating educational quality, ensuring that the vision and mission are achieved and implemented effectively, impacting the resulting educational output.

### ***Human Resource Planning of Junior High School 25 Tangerang***

In planning human resources, Junior High School 25 Tangerang has specifications and criteria in terms of character and performance of its teachers and employees. Based on the results of interviews with the principal, they want good character and performance as well as communication, understanding the vision and mission, good teamwork in achieving the vision and mission, discipline, work ethic, and mastery in their respective fields and working according to their units according to their technical instructions. In addition, each human resource must also have additional expertise in the field of technology because today's learning cannot be separated from the use of technology.

On the other hand, the human resources that manage a school depend on its principal. The principal of Junior High School 25 Tangerang is considered a driving force, possessing strong leadership qualities. Currently, there's a strong likelihood of centralization, although he still delegates to team meetings, specifically the vice principal. There's also a slightly centralized approach to assigned teachers. This is a good thing, but it's varied, in the sense that he has a very clear vision for the future.

Based on human resource data which includes teaching staff and administrative staff At Junior High School 25 Tangerang, it can be seen in the following table.

**Table 1: Human Resources Data of Junior High School 25 Tangerang**

No	Category		Amount
<b>Educational Staff</b>		<b>43</b>	
1	Employment Status	civil servant	32
		PPPK	11
2	Linearity		43
3	Last education	S1	41
		S2	2
4	Certification	Certification	20
<b>Educational Personnel</b>		<b>17</b>	

1	Employment Status	civil servant THL	2 15
2	Linearity	Linearity	15
3	Last education	S1	4
		SMA	13
4	Certification	Certification	2
<b>TOTAL</b>			<b>60</b>

*Source: School Documentation*

Based on the table above, it can be concluded that the number of educators and educational staff is 60. The educational staff consists of 43 people with various employment statuses and educational levels. It can be observed that Junior High School 25 Tangerang has competent educators in terms of both number and educational qualifications. This aligns with government regulations that state educators must have civil servant (PNS) and PPPK (Permanent Personnel) status, with no honorary staff in public schools. For example, recruitment and selection of human resources at Junior High School 25 Tangerang is conducted through a government-organized PPPK (Community Employee Admissions) selection test. Because the school is public, there are limited entry routes. Consequently, incentives and teacher welfare arrangements are also limited. PPPK and civil servant employees receive a base salary, child, spouse, and child support, as well as teacher certification. Other than that, there is no other provision. An interview with one subject teacher explained that his or her appointment as a permanent teacher was based on decades of service.

Currently, the qualifications of teachers at Junior High School 25 Tangerang meet standards. However, competency, particularly pedagogical and professional competencies, still require improvement. The number of educational staff remains below standard. Educational qualifications are sufficient. However, competency, particularly in the use of information and communication technology, still requires improvement. Efforts to improve the quality of human resources, particularly teachers, through training programs have yielded results. Some teachers have implemented innovative learning methods in addition to conventional methods.

In addition, in the process of achieving the educational goals outlined in the school's vision and mission, Junior High School 25 Tangerang formed a team as a form of planning and implementing the educational process in the School Development Team as shown in the following table:

**Table 2: Junior High School 25 Tangerang Development Team Data**

No	Nama	Department	
		Office	Development team
1	H. Bustami, M.Pd.	Headmaster	Person Responsible
2	Zulkifli, S.Pd.	Deputy Principal	Team Leader
3	H. Sehad, S.Pd.	Deputy Principal	Secretary I
4	Lilis Nur Muniroh, M.Pd.	Deputy Principal	Secretary II
5	Roma, S.Pd.	Deputy Principal	Member
6	Oky Aditya Maulana, S.Pd.	OSIS Advisor	Member
7	Sanyo Saputra, S.Pd.	Curriculum	Member
8	Dr. Puryanti	Curriculum	Member
9	Trian Fajrianto, S.Pd.	Student Affairs	Member
10	Dwi Yuliani, S.Pd.	Student Affairs	Member
11	Hasbi Ashidiqi, S.Pd.	Public Relations Officer	Member
12	Anggun P.P, S.Pd.	Sarpras	Member
13	Deni Permata	Sarpras	Member
14	Deni Permata	Administration	Member

*Source: School Documentation*

The table above explains that Junior High School 25 Tangerang conducted planning by forming a School Development Team with the aim of improving the quality of education. This was carried out by the academic community, starting from teachers, employees, the School Committee, and parents of students. The goal was to outline the existing main strategic plan. This development was carried out through group work consisting of 9 large groups. Each group was assigned one strategic issue theme. Then, each group discussed and formulated several work programs. The details of the programs compiled included the type of program, implementation time, person in charge, and budget. Bookkeeping was carried out to document the work programs that had been created by the entire academic community. Bookkeeping of this work program was carried out by a development team appointed by the Principal.

Junior High School 25 Tangerang's human resource development program involves teachers and staff participating in training, workshops, and MGMP training sessions held at the city government level. Furthermore, teacher development activities are conducted within the school, involving external speakers and a Teacher Learning Forum held every Friday to develop teacher competency. The strategy involves maintaining teacher skills to ensure consistency in the educational process and evaluating any processes that are not yet optimal.

In addition to planning human resource training development, evaluation and assessment of the results of the planning process must also be conducted.

Interviews with the principal revealed that human resource assessment at Junior High School 25 Tangerang involves classroom supervision, controls, spot checks, and observations. The results of these evaluations are then followed up with small meetings or discussions, where relevant teachers and staff are called in to provide guidance and feedback on their performance. Therefore, the teacher assessment system for classroom teaching is very effective. Furthermore, we also implement a monitoring system through questionnaires, student questionnaires, and other sources to provide comprehensive teacher assessments. For general teacher performance assessments, the assessments currently implemented include superiors assessing work loyalty and discipline. Each indicator contains achievement points. The following system is also in place, managed directly by the school administration.

Based on the explanation above, it can be concluded that the human resource planning carried out by Junior High School 25 Tangerang pays attention to the specifications and criteria in terms of the character and performance of its teachers and employees. The school plans to maximize the qualifications and competencies of educators and education personnel. The steps taken by the school are to form a School Development Team, this team will carry out development of the school's quality. In addition, Junior High School 25 Tangerang also pays attention to human resource development, by planning several programs to improve the quality and competency of educators and education personnel. This will certainly be evaluated and assessed at each step taken by the school, so that the human resources At Junior High SchooL 25 Tangerang can be optimized.

### ***Human Resource Planning in Improving the Quality of Education at Junior High School 25 Tangerang.***

#### **Quality of Education**

Quality is the most important part of the overall agenda for improving the quality of any institution or organization (Sallis, 2005). To improve the quality of education, all parties in the educational environment must work together, including educators, education personnel, and parents. Creating a quality educational institution, as expected by many people or society, is not only the responsibility of the school; it is also the responsibility of all parties, including parents and the educational institution within it. Education is considered quality only if it achieves certain goals.

Quality in education is not a product but a service, where quality must be able to meet the needs, expectations, and desires of all parties/consumers, with the primary focus being on students. Educational quality evolves in line with the demands of educational outcomes (output) related to the development of science and technology inherent in the form of developing the quality of human resources. Schools as one part of formal educational institutions in carrying out teaching and learning activities are very emphasized on improving quality as a response to the needs and dynamics of the developing society so that improving the quality of human resources can be realized through the implementation of education.

Some steps taken to improve the quality of education include: Improving

the quality of education is something that must be available for the educational process to continue. This must be available in the form of human resources and non-human resources (human resources and non-human resources), software, and expectations as a guide for the ongoing educational process. Human resource input includes the head of the educational institution, teachers, counselors, students, and employees. Meanwhile, non-human resource input includes equipment, supplies, funds, materials, and others (Hariandja, 2002).

The goal of higher quality is to satisfy customers and meet their expectations, leading to increased revenue. However, providing a wider variety of quality products requires investment and therefore typically involves increased costs. Higher quality, in this sense, typically requires higher costs.

Junior High School 25 Tangerang is a favorite school within the Tangerang City Education Office. This school is also categorized as a driving school designated by the government. It is hoped that many driving teachers will emerge from Junior High School Negeri 25 Tangerang, thus impacting the improvement of other schools as well. Furthermore, Junior High School 25 Tangerang has been an Adiwiyata school since three years ago at the city level, followed by the provincial level two years ago, and is now in the process of advancing to the national level. Furthermore, with inclusive education, human resources are also placed in inclusive education, so they can enjoy the same rights without having to be in a special school.

One aspect of educational quality that can be considered is the ability to identify and capitalize on opportunities. Schools utilize social and print media, such as YouTube, websites, Instagram, and others, as a database for educational institutions. School activities, whether in the form of daily routines or achievements at the school, regional, or even national level, provide a platform for the community to assess the quality of education. Furthermore, facilities and infrastructure also support all educational activities.

The programs in the school are running effectively, such as best practice these programs include 5S teaching, religious activities (Quran reading, Dhuha prayer, etc.), and literacy improvement. Overall, these programs have been running well based on the planned benchmarks. Furthermore, they have achieved good academic results, as measured by graduates continuing their education at public schools, and also by non-academic achievements, such as winning competitions.

General quality standards can be seen in the educational report card. The report card reflects students' literacy, numeracy, and character, as well as how the school can provide the best service. Graphically, the Junior High School 25 Tangerang's educational report card has consistently improved over time. The assessment measures students' literacy, numeracy, and character. A sample of 40 students will be selected. They will be asked questions to assess their character, attitudes, literacy, and numeracy skills. Additionally, the principal and teachers will complete the report, ensuring a comprehensive overview of all educational elements.

The results of the assessment contain detailed recommendations for improvement. This is also guaranteed by the government as a way to maintain

the quality of education. The recommendations will be followed up, adapting to the realities on the ground, to provide a clearer picture of the program to be improved. Junior High School 25 Tangerang's achievement of the Education Quality Standards is as follows:

1. The quality of learning, both in terms of teaching methods, the curriculum delivered, and the teacher's ability to deliver lesson materials and facilitate the student learning process, is good.
2. Student Achievement: such as test and exam results, grades achieved, and student learning progress have increased over time.
3. Facilities and Infrastructure: such as the existence of libraries, laboratories, adequate classrooms, and an environment that supports effective learning.

In addition, in the quality assurance of education carried out by Junior High School 25 Tangerang through Accreditation, Internal Evaluation, External Evaluation, Student Assessment, Monitoring and Feedback periodically. Based on the results of interviews with representatives of parents of students stated that the factors that make parents trust their sons and daughters to attend Junior High School 25 Tangerang because the school is a favorite school, has academic and non-academic achievements, character, complete facilities and infrastructure, loyal and professional human resources, government curriculum, and confidence in developing students to be intellectual, social, and language that is quite good in organization and learning.

### ***Human Resource Planning in Improving the Quality of Education***

Planning is fundamental to carrying out any activity, whether in a company, educational institution, or other institution. Planning is considered crucial because it determines and provides direction for the desired goals. According to Rahmi, planning is a process carried out by a manager in an effort to direct all activities toward achieving goals (Rahmi, 2013). Human resource planning or human resources planning abbreviated as PSDM is the first and main function of human resource management. Human resource planning is processed by planners (planner) and the result becomes a plan (plan). The plan sets out the objectives and implementation guidelines and serves as the basis for control. Without a plan, control cannot be carried out, and without control, whether the plan is being implemented well or poorly cannot be known (Hasibuan, 2011).

Human resource planning is crucial for an organization. Organizational management is determined by the human resources within it, particularly in improving the quality of education. Planning determines the direction and objectives of the organization, thus generating the necessary implementation steps. Therefore, human resources are needed to carry out all these activities. If human resources are not managed properly, organizational goals will not be achieved. Human resource management is greatly influenced by many factors. This is in line with current developments and progress. Competent and qualified human resources are essential for educational activities. With good human resource management, an educational institution can achieve its goals and

improve its quality (Siagian, 2001). Causes of low educational quality include unprofessional educational management and low-quality human resources. Support for human resource management must be strong, and commitment to leadership is essential for the organization's overall success (Mulyasa, 2005).

Government Regulation No. 19 of 2005 concerning National Education Standards stipulates standards for educators and education personnel. Every educational institution is required to meet and even exceed these standards with the highest quality. This is one way to improve the quality of education. Therefore, educators and education personnel should be placed in appropriate positions, have the necessary qualifications, possess good competencies, and continue learning to improve the quality of individual human resources related to their responsibilities.

Educational planning is inseparable from a SWOT analysis conducted by Junior High School 25 Tangerang to identify the strengths, weaknesses, threats, and opportunities of an educational institution. The following is a simple SWOT analysis conducted By Junior High School 25 Tangerang.

**Table 3: Simple SWOT Analysis of Educators and Education Personnel**

Standards for Educators and Education Personnel		
Components/Functions and Factors	Ideal Conditions	Real Conditions
<b>Internal (Strengths and Weaknesses)</b>		
Headmaster	Understand all the obstacles faced by teaching and educational staff in schools	Understand all the obstacles faced by teaching and educational staff at school
	Have the competence of a school principal	Have the competence of a school principal
Teacher	According to the subject	95% Suitable for the subject
	100% have teacher competency	95% have teacher competency
	100% certified teachers are educators	90% of teachers are certified educators
	English language ability of teachers is 100%	English language ability of teachers 40%

	100% of teachers implement IKM	80% of teachers implement IKM
Officer	The number of employees is sufficient	The number of officers is not enough
	100% of employees have competencies in their fields	70% of employees have competencies in their fields
	English proficiency of employees is expected to be 100%	English proficiency of employees is expected to be 30%
Training Facilitation	Training plans are prepared for teachers and employees	Training plans are prepared for teachers and employees
<b>External (Opportunities and Threats)</b>		
Committee	Support, criteria: 100% support gender equality	Support, criteria: 100% support gender equality
education authorities	Facilitate 100%	Facilitate 100%

*Source: School Documentation*

Based on the table above, it can be seen that the principal's strengths lie in his maximized competence and ability to understand obstacles, and in the development of training plans for teachers and staff. Weaknesses lie in the teaching staff, who have not yet reached 100% competency, linearity, certification, and English language proficiency. Opportunities stem from the school committee's full support and the education office's maximum facilitation. A threat arises as to how Junior High School 25 Tangerang can compete with other schools in improving the quality of education.

The following is a list of identification of the current real conditions of Junior High School 25 Tangerang and the planning of teaching and education staff in the future, as in the following table.

**Table 4: Identification of Educators and Education Personnel**

No	Present condition	Capain the future	The enormous challenge
1	<b>Headmaster</b>		
a	Qualification meets the standard of reaching 100%	Qualification meets the standard of reaching 100%	-
b	Teaching experience meets the standard of reaching 100%	Teaching experience meets the standard of reaching 100%	-
c	Competence meets standards reaching 100%	Competence meets standards reaching 100%	-
2	<b>Educator (Teacher)</b>		
a	Minimum academic qualification: Bachelor's degree	Minimum academic qualification: Bachelor's degree	5%
b	Pedagogical Competence meets the standard of 85%	Pedagogical Competence meets the standard of reaching 100%	15%
c	Social competence meets the standard of reaching 95%	Social competence meets the standard of reaching 100%	5%

d	Personality competency meets the standard of 95%	Personality competency meets the standard of reaching 100%	5%
and	Professional competence meets the standard of reaching 80%	Professional competence meets standards reaching 90%	10%
<b>3</b>	<b>Administrative Staff</b>		
a	Fulfillment of administrative staff reaches 80%	Fulfillment of administrative staff reaches 90%	10%
b	Qualification meets 100% standard	Qualification meets 100% standard	-
c	Competence meets the 60% standard	Competence meets 100% standards	40%
<b>4</b>	<b>Library Energy</b>		
a	1 librarian	1 librarian	1 person
b	Qualifications meet the standards of 1 person	Qualifications meet the standards of 1 person	1 person
<b>5</b>	<b>They work</b>		
a	1 laboratory technician	2 laboratory technicians	1 person
b	Qualifications meet the standards of 0 people	Qualifications meet the standards of 2 people	2 people
<b>6</b>	<b>Counselor Service Personnel</b>		
a	Has 3 chancellor service officers	Has 5 chancellor service personnel	2 people

*Source: School Documentation*

Based on the identification, several elements still need to be optimized. To meet the standards for teaching and administrative staff, the necessary components are needed to achieve these targets, including:

1. Internal:
  - a. Competence of a school principal with a Master's degree
  - b. 25% of teachers have a Master's degree
  - c. 40% of administrative staff have a bachelor's degree
  - d. A program to develop standards for teaching and educational staff by providing scholarships for teachers who are continuing their education to a Masters level. And;
  - e. Provide adequate well-being.
2. External:
  - a. School Committee Commitment
  - b. Tangerang City Education Office Policy
  - c. Students' initial abilities

junior high school 25 Tangerang has several long-term programs planned for the next five to ten years. These program planning efforts are inseparable from the government's role in providing opportunities and access to educational institutions. Therefore, educators and administrative staff will be tasked with managing these programs. The programs in question are as follows.

1. Scanning of Driving School, a school that focuses on the development of

student learning outcomes holistically by creating a Pancasila Student Profile that includes competence and character that begins with excellent human resources (principals and teachers)

2. Adiwiyati National School, a school that cares about a healthy, clean, and beautiful environment. The Adiwiyata program is expected to help the entire community surrounding the school realize that a green environment is healthy for our bodies.
3. Inclusive School, a school that also provides education for children with special needs (ABK),
4. Child-Friendly Schools, a program to create safe, clean, healthy, caring and environmentally friendly conditions, which are able to guarantee the fulfillment of children's rights and protection from violence, discrimination and other mistreatment, while children are in educational units, and support children's participation, especially in planning, policies, learning and supervision.

Human resource planning certainly has implications for improving the quality of education at Junior High School 25 Tangerang. Junior High School 25 Tangerang's human resource planning for the future maximizes National Education Standards, specifically standards for educators and education personnel. Several aspects, such as the competency and qualifications of educators and education personnel, remain suboptimal.

Educators and administrative staff have a significant impact on achieving the goals of educational institutions. The placement of educators and administrative staff in appropriate positions has been carried out, as evidenced by the linearity of their work. Furthermore, pedagogical, professional, social, and personal competencies are already very good, as evidenced by the percentages above. However, based on national education standards, these competencies are not yet optimal. Therefore, improvements are needed to maximize competency in order to improve the quality of education. The number of employees is also sufficient to carry out all school operational activities. However, this is still not optimal, as evidenced by the competence of administrative staff, the number of laboratory staff and their qualifications, and the insufficient number of counselor service staff.

Human resources are undoubtedly the primary pillar in achieving quality education. Good planning will influence the intended outcomes, so high-quality human resources will significantly improve the quality of educational institutions.

## Conclusion

Junior High School 25 Tangerang's human resource planning has specifications and criteria in terms of the character and performance of its teachers and employees. The principal desires good character and performance as well as communication, understanding of the vision and mission, good teamwork in achieving the vision and mission, discipline, work ethic, and mastery in their respective fields and working according to their units according

to their technical instructions. In addition, each human resource must also have additional expertise in the field of technology because today's learning is inseparable from the use of technology. The school plans to maximize the qualifications and competencies of educators and education personnel. The step taken by the school is to form a School Development Team, this team will develop the quality of the school. This will of course be evaluated and assessed at every step taken by the school, so that the human resources at Junior High School 25 Tangerang can be optimized.

The Education Quality Standards implemented at Junior High School 25 Tangerang are as follows; (1) The quality of learning, both teaching methods, the curriculum delivered, and the ability of teachers to deliver lesson materials and facilitate the student learning process, are good. (2) Student Achievement: such as test and exam results, grade achievements, and student learning progress have increased over time, and (3) Facilities and Infrastructure: such as the existence of libraries, laboratories, adequate classrooms, and an environment that supports effective learning. In addition, in ensuring the quality of education carried out by Junior High School 25 Tangerang through Accreditation, Internal Evaluation, External Evaluation, Student Assessment, Monitoring and Feedback on a regular basis.

Junior High School 25 Tangerang's human resource planning for the future maximizes National Education Standards, specifically the standards for educators and education personnel. Several aspects, such as the competency and qualifications of educators and education personnel, remain suboptimal. A sound planning stage will influence the intended educational outcomes, so high-quality human resources will significantly improve the quality of educational institutions.

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