



Planning of human resources in education

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ABSTRACT

This study aims to analyze the concept, objectives, functions, and strategic role of human resource planning in educational implementation. This research uses a qualitative approach with a descriptive design through a literature review method. Data were collected from books, scientific journal articles, and relevant policy documents, then analyzed using descriptive qualitative techniques. The results show that human resource planning is a strategic component in educational management that ensures the availability of qualified teaching and educational personnel in accordance with institutional needs. The process includes several interconnected stages, such as needs analysis, organizing, directing, controlling, and evaluation. Effective planning can prevent mismatches between workforce availability and institutional demands, improve personnel professionalism, and enhance the effectiveness of educational management. Furthermore, human resource planning should not be viewed merely as an administrative activity but must be integrated with the vision, mission, and strategic development of educational institutions. Therefore, systematic and long-term oriented human resource planning is essential to improve educational quality and achieve national education goals.



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INTRODUCTION

Education plays a strategic role in improving the quality of human resources and serves as a fundamental pillar of national development. The success of educational implementation is not only determined by curriculum and facilities, but is largely influenced by the quality of educational human resources, including both teaching and educational support staff (Rudianto & Arbie, 2025). Hasibuan (2007) emphasizes that human resources are the most decisive element in achieving organizational goals, as humans function as planners, implementers, and controllers of organizational activities.

In the educational context, Mulyasa (2022) highlights that the professionalism of teachers and educational personnel is a key factor in improving the quality of educational services. The utilization of facilities, infrastructure, and educational technology will not achieve optimal results without the support of human resources who possess adequate competence, commitment, and professional responsibility. Therefore, human resource management is an inseparable aspect of educational management (Mulyasa, 2022).

One of the most important functions of educational human resource management is human resource planning (Idris et al., 2026). Human resource planning is a systematic process aimed at ensuring the availability of teaching and educational personnel in accordance with the needs of educational institutions, both in terms of quantity and quality. According to Ulfatin & Triwiyanto (2016) state that human resource planning plays a crucial role in helping educational institutions anticipate workforce needs, optimize existing human resources, and enhance the effectiveness and efficiency of educational implementation.

However, in practice, human resource planning in educational institutions is often not implemented optimally. Planning tends to remain administrative and short-term in nature, making it less responsive to changes in educational policies, quality demands, and developments in science and

technology. This condition may lead to a mismatch between institutional needs and the availability and competence of existing human resources.

Human resource planning that is not integrated with the strategic planning of educational institutions can negatively affect the effectiveness of managing teaching and educational personnel. In fact, well-structured human resource planning can serve as a foundation for managerial decision making related to recruitment, development, placement, and evaluation of educational human resources on a sustainable basis. Therefore, human resource planning must be understood and implemented as a strategic component of educational management. Although various studies have addressed human resource management in education, most still focus on the competencies, performance, and professionalism of educators. Studies that specifically highlight human resource planning as a strategic component integrated with institutional planning remain limited. Furthermore, the planning approaches used tend to be administrative in nature and do not yet accommodate the dynamics of policy changes and developments in educational technology.

This study offers a novel perspective by positioning human resource planning not merely as a technical or administrative function, but as a strategic management instrument that is integratively linked to the vision, mission, and long-term development strategies of educational institutions. In addition, this study emphasizes a comprehensive analytical framework that connects human resource planning processes such as needs analysis, forecasting, and development with organizational effectiveness and sustainability. Therefore, this study provides a more holistic understanding of educational human resource planning by bridging the gap between administrative practices and strategic management approaches, as well as highlighting its role in responding to contemporary challenges in education.

Based on the above discussion, the study of educational human resource planning becomes essential to be analyzed more comprehensively. This study aims to analyze the concepts, objectives, functions, and roles of human resource planning in educational implementation. The findings of this study are expected to contribute theoretically to the development of educational management studies and provide practical implications for educational institution managers in designing systematic, directed, and sustainable human resource planning.

RESEARCH METHODS

This study employs a qualitative research method with a descriptive research design. The qualitative approach is chosen because it aims to gain an in-depth understanding and description of the concepts and roles of human resource planning in educational implementation based on relevant theoretical and empirical studies. The research approach used in this study is a literature review (library research). This approach is conducted by examining and analyzing various scholarly sources related to human resource planning in the field of education in order to obtain a comprehensive and systematic understanding of the research object. The data sources in this study consist of primary and secondary data sources. Primary data sources include textbooks and key reference materials that discuss human resource management and educational management, particularly those related to human resource planning. Meanwhile, secondary data sources include nationally accredited scholarly journal articles, conference proceedings, research reports, and educational policy documents relevant to the research topic. All collected data are analyzed using a descriptive qualitative analysis to draw conclusions in accordance with the research objectives.

RESULTS AND DISCUSSION

Basic Theories and Concepts of Educational Human Resource Planning

Before explaining the concept of human resource planning, it is important to first describe the definitions of planning and human resources (HR). According to Terry, planning is the process of selecting and relating facts, making and using assumptions about the future, and outlining as well as formulating specific activities that are believed to be necessary in order to achieve certain outcomes (Terry, 1972). Meanwhile, defines planning as the prior determination of what will be carried out in the

future (McGettrick, 2004). Based on these definitions, Castetter (1992) further clarifies that planning is essentially a way for humans to project conditions that may occur in the future. From the several definitions mentioned above, it can be concluded that planning is a series of activities carried out in the present as a step toward describing events or activities that will take place in the future. In other words, planning is a systematic effort undertaken by an individual or a group (organization) to achieve predetermined goals.

Human resources refer to the integrated capabilities of an individual's intellectual and physical potential. Their behavior and characteristics are influenced by heredity and environment, while work performance is motivated by the desire to meet personal satisfaction (Hasibuan, 2007). According to Mathis & Jackson (2003), human resources are formal organizational systems designed to ensure the effective and efficient use of human talent in order to achieve organizational goals. Human resources represent one of the fundamental production factors alongside natural resources, capital, and entrepreneurship to generate output. The higher the quality of human resources, the greater the effectiveness and productivity of educational institutions, both in terms of service quality and educational outcomes (Jahari & Rusdiana, 2020). Based on these perspectives, human resources can be understood as the total potential possessed by each individual, optimized in accordance with organizational and personal needs.

From the explanation of planning and human resources above, it can be understood that human resource planning is a series of activities carried out to fulfill the need for individuals with the required qualifications to achieve organizational objectives. According to Cushway (2008), human resource planning is a systematic and continuous process of analyzing an organization's human resource needs in a constantly changing environment and developing personnel policies that align with the organization's long-term plans. This makes human resource planning an integral component of organizational planning and budgeting, as HR forecasting and financing both influence and are influenced by long-term strategies. Meanwhile, Akhigbe (2013) explains that "Human Resource planning is the process for ensuring that the human resource requirements of an organization are identified and plans are made for satisfying those requirements." This means that human resource planning is a process that ensures the identification of HR needs and prepares plans to fulfill those needs in accordance with organizational requirements.

Purpose and Function of Human Resource Planning in Education

Human resource planning is a strategic process aimed at ensuring that an organization has the right number of employees, with the appropriate competencies, at the right time and in the right place to achieve organizational goals effectively and efficiently. According to Mathis & Jackson (2003) in Human Resource Management, human resource planning emphasizes the importance of placing "the right people, with the right capabilities, at the right time and in the right place" to support organizational success. Therefore, this planning is not only focused on current conditions but also serves as a proactive step in meeting future workforce needs, both in terms of quality and quantity.

Furthermore, human resource planning has various interrelated key objectives. First, this planning helps organizations determine the number and quality of employees needed to fill each position appropriately. Second, this planning ensures the availability of a suitable workforce for both current and future needs, so that every task can be carried out by competent individuals who are suited to their respective fields. Third, with systematic planning, organizations can avoid human resource management errors, such as overlapping duties or job mismatches, which have the potential to reduce work effectiveness.

In addition, human resource planning also plays a crucial role in improving coordination, integration, and synchronization among departments within an organization. This ultimately leads to an increase in overall work productivity. Effective planning can also prevent both labor surpluses and shortages, both of which can cause losses for the organization, whether in terms of costs or operational performance (Chiara et al., 2023). Furthermore, human resource planning serves as a guideline for developing various HR programs, such as recruitment, selection, training and development, compensation, maintaining employee relations, and employee termination.

Moreover, human resource planning serves as the foundation for employee transfers both vertical (promotions and demotions) and horizontal (job rotations) as well as a reference for determining retirement eligibility. Ultimately, all these processes lead to a more focused and objective evaluation of employee performance. Thus, it can be concluded that human resource planning is a vital instrument in organizational management that functions not only as a tool for workforce management but also as a strategy to ensure the organization's sustainability and competitive advantage in the future.

The function of human resource planning is to formulate and integrate HR plans with organizational plans, examine social, technological, and other factors that may affect work and individuals in relation to the needs and availability of human resources in educational institutions, make HR predictions, support activities related to procurement, allocation, competency, and HR development, and examine the values of HR utilization.

Scope

The scope of human resource (HR) planning in the field of education encompasses various levels, ranging from the macro to the micro level, tailored to the breadth of the scope and the planning needs themselves. At the macro level, HR planning in education is viewed broadly within national, regional, and local contexts, aiming to ensure the equitable availability of teaching and non-teaching staff in accordance with prevailing education policies. From this perspective, HR planning focuses not only on the quantity of the workforce but also on quality, distribution, and the relevance of competencies to the needs of the education system as a whole. According to Boudreau (1996), effective human resource planning must consider the alignment between organizational strategy and workforce management to ensure optimal contribution toward achieving the organization's long-term goals.

More specifically, at the macro level, educational human resources planning involves national-level planning that encompasses all levels and types of education within a national education system. This planning serves as the primary guideline for establishing policies regarding teacher needs, teacher distribution, and competency development at the national level. Furthermore, at the regional level, educational human resource planning is carried out at the provincial or district/city level, covering all types and levels of education in the region. This planning aims to align national policies with local conditions and needs, thereby ensuring equity and effectiveness in the delivery of education.

On the other hand, at the micro level, educational human resource planning focuses more on specific educational units or institutions, such as schools or universities. Planning at this level emphasizes the direct management of teaching and non-teaching staff, including determining workforce needs, task allocation, professional development, and performance evaluation. Thus, HR planning at the micro level plays a crucial role in ensuring that every educational institution has competent human resources aligned with its operational needs. Through the interconnection between planning at the macro and micro levels, the education system can operate in a more integrated and sustainable manner. Planning at the macro level provides general direction and policy, while planning at the micro level ensures effective implementation on the ground. Therefore, synergy between these two levels of planning is key to improving the quality of education and achieving comprehensive educational development goals (Ulfatin & Triwiyanto, 2016).

Strategic Role of Human Resource Planning

According to Castetter (1992), the human resource planning process is not merely an administrative function, but a dynamic and continuous series of activities aimed at strengthening the effectiveness of human resources within an organization. This process emphasizes the development of interconnected and mutually reinforcing elements that contribute to organizational success. First, it involves increasing activities that lead to positive changes in HR functions, such as improving recruitment strategies, enhancing employee development programs, and fostering a more adaptive and responsive workforce. These improvements ensure that human resources are aligned with organizational goals and capable of meeting evolving demands.

Second, the process focuses on determining systematic and structured approaches to solving HR-related problems, both routine and incidental. Routine problems may include issues like employee attendance, performance evaluation, and workforce allocation, while incidental problems may arise unexpectedly, such as conflicts, sudden turnover, or organizational restructuring. By applying systematic methods, organizations can respond more effectively, reduce uncertainty, and ensure consistency in decision-making.

Third, human resource planning aims to improve the resolution of HR-related issues by promoting proactive strategies rather than reactive responses. This includes the use of data-driven decision-making, continuous monitoring, and evaluation of HR practices. As a result, organizations are better equipped to anticipate challenges, minimize risks, and create sustainable solutions that enhance overall organizational performance. Through these integrated efforts, human resource planning becomes a strategic tool that supports long-term growth and organizational resilience (Castetter, 1992).

Human Resource Planning in Education

Education, as a system composed of various components, structures, and other supporting factors, requires human resources who possess the knowledge, skills, and abilities to mobilize all existing resources. Specifically, at the educational unit level (schools), as part of the operationalization of educational activities, a well-structured human resource planning concept is needed so that its implementation aligns with the goals of education itself. The Indonesian Law on Teachers and Lecturers No. 14 of 2005 states that educational personnel are members of society who dedicate themselves and are appointed to support the implementation of education. Educational personnel are responsible for carrying out administrative, managerial, developmental, supervisory, and technical services to support the educational process within educational institutions. Moreover, in implementing educational activities, every educator and educational staff member is required to possess four competencies: pedagogical, personal, professional, and social.

According to Mulyasa (2004), the development of educational human resources, often referred to as the management of educational personnel, encompasses a comprehensive and systematic series of activities aimed at optimizing the roles and performance of teachers and other education staff. This process begins with personnel planning, which involves forecasting the number, qualifications, and competencies of staff needed to support educational goals effectively. Proper planning ensures that institutions are neither understaffed nor overstaffed and that the right individuals are placed in appropriate positions. The next stage is personnel procurement, which includes recruitment, selection, and placement of qualified individuals. This stage is crucial in ensuring that educational institutions acquire competent and professional personnel who meet established standards. Following procurement, personnel coaching and development are carried out through training, workshops, mentoring, and continuous professional development programs to enhance the knowledge, skills, and attitudes of educational staff.

Furthermore, the process includes promotion and mutation, which are intended to provide career advancement opportunities and organizational renewal. Promotions reward achievement and performance, while mutations (transfers) help align personnel with institutional needs and broaden their experience. In contrast, personnel dismissal is conducted in accordance with regulations and may occur due to retirement, resignation, or disciplinary reasons, ensuring organizational discipline and effectiveness.

In addition, compensation plays a vital role in maintaining motivation and job satisfaction among educational personnel. This includes salaries, incentives, allowances, and other benefits that reflect fairness and recognition of performance. Lastly, personnel evaluation is conducted to assess performance, identify strengths and weaknesses, and provide feedback for improvement. Through regular and objective evaluation, institutions can ensure continuous quality enhancement in educational services. Overall, these interconnected components form a holistic approach to managing educational human resources, enabling institutions to achieve their objectives effectively while fostering professional growth among their personnel.

All these activities must be carried out professionally to achieve the expected objectives, namely the availability of necessary educational personnel with appropriate qualifications and abilities so that they can perform at a high level. In other words, the management of educational personnel essentially represents a description of educational administration or management by identifying its functions as a series of administrative or managerial processes designed to guide the behavior of members toward organizational goals. Ololube (2013) emphasizes that educational planning in schools must consider socioeconomic aspects and their benefits for the school itself.

Castetter (1992) explains that within the school system, many factors must be considered, including the size of the school, its location, leadership, resources, the quality and number of staff, technology, complexity, stability, and the internal and external environment. Therefore, each school must strive to ensure that its processes run effectively and efficiently. UNESCO outlines that educational personnel (human resources of education) in every school represent a key factor in enabling other educational resources to function in achieving educational goals. Improving education quality must begin with improving the quality of educational personnel management (Marmo & Supriyatno, 2008). Meanwhile, according to Castetter (1992), several dimensions need to be considered in the operationalization of educational HR planning: human dimensions, mission, organization, culture, ethics/norms, and the internal and external environment.

Human resources in schools are central factors in the field of education. Therefore, managing educational staff is essential so that they can demonstrate good performance. The management of educational personnel aims to utilize educational staff effectively and efficiently to achieve optimal results. Mulyasa (2004) states that the implementation of educational personnel management in Indonesia includes at least seven major activities: planning educational personnel, procuring educational personnel, coaching and developing educational personnel, promotion and mutation, dismissal of educational personnel, compensation, and evaluation of educational personnel. A more detailed description of HR planning activities in the implementation of educational processes can be seen in the illustration below:

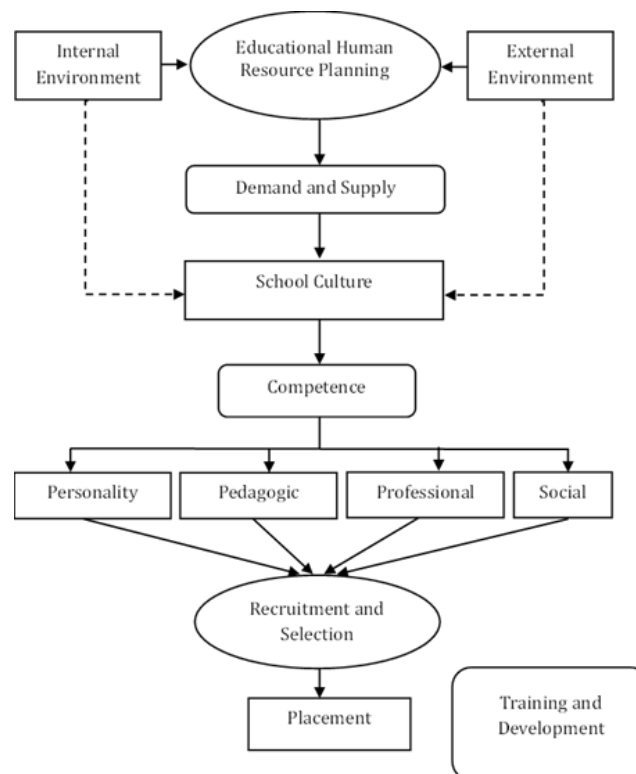


Figure 1. Human Resource Planning in Educational Practice

Analysis

Planning in management is the process of identifying organizational goals, preparing plans for organizational work activities, and designing methods to achieve these goals. Without planning, other managerial responsibilities cannot be carried out; therefore, planning is the most crucial procedure (Akilah, 2017). Human resources (HR) are regarded as the main pillar of a well-established infrastructure in the education sector and are given primary importance in educational development in industrialized countries.

Planning is an essential component of management. The achievement of educational goals and objectives depends on planning, which includes HR planning. Human resource development plans, or the development of educational and administrative staff, are often equated with HR planning in the field of education. This plan involves analyzing and estimating or projecting the needs for educators and educational personnel. It includes tasks such as inventorying human resources, projecting new student enrollment, reviewing the goals or objectives of the educational institution, and concluding with HR forecasting. The steps in HR planning are as follows:

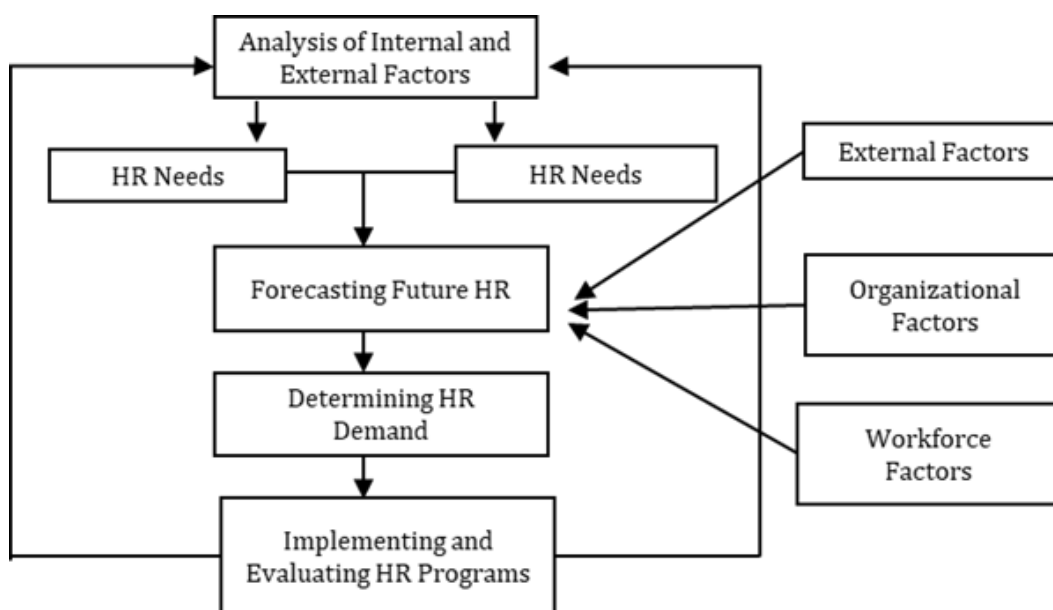


Figure 2. Stages of Human Resource Planning Ulfatin & Triwiyanto (2016)

Every educational institution requires management, including curriculum management, facilities and infrastructure, teaching, finance, and human resources (Mubarok, 2020). For educational institutions, managing human resources that are advanced and open to the development of science and technology (IPTEK) today is a major challenge (Khoirunnisaa, 2018). Good administration and planning are essential for educational progress. To achieve the goals of an educational institution effectively, education requires high-quality human resources to manage the educational process efficiently. In efforts to develop the nation, educational institutions serve as a vehicle to prepare an excellent generation (Mubarok, 2021).

There are several elements in human resource planning in education, as follows: Goals, every planning process must be focused on achieving the organization's objectives. Goals must be formulated first because they serve as the guideline for every forthcoming action. Budget, although HR planning must be based on needs, in practice the primary consideration always lies in the budget. If the budget poses no issues, planning will face fewer obstacles. However, when budget constraints occur, alternative solutions must be considered, such as seeking new funding sources or reallocating existing funds. Standards, several aspects need to be standardized, including outcomes or content, processes, methods, finances, personnel, tools, machines, objectives, or market. Program, a program shows which activities must be carried out first, which must follow, and which can be carried out interchangeably. Policy, in planning, policies should be explicitly written and firmly stated so they can be interpreted consistently and serve as a legal and operational foundation. Procedure, procedures appear within a

systematically prepared program. When a program is arranged properly, the procedure becomes clear. Generally, procedures are arranged from initial activities, core activities, to final activities. Method, the purpose of planning methods is to simplify work. These techniques can become a methodology for completing tasks carried out within an institution.

Akilah (2017) states that three interests are involved in the implementation of human resource planning: individual interests, organizational interests, and national interests. Every employee must be involved in human resource planning because it helps them reach their full potential and increases job satisfaction. HR planning is essential for an organization's ability to attract qualified individuals because it enables potential candidates to be ready for current and future job openings. Planning also greatly benefits national interests because the government can utilize high-potential human resources to increase national productivity. They can contribute as subject-matter experts in government programs, particularly within educational institutions.

Based on its stages, the process of human resource planning begins with a thorough examination of both internal and external issues that may influence the organization. This initial step is crucial, as it provides a comprehensive understanding of the current condition and the environment in which the organization operates. Internal analysis focuses on identifying the strengths and weaknesses within the organization, such as the quality of human resources, employee competencies, organizational structure, work culture, and existing HR policies. Through this analysis, institutions can recognize areas that require improvement as well as aspects that can be further optimized to support organizational goals. In contrast, external analysis involves examining factors outside the organization that may affect human resource planning. This includes analyzing opportunities and threats arising from the broader environment, as well as comparing the organization's position with other institutions or competitors. External analysis may cover aspects such as labor market conditions, technological advancements, government regulations, socio-political dynamics, and industry competition. By understanding these external factors, organizations are better equipped to adapt and remain competitive.

The results of both internal and external analyses enable organizations to identify the gap between the availability of human resources and the actual needs required to achieve their objectives. This gap analysis becomes the basis for the next stage, namely forecasting future HR needs. Forecasting is a critical step that estimates the number and type of human resources required in the future. The quantity and quality of HR demand are determined by considering three main factors. First, external factors, including economic conditions, technological developments, socio-political and legal changes, and the level of competition, which can significantly influence organizational demands. Second, organizational factors, such as strategic plans, institutional growth, and budget allocation, which directly shape HR requirements. Third, labor-related factors, including workforce availability, employee turnover, retirement, and termination, which affect the supply of human resources. Through accurate forecasting based on these factors, organizations can develop more effective, efficient, and sustainable human resource plans.

Human resource inventory within educational institutions is conducted through a careful and systematic analysis of internal HR factors to ensure that planning is based on accurate and relevant data. In the context of educational human resource planning, Ulfatin & Triwiyanto (2016) emphasize that this process involves a sequence of interrelated activities that guide institutions in aligning their human resources with organizational goals. The first step is identifying school goals, which range from long-term strategic objectives to short-term operational targets. This ensures that all planning efforts are goal-oriented and measurable.

The next activity involves defining the school's philosophy, vision, and mission, which serve as the foundational values and direction for all institutional activities, including HR management. These elements provide a clear framework that guides decision-making and prioritization. Subsequently, institutions must review existing initial data and information, such as the current number of staff, qualifications, competencies, and performance records. This step is essential to understand the present condition of human resources and identify gaps between existing capabilities and future needs. After obtaining a clear picture of current conditions, the institution proceeds to choose alternative solutions to achieve its goals. This may involve various strategies, such as recruitment, training, redistribution of

tasks, or organizational restructuring. In line with this, identifying human and material resources that are considered essential becomes crucial to ensure that all necessary inputs are available and effectively utilized.

Furthermore, institutions must analyze possible obstacles that may hinder the achievement of goals, including internal challenges such as limited competencies or external factors like policy changes and resource constraints. Anticipating these barriers allows for the development of preventive and corrective measures. Finally, determining how each stage of the planning process will proceed ensures that the plan is implemented in a structured, systematic, and sustainable manner. Overall, these activities form a comprehensive framework that enables educational institutions to manage their human resources strategically and effectively in achieving desired outcomes.

Regarding the institution's vision, mission, and philosophy, they serve to match the characteristics of the educational institution with the human resources required. At the local level, philosophy is usually practiced and used as a guide for educational planning. Meanwhile, the vision represents an optimistic long-term statement to be achieved. Likewise, the mission reflects the core values of educational institutions values needed by students and aligned with societal norms. With well-structured human resource planning, education is expected to become better and of higher quality in the future.

Based on the results of the analysis of human resource planning in education, this study has implications that encompass theoretical, practical, and policy aspects. Theoretically, this study contributes to the development of educational management studies, particularly in the field of human resource management, by emphasizing that human resource planning serves not only as an administrative activity but also as a strategic instrument that determines the direction of educational institution management. This reinforces the importance of integrating human resource planning with the strategic planning of educational institutions to enhance organizational effectiveness and efficiency.

Practically, this study provides educational institution administrators with insights into the importance of developing human resource planning in a systematic, targeted, and sustainable manner. Good planning can help educational institutions align the needs of teaching and non-teaching staff with educational quality demands, reduce mismatches between workforce qualifications and institutional needs, and improve performance through appropriate development programs. Additionally, effective human resource planning also encourages educational institutions to be more adaptive to environmental changes, such as technological advancements and educational policies.

From a policy perspective, this study has implications for the government and stakeholders in the field of education to promote the implementation of needs- and competency-based human resource planning in every educational institution. The government is expected to formulate policies that support the integration of human resource planning with strategic educational planning, provide an accurate human resource information system, and develop sustainable training and professional development programs for educators. Thus, human resource planning in education can be implemented optimally and contribute to the overall improvement of educational quality.

CONCLUSION

Based on the results of the literature review and the discussion conducted in this study, it can be concluded that human resource planning (HRP) is a strategic component in the implementation of education that plays an important role in supporting the achievement of educational goals effectively and efficiently. Human resource planning does not merely function as an administrative activity, but serves as a foundation for managerial decision-making related to the recruitment, development, placement, and evaluation of teaching and educational personnel.

The findings indicate that educational human resource planning encompasses various interrelated stages, including needs analysis, organizing, directing, controlling, as well as the development and evaluation of human resources. Planning that is formulated based on an understanding of the existing conditions and capacities of human resources within educational institutions can help prevent mismatches between institutional needs and the availability of teaching and educational

personnel. Furthermore, human resource planning that is integrated with the vision, mission, and development strategies of educational institutions contributes to improving the professionalism of teaching and educational personnel and enhances the effectiveness of educational management in a sustainable manner. Therefore, systematic and long-term oriented human resource planning is an essential prerequisite for improving educational quality and achieving national education goals.

This study has limitations because it employs a literature review approach; consequently, the findings are conceptual in nature and are not yet supported by empirical field data. Additionally, the data sources used are limited to available literature, so they may not fully represent the actual state of human resource planning in various educational institutions. Given these limitations, future research is recommended to adopt an empirical approach, such as field studies or mixed-methods research, to provide a more comprehensive understanding of the implementation of human resource planning in educational institutions. Furthermore, future research could also examine specific levels or types of educational institutions in greater detail and link human resource planning to other variables, such as educator performance, educational quality, or organizational effectiveness.

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