



Talent Management for The Development of Quality Teaching Staff

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ABSTRACT

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Improvements in education quality are highly dependent on the competence of educators and educational staff, which requires effective talent management. This study aims to describe and analyze the process of identifying, developing, and retaining talent, as well as its impact on the quality of educational personnel in schools. The research method employed is a case study with a qualitative approach, utilizing interviews, observations, and documentation, which were analyzed using thematic analysis with NVivo 12 Pro. Research findings indicate that the talent identification process begins with identifying needs, followed by establishing acquisition strategies, competency-based selection, and talent mapping; talent development through training and workshops improves the performance of educators; retention efforts through appropriate incentives play a crucial role in retaining high-quality educators; and talent management contributes to the development of competencies among educators and educational staff as well as academic achievements of students. This research is important for optimizing human resource management in education.

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INTRODUCTION

Education, as one of the main sectors in the development of a country, has recently undergone significant changes, particularly in terms of improving the quality of educators and educational personnel. The global phenomenon of globalization, advancements in information technology, and society's growing demands for better education have compelled educational systems to adapt swiftly. This has led to an increased need for educators who possess competencies that extend beyond technical skills to include soft skills necessary to address the increasingly complex challenges in education. In this context, educational institutions are required to have educators who are not only qualified but also capable of adapting to the various changes that occur. (Podolsky et al., 2019). Therefore, it is important for educational institutions to

manage and develop the potential of educators and educational staff through an effective system, one of which is talent management.

Talent management is now a strategy that is increasingly being adopted by educational organizations in various countries, including Indonesia. Talent management in the context of education is not only focused on recruitment but also on the development and retention of high-quality educators. In this regard, educational organizations need to have a system that can detect and manage talent in a systematic and planned manner. Proper management will have a significant impact on the quality of education received by students. (Kusuma & Nasrulloh, 2022). Quality education depends on the quality of its management, especially in selecting, developing, and retaining qualified educators. This creates a need for every educational institution to formulate an effective talent management system in order to meet long-term educational goals. (Ramadhani et al., 2020).

Research García and Sesé (2024), shows that talent management in the education sector plays an important role in creating a culture of excellence that can encourage educational institutions to achieve better results. In addition, research conducted by Purwaningsih et al. (2021) revealed that improving the quality of educators can be achieved through talent management strategies that focus on continuous development. This was also reinforced by Anlesinya and Amponsah-Tawiah. (2020), which states that organizations that adopt talent management effectively are able to significantly improve performance and achieve their strategic objectives. Thus, talent management has become an important aspect that focuses not only on individuals but also on the achievement of overall educational organizational goals.

Furthermore, various previous studies have shown that although talent management has been implemented in several educational institutions, its implementation still faces many challenges. Research by Gea et al. (2023) shows that the talent management system for educators has several shortcomings and challenges that need to be addressed. First, the talent selection process is not yet effective and optimal, which affects the quality and standards of schools. Second, talent placement is often not in line with their expertise or academic qualifications, which can have an impact on the quality of teaching and learning. Third, the development and training provided by schools are not always in line with the needs and expertise of educators, particularly in terms of IT use and the creation of technology-based learning tools. Schools therefore need to make several improvements.

Then Gallardo-Gallardo et al. (2020) also revealed that educational organizations often face difficulties in identifying the right talent and lack awareness of the importance of sustainable talent management in the

development of educators. They suggested that it is important to integrate talent management with broader strategic planning, which can support the adaptation of educational organizations to social and technological changes. Therefore, this study was conducted to examine in depth the talent management process implemented in educational institutions, particularly at SMP Islam Al Azhar 13 Surabaya.

This study aims to identify and analyze the processes of identifying, developing, and retaining teaching talent, as well as the impact of talent management on the development of teaching and educational quality. In this context, the research conducted at SMP Islam Al Azhar 13 Surabaya will focus on how the talent management process works, from identifying needs and developing capacity to retaining qualified teachers. It is hoped that the results of this study will provide practical and theoretical contributions to the development of talent management in the education sector in Indonesia, as well as insights for educational institutions in managing human resources more effectively and efficiently to achieve better educational goals.

RESEARCH METHOD

This study adopts a qualitative methodology with a case study approach, chosen to provide a deep understanding of the phenomenon under investigation and to capture the detailed experiences and perspectives of individuals. The goal is to explore talent management within educational institutions, with a focus on the implementation at Al Azhar 13 Islamic Junior High School in Surabaya. Case studies are particularly suitable for this type of inquiry, as they enable the researcher to explore a specific phenomenon in its natural context, providing detailed insights into the challenges and impacts associated with talent management in educational settings (Abdullah Mohammed et al., 2020; Yıldız et al., 2023).

In terms of data collection, the study employs in-depth interviews, observation, and document analysis. Interviews were conducted with the principal, foundation administrators, teachers, and other educational staff to gather a range of viewpoints on talent management within the institution. Observations were also made to track how talent management strategies are applied in everyday school (Al Amiri & Shawali, 2021). Additionally, relevant documents such as performance reports, assessment systems, and talent management policies were analyzed to supplement the data obtained through interviews and observations (Mohammed et al., 2020).

Data analysis was performed using a thematic approach, allowing for the identification of key themes such as regulations, cybersecurity, and the validity of digital documentation. This method is particularly useful for organizing the

needs of each school unit, although it must follow the standards set by the center. Mrs. Ade stated, "First, we conduct a needs analysis for each school unit. Each school unit has different needs, although there are standards that must be followed by all candidates." This process includes determining the number and type of educators needed, with a focus on the quality of religious-based education and English language proficiency, which are top priorities. This aligns with the explanation from the Principal of Al Azhar 13 Islamic Junior High School, Mr. Agus, who emphasized the importance of English language skills as a requirement in the educator selection process: "We prioritize teachers who can speak English."

Talent management at SMP Islam Al Azhar 13 Surabaya begins with a needs analysis conducted by each school unit to determine the number and type of educators required. The talent acquisition strategy implemented by this school includes searching for prospective employees through various channels, both external and internal, such as mass media and inter-agency transfers. These findings illustrate flexibility in the talent acquisition process, which aligns with Labola's (2019) findings emphasizing the importance of obtaining employees from internal or external sources, depending on the organization's specific needs. In practice, organizations often prefer internal sources because existing employees have a better understanding of the organization's culture and internal processes.

The recruitment process follows a talent acquisition channel based on transparent information. Observation data shows that information about job vacancies is disseminated through various communication channels, including flyers, WhatsApp, and mass media, as revealed by Ms. Dwi, a Human Resources staff member: "Usually, vacancies are announced through flyers, WhatsApp, or information from friends." Additionally, some teachers also apply after learning about job openings through the media. The rigorous selection process includes various tests, such as written tests, interviews, and skill assessments in educational and technical fields, such as computer operation, particularly for educational staff. Ms. Ade explained that the entire selection process is conducted by a central team, which includes interviews and evaluations of candidates' competencies, both academic and relevant additional skills, such as English language proficiency.

The selection process at SMP Islam Al Azhar 13 Surabaya involves various stages, such as written tests, interviews, and skill tests that demonstrate a holistic approach to selection. These findings are in line with research by Agus R et al. (2023), which emphasizes the importance of selection that considers various aspects of competence. The study also found that the selection process does not solely focus on academic qualifications but also on additional skills such as

English proficiency and religious knowledge, which aligns with the school's curriculum that integrates the National Curriculum, Al Azhar Curriculum, and Cambridge Curriculum.

In talent mapping, SMP Islam Al Azhar 13 Surabaya involves an internship stage that is part of the evaluation process for prospective employees. As stated by Mr. Agus, "After recruitment, there is a six-day internship period. Then, there is a one-year contract. If the performance is good, the school principal can recommend them to be appointed as permanent employees." This evaluation process aims to ensure that prospective employees meet the performance standards set by the institution. Additionally, the process of appointing permanent employees after the contract period also involves an evaluation by unit management to assess the performance and suitability of prospective employees for the tasks assigned.

One interesting aspect of the talent identification process is the implementation of employee transfers and rotations as part of career development. Ms. Ade explained that employees at YPI Al Azhar must be prepared to be assigned to various locations, whether within the city, province, or even outside the island, according to the needs of the organization: "Employees must be prepared to be assigned anywhere, whether within the city, province, or outside the island, depending on the needs of the organization." This policy demonstrates the organization's flexibility in human resource management, which is tailored to the employees' competency levels and the organization's needs.

The talent mapping process at SMP Islam Al Azhar 13 Surabaya, which was conducted using in-depth needs analysis, underscores the importance of periodic evaluations for employee career development. These findings confirm Wulandari's (2021) research, which revealed the importance of using objective and subjective criteria in talent mapping to predict future performance. Systematic performance evaluations, conducted during the employment contract period and internships, serve as the foundation for identifying employees with the potential to fill strategic positions in the future.

Overall, the talent identification process at SMP Islam Al Azhar 13 Surabaya reflects systematic talent management based on the needs of a dynamic organization. A rigorous selection process, followed by evaluation through internships and contracts, as well as the implementation of flexible rotation, enables this institution to place the right educators in accordance with the needs and competencies required, thereby supporting optimal education quality at this school.

Talent Development

The talent development process at SMP Islam Al Azhar 13 Surabaya is a continuation of the talent identification stage and aims to ensure that employees continue to develop in line with the school's needs and expected quality standards. Based on observation and interview data, talent development at this school involves various programs, including training, workshops, and performance assessments designed to improve professional skills, pedagogical competencies, and soft skills. One of the main programs in talent development is the Initial Employee Training (PAP), which is mandatory for all new employees. This program is conducted by the center for one week and aims to introduce new employees to the Al Azhar organizational culture, employment system, and administrative tasks that must be carried out. Mrs. Ade, Administrator of the Al Azhar Foundation East Java Branch, explained: "PAP is the first step for new employees to understand Al Azhar's culture, human resources system, and public relations handling, as well as other administrative tasks." In line with this, Ms. Dwi, Human Resources Staff, added that "PAP provides a deep understanding of the religious values that form the core of Al Azhar's educational institution and prepares employees to perform their duties effectively."

Talent development at SMP Islam Al Azhar 13 Surabaya is carried out through a new employee orientation program, ongoing training, and performance appraisals. These findings indicate that initial orientation involving Employee Induction Training (EIT) is crucial for building understanding of organizational values and work culture. Faisa et al. (2023), highlight that orientation plays a vital role in preparing employees for success in the workplace by helping them understand organizational values and basic skills.

After the PAP stage, the school continues to conduct training and workshops that are not only internal but also involve external training relevant to the needs of educators and educational staff. Every year, the school develops a training program covering various topics, some of which are conducted internally and others that require staff to attend training outside the school. Ms. Ika, a teacher, explains: "The school already has an annual schedule with a training program in place. Some of the training is conducted internally by the school, while others require us to attend outside the school...". These programs enable educators and educational staff to continue developing themselves, although they are more often conducted in group settings. Mr. Agus, the school principal, explains that the training includes various types of seminars and workshops that support the collective development of educators' competencies, although the specific needs of each individual have not yet been fully accommodated. The development activities planned by the institution are as

follows:

Table 1. Development Activities

No	Activity	Level
1	Initial Employee Training	New teachers and employees
2	Workshop	Teachers and employees
3	OSN teacher training	Supervising teachers
4	Workshop for school principals	School principals
5	Teacher Working Group	Teachers
6	Extracurricular activity supervisor training	Extracurricular Teachers
7	Curriculum Workshop	Teachers and employees
8	Laboratory/Librarian Workshop	Teachers and employees
9	Deputy Principal Workshop	Deputy Principal
10	Classroom Observation - CSR	Teachers and employees

In addition, the school also has a special development program for prospective school leaders. Mr. Agus added that for prospective leaders, such as deputy principals and principals, a comprehensive Leadership Training Program is provided. This program covers various materials related to the curriculum, personnel, budgeting, and managing relationships with parents, teachers, and other external parties. As a result, prospective leaders are prepared not only in technical and managerial skills but also in values-based leadership and school culture.

In terms of performance appraisal, the talent development process also involves regular and systematic assessment. Observational data indicates that SMP Islam Al Azhar 13 Surabaya uses the DP4 Information System to evaluate employee performance on a monthly basis. Mrs. Ade explained that: "Every month, there is another evaluation from the school, specifically called DP4. This evaluates aspects such as religious practices, commitment, cooperation... there are ten aspects that are assessed, including discipline, responsibility, task mastery, and social interaction." The DP4 system covers performance aspects such as discipline, task mastery, responsibility, and social interaction, which are inputted by unit leaders into the system and then approved by the central office. If the evaluation results indicate good performance, employees have the opportunity to receive a promotion or higher rank.

Annual training and workshops are an important element in competency development. Dewi's (2020) research emphasizes the importance of leadership training as part of a talent development strategy. Scheduled training programs focused on developing technical, managerial, and leadership competencies contribute to the quality of teaching and better relationships between leaders, teachers, students, and parents. Performance evaluations conducted through the DP4 system are also in line with the findings of Huliselan et al. (2022), which

emphasize the importance of objective evaluation in talent development and employee performance.

Overall, the talent development program at SMP Islam Al Azhar 13 Surabaya is structured to improve the competence of teaching and non-teaching staff. Orientation programs such as PAP, continuous training, and performance evaluations integrated with the DP4 system provide opportunities for staff to continue developing both professionally and in terms of personality and soft skills. Through these programs, the school ensures that educators and educational staff maintain skills relevant to educational developments, which in turn supports the improvement of educational quality at the school.

Talent Retention

Talent retention is a crucial aspect in ensuring that SMP Islam Al Azhar 13 Surabaya is not only able to attract talented employees, but also retain them in the long term. Based on interviews with the East Java Branch of YPI, Mrs. Ade, the talent retention strategy at this school focuses on several key elements, including career development, facilities and benefits, and the creation of a conducive work environment. Mrs. Ade explained, "Every three years, we provide promotions and salary increases for employees who perform well. This is done to maintain motivation and provide opportunities for employees to grow within the school." These promotions and salary increases are based on performance evaluations conducted on a regular basis, as one way to ensure that employees feel valued and remain motivated.

Mr. Agus, Principal of SMP Islam Al Azhar 13 Surabaya, added: "For every promotion, there must be an assessment by the respective school principal. The assessments from the last two or three years will be taken into consideration for promotion and classification..." The promotions granted based on this evaluation create opportunities for employees to advance their careers, with those demonstrating greater competence having a higher chance of being promoted to higher positions within the organizational structure. Mr. Agus also stated: "If an educator demonstrates good performance, we provide opportunities to fill higher positions. One of the motivations we offer is by granting more trust and responsibility, which can also have a positive impact on their careers."

In addition, the school also provides facilities and allowances that support the professional development of teaching staff. Data from observations and interviews with the principal, Mr. Agus, show that the school provides a Teacher Professional Education Program (PPG) for teachers who have not yet completed their certification. Mr. Agus explained: "The school facilitates teachers to upgrade themselves through teacher education programs, such as the Teacher

Professional Education Program (PPG) for those who have not yet completed it." Additionally, adequate facilities at the school also contribute to the comfort of staff members, as stated by Ms. Dwi, Human Resources Staff: "Alhamdulillah, the facilities here support my work and are sufficient."

This development program provides teachers with the opportunity to improve their qualifications, which in turn contributes to the development of educational quality at the school. In addition, SMP Islam Al Azhar 13 Surabaya also provides service allowances and family allowances based on length of service and certifications held, which increase over time. Mrs. Ade explained: "We provide service allowances and family allowances, which increase with the length of service at this school. We also provide incentives for school-related activities, such as events or committee work."

A conducive work environment is also an important factor in talent retention. Data from interviews with Ms. Ika, a subject teacher, reveals the importance of a harmonious work atmosphere: "I feel comfortable here because the work environment is small and intimate. With a small number of employees, communication between staff is easier. Although there are frictions, problems can be resolved well because we are open and supportive of each other". Mr. Agus also added that open communication and informal conversations between management and educators are part of the strategy to maintain employee motivation: "We often have informal conversations to ensure that they feel valued and receive the support they need. We also ensure that communication among staff, whether between teachers or between teachers and management, runs smoothly".

Talent retention strategies also include reward and punishment mechanisms. Observation data shows that schools provide rewards in financial and non-financial forms, such as allowances for school activities and awards in the form of vacations or umrah trips for employees who have served for more than 10 years. Mrs. Ade explained: "For colleagues who have shown high dedication and have been with us for at least 10 years, we send them on a pilgrimage. This is the umpteenth batch from the East Java branch that we have sent on a pilgrimage."

In addition, the school also implements progressive punishments if employees do not meet performance standards. Ms. Ade explained that if an employee violates the rules or does not meet expectations, the warning process begins with a Warning Letter (SP1) and continues to SP3, which is the final step before further decisions are made. "If employees do not perform adequately, they can receive a warning letter. After SP3, if there is still no improvement, a decision can then be made regarding the continuation of their contract."

Al Azhar Islamic Junior High School 13 Surabaya implements a career development policy through rank increases and job promotions for educators who demonstrate good performance. This finding supports Sahabuddin's (2022) research, which emphasizes that career development focused on performance appraisal can increase motivation and job satisfaction, which in turn improves educator retention. Adequate facilities, including allowances and incentives based on qualifications and teaching experience, are also important factors in enhancing employee loyalty. Research by Shofiah et al. (2025) indicates that financial and non-financial incentives can improve well-being and teaching quality.

A conducive work environment also plays an important role in talent retention strategies. Good communication between staff and management, as well as support from leadership, creates a harmonious work atmosphere. These findings support the research of Millah et al. (2023), which indicates that a positive work environment and support from leadership significantly contribute to increasing satisfaction and retention among educators. Additionally, a balanced reward and punishment system also plays a role in creating a more harmonious work environment and supporting employee career development.

Overall, the talent retention strategy at SMP Islam Al Azhar 13 Surabaya focuses on continuous career development, providing adequate facilities and benefits, and creating a supportive work environment. This approach ensures that educators and educational staff feel valued and given opportunities to grow both professionally and personally. By providing rewards commensurate with performance and loyalty, and administering punishments fairly, the school has successfully created an environment that is not only attractive but also retains talented employees in the long term.

The Impact of Talent Management

The implementation of talent management at SMP Islam Al Azhar 13 Surabaya has had a significant impact on the development of the quality of educators and educational staff, as well as the quality of education provided to students. According to an interview with Mrs. Ade, the Administrator of YPI Al Azhar branch in East Java, the main factors supporting the success of talent management are strong leadership and commitment from the staff. Mrs. Ade stated: "First, leadership and commitment from the staff. That is the key to how this human resource talent management can develop well. So, leadership and commitment—in my opinion... Leadership is related to development, motivation, and so on. Attention, recognition, so that these human resources can be expected to stay long-term..." This statement indicates that creative and innovative leaders have a significant influence on how talent can develop, as they

provide attention, motivation, and recognition that maintain employee loyalty and dedication.

Mr. Agus, Principal of SMP Islam Al Azhar 13 Surabaya, added that supportive policies and adequate budgets for teacher development programs are also factors that support effective talent management. Mr. Agus explained: "In my opinion, the first factor is supportive policies, the second is adequate funding to implement teacher development programs and promote them. External support is also important, but what is more crucial is internal support, namely the individual's commitment to work. High commitment to work is a determining factor in forming a talent pool and good leaders." From this explanation, it can be concluded that internal policies that support teacher development, such as adequate budget allocation for training and promotion, as well as individual work commitment, play a crucial role in the development and sustainability of talent management.

However, on the other hand, SMP Islam Al Azhar 13 Surabaya also faces challenges in talent management. One of the obstacles encountered is the low level of commitment among the younger generation, who tend to easily change jobs. Mrs. Ade revealed, "Their commitment is not strong, which is an obstacle for us. Our obstacle is commitment. Because they are more interested in living in the neighborhood. In the end, they easily change their commitment to Al Azhar... The current generation is different from my generation. That's also a factor..." This phenomenon indicates that differences in values between older and younger generations can disrupt the sustainability of talent management, particularly in terms of employee loyalty. Additionally, high employee turnover rates pose a significant challenge in ensuring that talent development programs are effective in the long term.

Technically, Mr. Agus also mentioned difficulties in finding applicants who meet the expected qualifications. Mr. Agus explained: "Actually, applicants who meet our expectations are quite difficult to find. There are many applicants, but not all of them meet the qualifications we expect. The first qualification that applicants often overlook is having the appropriate diploma. Without a diploma, we cannot process the application because, according to the personnel regulations of the foundation, we do not accept a letter of graduation (SKL), but rather the original diploma..." This issue highlights the importance of aligning applicants' qualifications with the required position to streamline the recruitment process and ensure the quality of educators entering the organization.

In addition to challenges, good talent management has a clear positive impact on the development of the quality of teaching and education personnel. Mrs. Ade stated: "If talent management is carried out properly, it will clearly

affect the quality of teachers themselves. Qualified teachers will certainly have a direct impact on the quality of their students. Student achievement is the main indicator of the quality of education provided by the teachers concerned...". This statement underscores the importance of talent management in improving the competence of educators, which in turn contributes to improving student achievement. Mr. Agus also added that teachers who are qualified in academic and social aspects will have a positive impact on student development: "When the talent acquired has good abilities, both in academic aspects, teaching professionalism, as well as social qualifications and personality, it has a very positive impact on student development".

The talent management implemented at SMP Islam Al Azhar 13 Surabaya has a positive impact on improving the quality of teaching and education staff. The implementation of systematic and structured talent management allows employees to be placed according to the competencies required by the organization. This finding is in line with the research by Rustam and Nenobais (2021) which emphasizes that proper talent mapping can support the success of professional development and organizational performance. The results of data analysis using the hierarchy chart feature in Nvivo 12 Pro can determine the extent of the impact of talent management on the development of the quality of educators and educational personnel.

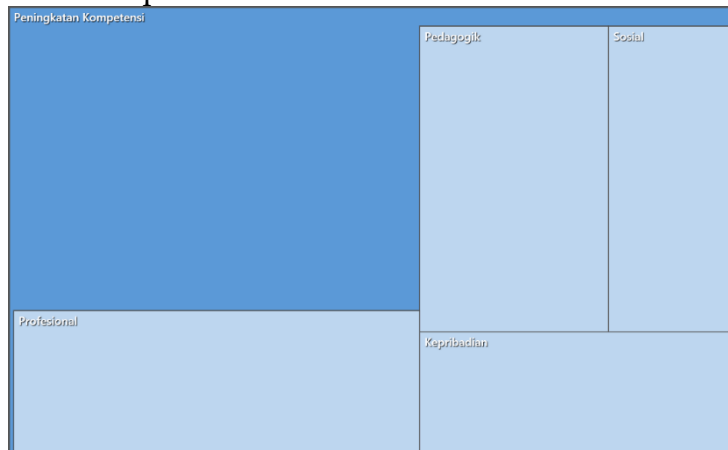


Figure 3. Hierarchy Chart Impact of Talent Management

A structured and sustainable talent development program helps improve the pedagogical, personal, social, and professional competencies of educators. This leads to improved teaching quality, which directly impacts student learning outcomes. For example, Ms. Ika, a teacher, shared the positive impact she has experienced: "After participating in various training and coaching sessions, I feel that my teaching skills have improved. I am now more confident in using various innovative teaching methods, which certainly improves the quality of education at this school."

The process of employee rotation and transfer based on performance appraisal also increases organizational flexibility, which is in line with the research by Barinua and Faruba (2022) stating that competency assessment is very important for the effectiveness of an organization's human resources. However, the challenges faced by SMP Islam Al Azhar 13 Surabaya are low employee commitment, especially among the younger generation, and high employee turnover. Basuki's (2024) research identified challenges in talent management policies related to the mismatch between employee expectations and job realities, as well as dissatisfaction with promotion and career development opportunities. This indicates that while talent management has positive impacts, challenges in retention and recruitment still require attention to ensure long-term success.

Overall, the talent management implemented at SMP Islam Al Azhar 13 Surabaya contributes to improving the competence of educators and educational staff, which directly affects the quality of education and student achievement. Despite challenges such as low commitment from the younger generation and difficulties in finding candidates who meet the qualifications, the positive impact of this talent management is clear, including in enhancing the motivation and teaching quality of educators, which ultimately supports the development of student achievements at the school.

CONCLUSION

Through a talent identification process that includes needs analysis, acquisition strategy determination, and selection using a transparent and competency-based approach, teachers can be mapped to positions that match their qualifications and potential, which forms the basis for effective development programs. Continuous talent development through specialized training and workshops aimed at improving pedagogical, professional, and social competencies has been proven to improve the quality of educators' performance. This program also provides opportunities for future leaders to develop their leadership skills, which supports high-quality education. Talent retention efforts supported by a career development system, adequate facilities, and a conducive work environment play an important role in maintaining the loyalty of educators and educational staff. Appropriate incentives, both financial and non-financial, are key factors in retaining quality educators and preventing high turnover rates.

The implementation of talent management at SMP Islam Al Azhar 13 Surabaya has had a positive impact on improving the quality of educators and educational staff. Through effective talent identification, development, and retention, the school has succeeded in creating a quality educational

environment. However, challenges related to employee turnover rates and the gap between employee expectations and organizational policies require further attention to optimize talent management in the future. The findings of this study provide important contributions to the literature on talent management in the education sector and identify steps that need to be taken to enhance its effectiveness.

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