



The Implementation of Teaching Staff and Educational Personnel Management at IAKN Tarutung

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ABSTRACT

This study aims to describe the implementation of teaching and educational personnel management at the State Christian Institute of Tarutung (IAKN Tarutung) in the Academic Year 2024/2025. The research focuses on seven management components: planning, recruitment, selection, placement, training and development, compensation, and performance appraisal. A qualitative approach with a case study method was employed. Data were collected through interviews, observations, and documentation using purposive sampling techniques. Data analysis was conducted inductively through the stages of reduction, data presentation, and conclusion drawing. The findings reveal that the implementation of teaching and educational personnel management at IAKN Tarutung has been carried out in accordance with existing guidelines and regulations, such as Minister of Religious Affairs Regulation No. 11 of 2019 on performance allowances. Human resource planning is designed based on institutional needs; recruitment is conducted openly; selection follows administrative mechanisms; placement is aligned with unit requirements; and staff development is facilitated through study assignments and training programs. Compensation is provided in the form of salaries, allowances, and performance-based rewards, while evaluations are conducted periodically every semester with follow-up measures such as promotion, coaching, and further development. Overall, the implementation has been relatively effective but still requires adjustments to meet the ideal standards.

Keywords: *educational management, teaching staff, educational personnel, implementation, IAKN Tarutung*

INTRODUCTION

Educational Management refers to a set of activities or processes involving the organization and administration of collaborative efforts within an educational institution to achieve predetermined educational goals. This is accomplished by utilizing available resources and applying management functions to ensure that objectives are met

effectively and efficiently. The main areas of educational management include curriculum management, student management, teaching staff and educational personnel management, facilities and infrastructure management, financial management, public relations management, and special services management. Each of these areas must be well organized within educational institutions to ensure the effective and efficient achievement of institutional goals. The undergraduate program (*Strata Satu/S1*) at the State Institute for Christian Studies Tarutung (IAKN Tarutung) represents the first state Christian higher education institution in Indonesia, operating under the Directorate General of Christian Community Guidance of the Indonesian Ministry of Religious Affairs. IAKN Tarutung is committed to developing Christian human resources through the implementation of the Tri Dharma Perguruan Tinggi (the three pillars of higher education: education, research, and community service). As one of the state Christian higher education institutions in Indonesia, IAKN Tarutung comprises three faculties: (1) the Faculty of Theology with three study programs; (2) the Faculty of Christian Social Sciences and Humanities with four study programs; and (3) the Faculty of Christian Education with five study programs. As a higher education institution, each faculty at IAKN Tarutung is responsible for providing the best possible academic services to produce graduates who are competent, excellent, and competitive. To achieve this mission, the management of teaching staff and educational personnel becomes one of the most critical aspects requiring optimization. IAKN Tarutung currently has 147 lecturers and 59 educational personnel, each assigned specific tasks and functions within their respective faculties. The management of teaching staff and educational personnel at the program level significantly influences the achievement of institutional educational goals. Various factors influence the attainment of educational goals, one of which is the performance of teaching staff and educational personnel within the institution. Higher education requires competent educators and staff to ensure the success of institutional objectives. As noted by Hasnadi in the work of Yustinus Sanda et al., higher education institutions cannot function optimally without the support of professional teaching staff and personnel. The greatest challenge in Indonesian education is no longer access, but quality. Many educators and staff still lack the necessary subject knowledge and skills, or do not meet the required standards for achieving institutional goals. In this regard, effective management of teaching staff and personnel is a pressing challenge for all educational institutions to sustain excellence.

The management of teaching staff and educational personnel encompasses activities from recruitment and placement through to retirement or termination. According to Mulyasa, as cited in the work of Muhammad Rizki Syahputra and Hera Herviana, the objective of personnel management in education is to utilize staff effectively and efficiently to achieve optimal results while maintaining a positive working environment. Similarly, Subekhi and Jauhar, as cited in Candra Wijaya et al., describe this management as planning, organizing, directing, and controlling processes related to recruitment, development, compensation, integration, maintenance, and termination of human resources in order to meet individual, organizational, and societal goals. The management of teaching staff and personnel plays a crucial role in ensuring professionalism and improving the quality of higher education. Fauzi, as referenced in Yustinus Sanda's research, concluded that teaching staff and personnel management is the most critical

element in educational management systems. Consequently, such management must be carried out optimally in line with institutional needs and objectives to foster the desired quality of higher education. Furthermore, implementation should be innovative to encourage development and improvement in educational standards. However, research by Firman Zamzani et al. identified several factors hindering the implementation of personnel management, including the failure to meet established academic qualification standards, particularly among educational personnel. Additional issues include a lack of accuracy, discipline, creativity, innovation, and accountability. Problems such as inadequate facilities and infrastructure and insufficient staff development programs also negatively affect institutional performance. Research conducted by Yustinus Sanda et al. highlighted several measures necessary for developing professional teaching staff and personnel. These include human resource planning based on needs assessment and the prioritization of recruitment processes. Efforts to enhance institutional quality are also pursued by providing opportunities for lecturers and staff to continue their studies, both domestically and abroad, offering training and professional development programs at local and national levels, and supporting lecturers in research and community service (*Pengabdian kepada Masyarakat/PKM*). Relatedly, Achmad Setiawan S. examined issues concerning teaching staff and personnel at Ministry/Agency Higher Education Institutions (PTKL). His findings identified three main challenges: (1) the absence of a specialized job classification system for educators and mentors within PTKL, including the Immigration Polytechnic; (2) underdeveloped competency and career development programs for mentors; and (3) ineffective personnel management in improving educational quality, which in turn impacts graduate outcomes. Preliminary observations at IAKN Tarutung indicate that the implementation of personnel management includes planning processes guided by institutional regulations. Professional development is pursued through study assignments and training programs offered by both internal and external institutions. Compensation is provided in accordance with Minister of Religious Affairs Regulation No. 11 of 2019 on performance allowances, supplemented by performance-based rewards. Regular evaluations are conducted each semester, with follow-up actions such as professional development, coaching, and promotions for those meeting performance standards. Nevertheless, interviews revealed that some teaching staff and personnel have academic qualifications that do not align with their current positions. Such mismatches often create challenges in adjusting competencies to job responsibilities. At present, IAKN Tarutung has begun implementing a merit-based system in its human resource management as part of efforts to establish professional governance. However, this process remains in the adjustment stage toward achieving ideal alignment.

METHODS

In this study, the type of research employed is qualitative research using a case study method. The research is intensively focused on a single object, which is examined as a case. Data for this case study are obtained from various relevant parties, meaning that the information used in this research is collected from multiple sources. In this study, the researcher serves as the primary instrument. The data collection technique applied is triangulation, which combines several methods. Data analysis is conducted inductively

and qualitatively, emphasizing the meaning and generalizations derived from the findings. Within the context of this research, the researcher functions as the designer, implementer, data collector, and data analyst. Descriptive qualitative research is employed as a tool to determine the focus of the study, select informants, and formulate conclusions based on the data collected. To obtain the data, the researcher applies observation, interviews, and documentation methods in order to engage with relevant stakeholders at IAKN Tarutung. According to Suryana, as cited in Feni Rita Fiantika et al., the stages of qualitative research are divided into three phases: the pre-field stage, the fieldwork stage, and the data analysis stage. The data collection procedure refers to the process and techniques employed by the researcher to obtain the data required for both qualitative and quantitative studies. The primary goal of this procedure is to help the researcher acquire accurate and reliable data. To gather sufficient and relevant information in line with the research topic, the researcher applies the following data collection procedures: Observation is a method of data collection carried out by directly examining the object under study. In qualitative research, observation is conducted by visiting the field to examine behaviors and activities relevant to the research focus. The researcher may act as a participant in the process or as a non-participant who only observes. In this study, observation is employed to obtain an accurate picture of the actual conditions in the field. The researcher will directly conduct observations at IAKN Tarutung, specifically at Campus II, located on Jalan Raya Tarutung-Siborongborong KM 11, Silangkitang, Sipoholon District, North Tapanuli Regency. The aspects to be observed include seven main components of teaching and educational personnel management: planning, recruitment, selection, placement, training and development, compensation, and performance appraisal. Interview An interview is a data collection technique conducted through direct interaction with respondents or subjects by asking pre-planned questions. In practice, interviews may be interactive dialogues or primarily researcher-driven. The interview technique employed in this study is semi-structured interviewing, where the researcher uses an open and flexible interview guide prepared in advance. This format allows the interviewer to explore respondents' answers more deeply with follow-up questions as necessary. The semi-structured approach ensures that the interview remains focused on the intended information while allowing flexibility for richer insights. This study also makes use of document analysis. The researcher employs tools such as a smartphone to document various aspects, including the school environment, recording interviews, and storing important institutional documents as sources of data. This procedure supports the collection of information related to the research, including organizational structure, vision and mission statements, and data concerning teaching staff and educational personnel at IAKN Tarutung. Documentation serves to complement the data obtained from observations and interviews. A research instrument is a tool used to measure observed natural or social phenomena. As noted by Nasution (in Sugiyono), qualitative research has no alternative but to position the researcher as the primary instrument. This is because various aspects of qualitative inquiry-such as the research problem, focus, procedures, hypotheses, and even expected results-cannot be fully determined at the outset and must be refined throughout the research process. In such conditions of uncertainty, the researcher becomes the only reliable instrument to achieve research objectives. Unlike quantitative research, which employs standardized measuring

instruments, qualitative research relies heavily on the researcher's skills in collecting and analyzing data.

RESULT AND DISCUSSION

The research data were obtained from two main sources, namely primary data and secondary data. Primary data were collected directly through interviews and observations conducted at the State Institute for Christian Studies Tarutung (Institut Agama Kristen Negeri, IAKN) Tarutung. The research informants consisted of six individuals: the Head of the Staffing Function Team, a staffing officer, two teaching staff, and two educational personnel. These six informants were selected using purposive sampling, a technique that selects participants based on specific considerations to ensure the data collected are relevant to the focus of the research. Interviews and observations were focused on seven key aspects of the implementation of teaching staff and educational personnel management: planning, recruitment, selection, placement, training and development, compensation, and evaluation. Through semi-structured interviews, the researcher obtained in-depth insights into the experiences and perspectives of the informants regarding the management of teaching staff and educational personnel at IAKN Tarutung. In addition, observations were carried out to directly examine management practices in the field, from workforce planning to performance evaluation. Secondary data were obtained from relevant documents and literature, including official campus archives, staffing documents, performance reports, as well as books and scholarly journals on educational management. These secondary data served as a complement and reinforcement to the primary data, thereby providing a more comprehensive understanding of the implementation of teaching staff and educational personnel management. Thus, the collected research data represent the actual conditions in the field, while also being supported by theoretical references. All data were analyzed qualitatively through the stages of data reduction, data display, and verification in order to draw credible conclusions about the implementation of teaching staff and educational personnel management at IAKN Tarutung.

Planning

Planning is a systematic process of determining objectives to be achieved and formulating the steps or strategies required to achieve these objectives effectively and efficiently. In a broader sense, planning is a mental activity that involves forward-thinking to anticipate possible future developments. This process begins with identifying existing problems or needs, then determining goals that are specific, measurable, achievable, relevant, and time-bound. Planning also involves an in-depth analysis of the available resources, including human, financial, material, and temporal resources. Through this analysis, individuals or organizations can identify their strengths and weaknesses, as well as the opportunities and challenges they may encounter. Based on this understanding, various alternative strategies are formulated, after which the most optimal strategy is selected by considering potential risks, costs, and benefits. Based on the findings of the study and

the interviews conducted, the researcher concludes that workforce planning for teaching staff and educational personnel at IAKN Tarutung has been carried out through a structured system in accordance with applicable guidelines. The planning process employs a bottom-up approach, in which each unit—such as faculties and study programs—submits their workforce needs to the staffing division, which acts as the main coordinator. This system involves intensive communication and coordination among units, data collection of workforce needs, verification, needs analysis, and the preparation of planning documents aligned with the institution's vision and mission. The process also takes into account long-term projections, technological developments, and incorporates monitoring and evaluation systems to ensure the effectiveness of each recruitment. This conclusion is supported by statements from several informants:

- “Every recruitment of teaching staff and educational personnel must follow regulations, and planning is always carried out based on existing guidelines. We also conduct needs analysis, especially for each unit.” (RI)
- “In planning, coordination and communication are crucial since IAKN consists of various units, both faculties and other academic bodies. There are clear points regarding staffing planning, including data collection, verification, and needs analysis. Recruitment of civil servants, both teaching and educational staff, must align with the institution's vision and mission. We also conduct documentation, reporting, monitoring, and evaluation to review recruitment outcomes and reformulate policies when necessary.” (RII)
- “As a new lecturer, I was assigned to the pastoral counseling program. In my opinion, for most programs the staffing is adequate, though some still lack alignment. These matters are usually raised during program meetings, where lecturers can provide input before the semester begins.” (RIII)
- “Currently, in our study program, staffing needs are discussed internally with lecturers and program heads. We assess whether the existing lecturers meet the program's academic requirements and, if not, propose additional staff.” (RIV)
- “Recently, two phases of P3K recruitment were conducted, so staffing needs are fairly sufficient for now. The process involves unit heads submitting proposals for the necessary positions and qualifications, which are then reviewed by the staffing division.” (RV)
- “In terms of quantity, human resources are sufficient, but in terms of quality, there are still gaps. Some personnel are not aligned with their educational background, while others are nearing retirement and struggle with technological demands. Planning is carried out through the staffing office, which collects unit proposals and then selects which positions to prioritize for the academic year.” (RVI)

Based on observations, interviews, and documentation conducted at IAKN Tarutung, it can be concluded that the planning aspect of the implementation of teaching staff and educational personnel management for the 2024/2025 academic year has been effectively carried out.

Recruitment

Recruitment is a systematic process undertaken by organizations to identify, attract, and gather potential candidates with the qualifications and competencies required for specific positions. As an initial step in human resource management, recruitment aims to secure the best candidates who can contribute optimally to organizational goals. Effective recruitment involves accurate job analysis, workforce planning, and alignment with institutional strategies. It must also ensure fairness, transparency, and compliance with legal standards to avoid discrimination, while simultaneously promoting the institution's positive image as an attractive workplace. At IAKN Tarutung, the recruitment of teaching staff and educational personnel is centralized and regulated by the Ministry of Administrative and Bureaucratic Reform (Menpan RB) for civil servant appointments and the National Civil Service Agency (BKN) for technical staff. The process includes need assessment, planning, preparation of formation documents, scheduling, and multi-stage selection. The institution acts as an administrative verifier, focusing on educational qualifications, competencies, and unit needs. Candidates undergo strict procedures, including online tests with immediate scoring, field competency tests, and interviews conducted jointly by central authorities and local representatives. Research findings reveal that recruitment at IAKN Tarutung is highly transparent, merit-based, and free from corruption or nepotism. This is evidenced by the successful appointment of eight candidates in the 2023 P3K recruitment, including individuals from outside the region, confirming the credibility and fairness of the process.

Selection

Selection is a systematic and structured process that follows recruitment, aiming to identify and appoint the most qualified candidate from a pool of applicants for a specific organizational role. Its primary goal is to ensure that individuals chosen meet the required qualifications, competencies, and professional standards necessary to perform job responsibilities effectively. Selection functions as a gradual elimination process, narrowing down applicants through successive stages until the final candidate is appointed. Effective selection decisions are critical, as they directly influence productivity, teamwork, organizational culture, and long-term institutional success. The selection process generally begins with preliminary screening of applications and curricula vitae to confirm basic eligibility, including educational background, work experience, and administrative compliance. Shortlisted candidates proceed to written assessments, which may include aptitude tests, psychological evaluations, personality tests, or technical examinations. Those who pass are invited to multiple stages of interviews, involving human resources staff, direct supervisors, and senior management. In some cases, additional steps such as assessment centers, presentations, job simulations, or probationary periods are applied.

At IAKN Tarutung, selection of teaching and educational staff follows principles of competence, objectivity, and transparency. The process begins with document verification by an administrative team, consisting of verifiers and supporters, with supervisory validation. Selection stages include administrative checks, Computer-Assisted

Tests (CAT) with passing grade thresholds, and three rounds of in-depth interviews addressing different themes, conducted jointly by central authorities and local faculty. The process is closely monitored and documented through official reports to ensure accountability. A merit-based system is applied, requiring candidates' educational backgrounds to align with the positions they seek. Evaluation is comprehensive, considering understanding, responsiveness, problem-solving, and communication. Within the Ministry of Religious Affairs, an additional stage—the religious moderation exam—is mandatory after BKN qualification. Respondents consistently affirmed that the selection process at IAKN Tarutung is transparent, fair, and free from discrimination, with results communicated clearly through an integrated system.

Implementation of Academic and Administrative Staff Management at IAKN Tarutung The management of academic and administrative staff at IAKN Tarutung begins with planning, recruitment, selection, placement, development, compensation, and finally performance evaluation. Staff planning at IAKN Tarutung follows a structured system aligned with institutional guidelines. Using a bottom-up approach, each unit such as faculties and study programs submits their needs to the personnel office, which coordinates the overall process. This involves intensive communication, data collection, verification, and analysis, culminating in a planning document consistent with the institution's vision and mission. Long-term projections and technological developments are also considered, supported by monitoring and evaluation mechanisms. Recruitment is centralized and follows regulations from the Ministry of Administrative and Bureaucratic Reform (Men-PAN RB) and the National Civil Service Agency (BKN). The process includes needs analysis, preparation of formation documents, scheduling, and centralized selection. IAKN functions as the verifying administrator, ensuring the validity of applicants' qualifications. Selection stages include document screening, online tests, field-specific competency exams, and interviews involving central teams and local faculty. Transparency is ensured through a centralized information system, preventing corruption, bribery, or nepotism. Merit-based recruitment is evident, as demonstrated in the 2023 PPPK recruitment, where eight staff members (five lecturers and three administrative personnel) were appointed, including candidates from outside the region. Selection is guided by competence, objectivity, and transparency. The process starts with document verification, followed by administrative checks, Computer-Assisted Tests (CAT), and three stages of thematic interviews conducted by central and local teams. Strict monitoring and reporting guarantee accountability. The merit system ensures candidates' qualifications align with their positions. Assessments cover comprehension, analytical ability, problem-solving, and communication. For the Ministry of Religious Affairs, an additional religious moderation test is required.

Placement follows a merit-based system emphasizing educational background and institutional needs. Formal placement begins with an official statement of assignment, followed by documentation and issuance of placement decrees. Coordination among units ensures compliance with regulations, with flexibility for incidental placements. While new placements largely align with the merit system, some mismatches persist among earlier recruits. Adjustments are made through reassignment and workload distribution, covering both academic and administrative responsibilities. Professional development is supported through formal education (study leave for higher degrees),

training, seminars, faculty FGDs, and specialized programs from the Ministry of Religious Affairs. Development opportunities vary by profession; for example, archivists have relevant training, while laboratory staff await specific programs. Career progression requires certifications, credit points, and competency tests. Although some programs require self-funding, the institution is increasing its investment in professional training. Compensation follows national regulations, particularly the Minister of Religious Affairs Regulation No. 11 of 2019. Salaries for civil servants (PNS) and PPPK employees differ slightly, with PPPK generally receiving higher pay but without periodic raises. Compensation includes basic salary, performance allowances, and position-based allowances. However, lecturers report imbalances, as teaching, research, and community service demands exceed current financial support. Recognition programs, such as awarding best lecturers and staff during institutional ceremonies, are also implemented, though evaluation criteria are not always transparent. Performance evaluation is conducted through the E-Kinerja system integrated with BKN. Assessments are carried out monthly, quarterly, and annually, based on work performance reports, supporting documents, and workload targets (SKP, BKD for lecturers). Evaluation outcomes determine allowances, promotions, and staff development measures. While the system enhances transparency, challenges remain, particularly regarding limited supervision and digital literacy among senior staff. Overall, E-Kinerja is viewed as a fair performance measurement tool linking accountability with compensation and career advancement. The implementation of teaching and educational personnel management is a crucial aspect in the administration of education, as the success of an educational institution is largely determined by the quality and management of its human resources. This implementation process encompasses planning, recruitment, placement, development, and performance evaluation, all of which must be carried out in a structured manner and aligned with the needs of the organization. With proper management, teaching and educational personnel function not only as technical executors but also as key drivers in achieving the vision, mission, and goals of the institution. Drawing on the theories of Ahmad Subekhi, Amirullah, and Mulyasa, the indicators of teaching and educational personnel management implementation can be summarized into seven processes: planning, recruitment, selection, placement, training and development, compensation, and performance evaluation. Planning involves determining the current and future needs of teaching and educational staff. At IAKN Tarutung, personnel planning follows a structured system based on established guidelines. The planning process is carried out using a bottom-up approach, whereby each unit such as faculties and study programs submit their needs to the human resources department, which serves as the main coordinator. This system requires intensive communication and coordination among units, data collection, verification, needs analysis, and the preparation of planning documents aligned with the institution's vision and mission. The process also takes into account long-term projections, technological developments, and incorporates monitoring and evaluation mechanisms to ensure effective recruitment.

Recruitment strategies for teaching and educational personnel in higher education typically include: (1) planning staffing needs, (2) announcing job vacancies internally and externally, (3) receiving applications, (4) screening application documents, (5) inviting shortlisted candidates, (6) administering written, oral (interview), psychological, and

teaching practice tests, (7) selecting successful candidates, (8) providing orientation and training for new staff, and (9) assigning lecturers or staff to their positions. At IAKN Tarutung, recruitment is centralized and adheres to regulations established by the Ministry of State Apparatus Empowerment and Bureaucratic Reform (Menpan RB) for civil servant recruitment and by the National Civil Service Agency (BKN) for technical staff. The recruitment process is systematic, beginning with needs analysis, planning and preparation, preparation of formation documents, scheduling, and selection in line with national procedures. The institution acts as an administrative verifier, ensuring candidates' documents and qualifications meet requirements. Transparency is ensured through a centralized information system, as seen in the 2023 recruitment of eight candidates (five lecturers and three administrative staff), two of whom came from outside the region, reflecting a merit-based system. Selection follows recruitment and ensures candidates meet established qualifications. At IAKN Tarutung, selection is guided by competence, objectivity, and transparency, with clear assessment standards. The process includes administrative verification, basic and field competency tests (CAT system), and multi-stage interviews involving both central teams and local lecturers. A religious moderation test is added for candidates under the Ministry of Religious Affairs. Respondents confirmed that the selection process is transparent, integrated with the BKN system, and non-discriminatory, ensuring only qualified candidates are accepted.

Placement is the assignment of accepted candidates to positions aligned with their expertise and the institution's needs. At IAKN Tarutung, placement follows strict administrative procedures and the merit system, prioritizing academic background and qualifications. The process includes data verification, issuance of placement documents, and signing of an official placement statement. Placement decisions involve coordination among units and compliance with existing regulations, with some flexibility for urgent needs. While placement of new staff generally aligns with the merit system, older staff recruited before its consistent application sometimes face mismatches. Adaptation measures include reassignment or gradual adjustment of duties to better align with expertise. Training and development aim to improve the quality of higher education human resources. At IAKN Tarutung, programs include formal education (from bachelor's to master's or doctoral levels), internal and external training, seminars, workshops, faculty discussions, and specialized training from the central Ministry of Religious Affairs. Self-development is also supported through research and community service grants. Training is linked to career advancement, requiring certificates, credits, and competency tests. Although not all positions receive equal opportunities and some programs require personal funding, the institution continues to expand its training budget to ensure adaptability to scientific and technological advancements.

Compensation is a sensitive aspect of human resource management, encompassing salaries, allowances, and career opportunities. At IAKN Tarutung, compensation policies follow central regulations, including Minister of Religious Affairs Regulation No. 11 of 2019 on Civil Servant Management, with salary systems differing between civil servants (PNS) and government contract staff (P3K). Compensation includes base salary, performance allowances, and structural or functional allowances. While generally considered fair, respondents noted that compensation does not fully cover lecturers' threefold responsibilities of teaching, research, and community service. Recognition

programs, such as awarding best lecturers and staff during official events, also form part of the compensation system. Performance evaluation is conducted at the end of each semester to assess lecturers and staff. Lecturer performance is measured through Teaching and Learning Process Evaluation (EPBM) and Workload Reports (BKD). Staff evaluation uses the E-Kinerja system integrated with BKN, conducted monthly, quarterly, and annually, based on work achievement reports, supporting documents, and SKP. Evaluations influence allowances, promotions, and career development, with leadership playing a critical role in verification and decision-making. While the system enhances transparency, challenges remain, particularly in field supervision and digital literacy among senior staff, requiring additional technical support. The implementation of teaching and educational personnel management at IAKN Tarutung demonstrates structured planning, transparent recruitment and selection, merit-based placement, continuous development, regulated compensation, and systematic performance evaluation. These processes reflect efforts to align human resource management with institutional goals, while also highlighting challenges in equity, adaptation, and resource adequacy.

CONCLUSION

Based on the research findings, the author concludes that the implementation of teaching and educational personnel management at IAKN Tarutung has generally been carried out effectively in accordance with the principles of human resource management. In terms of planning, the process has been conducted systematically through a bottom-up approach, whereby each unit submits its staffing needs, which are then verified and analyzed by the human resources division. This planning is aligned with the institution's vision and mission while also taking into account long-term needs and technological developments. The recruitment process has been implemented in compliance with the regulations established by the Ministry of Administrative and Bureaucratic Reform (PAN-RB) and the National Civil Service Agency (BKN). It has been conducted in a transparent, accountable manner and free from malpractice, thereby providing equal opportunities for all applicants according to their qualifications. This is supported by a merit-based selection system, in which the assessment emphasizes educational background, competencies, and the needs of each unit. The selection process is rigorous and multi-layered, consisting of administrative screening, basic and field competency tests, and in-depth interviews. Regarding placement, although the merit system has been increasingly applied with positive results-particularly for newly appointed civil servants-some discrepancies remain among long-serving staff who were recruited before the consistent application of the merit system. Placement is based on academic background, expertise, and unit needs, yet further improvement is necessary to achieve optimal results. Training and development have been facilitated through formal education, training programs, seminars, and study assignments. Such opportunities have not been equally distributed across all positions. In terms of compensation, salaries and allowances have been provided in accordance with national regulations and are generally considered fair. Some lecturers perceive the compensation as insufficient when compared with the demands of the tridharma perguruan tinggi (teaching, research, and community service). The performance

evaluation system has been implemented through the E-Kinerja application, which is integrated with BKN, ensuring transparency and accountability. The evaluation results serve as the basis for determining allowances, promotions, coaching, and career advancement. In conclusion, the implementation of teaching and educational personnel management at IAKN Tarutung has been well-executed, transparent, and accountable. Nevertheless, weaknesses remain in the area of placement, which requires more serious attention to ensure that individual qualifications and competencies are fully aligned with institutional needs. Strengthening this aspect will enhance work effectiveness and contribute to the optimal achievement of the institution's educational objectives.

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