



Building Educational Excellence through Competency-Based Talent Acquisition for Educators and Educational Staff

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Abstrak

Penelitian ini bertujuan mengonstruksi model *Competency-Based Talent Acquisition* sebagai strategi untuk membangun educational excellence melalui pengelolaan pendidik dan tenaga kependidikan yang berorientasi pada kompetensi dan kebutuhan strategis lembaga pendidikan. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus untuk mengonstruksi model *Competency-Based Talent Acquisition* dalam membangun educational excellence. Penelitian dilaksanakan selama satu bulan di SMP Negeri 3 Rogojampi, Banyuwangi, dengan melibatkan empat informan yang dipilih secara purposive, yaitu kepala sekolah, wakil kepala sekolah bidang kurikulum, guru senior, dan kepala tenaga administrasi. Data dikumpulkan melalui wawancara semi-terstruktur, observasi nonpartisipatif, dan dokumentasi. Analisis data menggunakan model interaktif Miles, Huberman, dan Saldaña melalui *open coding*, *axial coding*, dan *selective coding*, dengan validitas data dijaga melalui triangulasi dan member checking. Hasil penelitian ini menunjukkan bahwa *Competency-Based Talent Acquisition* merupakan strategi yang efektif dalam membangun educational excellence melalui tiga komponen utama, yaitu *competency mapping*, *strategic talent identification*, dan *continuous talent development*. Ketiga komponen tersebut membentuk sistem pengelolaan talenta yang terintegrasi, mulai dari pemetaan kebutuhan kompetensi, identifikasi talenta berbasis kompetensi, hingga pengembangan profesional secara berkelanjutan. Temuan ini memperluas perspektif *Competency-Based Human Resource Management* dan *Strategic Talent Management* dengan mengonstruksi model *Competency-Based Talent Acquisition* sebagai kerangka pengelolaan sumber daya manusia di lembaga pendidikan. Model ini memberikan implikasi praktis bagi pengembangan kebijakan akuisisi talenta yang lebih sistematis, adaptif, dan berorientasi pada peningkatan mutu serta keunggulan lembaga pendidikan secara berkelanjutan.

Kata Kunci: competency-based talent acquisition, educational excellence, strategic talent management

Abstract

This study aims to construct a Competency-Based Talent Acquisition model as a strategy for fostering educational excellence through the management of educators and educational staff that is oriented toward competencies and the strategic needs of educational institutions. This study employs a qualitative approach using a case study design to construct the Competency-Based Talent Acquisition model for fostering educational excellence. The research was conducted over a period of one month at SMP Negeri 3 Rogojampi, Banyuwangi, involving four informants selected through purposive sampling: the principal, the vice principal for curriculum, a senior teacher, and the head of administrative staff. Data were collected through semi-structured interviews, non-participant observation, and documentation. Data analysis utilized the interactive model proposed by Miles, Huberman, and Saldaña through open coding, axial coding, and selective coding, with data validity ensured through triangulation and member checking. The results of this study indicate that Competency-Based Talent Acquisition is an effective strategy for building educational excellence



through three main components: competency mapping, strategic talent identification, and continuous talent development. These three components form an integrated talent management system, ranging from mapping competency needs and identifying talent based on competencies to continuous professional development. These findings expand the perspectives of Competency-Based Human Resource Management and Strategic Talent Management by constructing a Competency-Based Talent Acquisition model as a framework for human resource management in educational institutions. This model offers practical implications for the development of talent acquisition policies that are more systematic, adaptive, and oriented toward the continuous improvement of quality and excellence in educational institutions.

Keywords: *competency-based talent acquisition, educational excellence, strategic talent management*

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Introduction

The excellence of an educational institution in the era of educational transformation is determined not only by the adequacy of its facilities and infrastructure, curriculum, or instructional innovations, but also by its ability to recruit, select, and retain human resources whose competencies align with organizational needs (Hukkeri et al., 2026; Robertson et al., 2025). Educators and educational staff are therefore not merely implementers of educational activities but strategic resources whose competencies contribute to achieving institutional goals and sustaining educational quality (Hadi et al., 2025; Mahdzir, 2021; Prabowo et al., 2024). However, educational institutions continue to face challenges in ensuring that recruitment and selection processes adequately reflect the competencies required to support their strategic development. Recruitment practices that emphasize administrative qualifications, work experience, or other considerations without systematically assessing competency alignment may result in a mismatch between individual capabilities and organizational needs (Mahdzir & Ghazali, 2025; Nugroho, 2026). This challenge highlights the importance of examining how competency requirements are identified and incorporated into Talent Acquisition decisions to ensure that educators and educational staff are selected in accordance with institutional priorities.

A mismatch between individual competencies and institutional needs may affect the effectiveness of educational management, limit instructional innovation, and hinder efforts to improve the quality of educational services.

At the same time, changes in education policies, technological advancements, and increasing public expectations require educational institutions to adopt more systematic, objective, and competency-oriented human resource management strategies (Emese & Ágota, 2022; Prabowo et al., 2025). In this context, Talent Acquisition should not be understood merely as a recruitment process to fill vacant positions, but as a strategic approach to identifying and securing individuals with professional, pedagogical, and social competencies that align with institutional goals. However, identifying competent individuals alone does not necessarily ensure that their capabilities remain relevant to the evolving needs of educational institutions. This consideration highlights the importance of connecting Competency-Based Talent Acquisition with institutional competency requirements and continuous professional development. Such an approach may help educational institutions maintain alignment between human resource capabilities and organizational priorities while supporting the long-term quality of educational services (Rafiq-uz-Zaman, 2023).

Previous studies have highlighted the importance of competency-based approaches in human resource management within educational institutions. Ramly & Handrianto, (2024) examined a competency-based model of human resource development in higher education, emphasizing the role of competencies in aligning human resource development with institutional needs. Similarly, Holubnycha et al., (2022) discussed the development of competency-based approaches

in education, highlighting the importance of competencies in supporting educational practices. These studies provide a foundation for understanding the role of competencies in educational management. However, their primary emphasis on competency-based development and educational practices leaves room for further examination of how competency requirements are translated into Talent Acquisition decisions, particularly in identifying and selecting educators and educational staff according to institutional priorities.

Beyond competency-based approaches, previous studies have also emphasized the strategic role of Talent Acquisition and talent management in supporting organizational development. Prullage, (2019) examined Talent Acquisition from a strategic human resource management perspective, highlighting the importance of integrating recruitment practices with broader organizational priorities. Similarly, Turner et al., (2026) explored competency-based talent management in higher education, providing a perspective on the relationship between competency management and institutional development. These studies suggest that Talent Acquisition and talent management extend beyond administrative recruitment functions and are closely related to organizational strategies. Nevertheless, further examination is needed to understand how competency mapping, talent identification, and continuous professional development are connected within Talent Acquisition practices, particularly in the management of educators and educational staff at the school level.

Previous studies have provided important insights into the application of competency-based approaches and strategic talent management in educational institutions. However, these perspectives have largely examined competency development, talent acquisition, and human resource management from different areas of emphasis. Although these approaches recognize the importance of aligning individual competencies with organizational needs, further understanding is needed regarding how competency requirements inform talent identification and how the competencies of recruited personnel are subsequently developed in response to changing institutional priorities. In particular, the relationships among competency mapping, strategic talent identification, and continuous

talent development require closer examination within the context of school-based human resource management. Addressing this issue may provide a clearer understanding of how competency-oriented talent management practices can be organized to support the strategic needs of educational institutions.

To address this research gap, the present study seeks to construct a Competency-Based Talent Acquisition (CBTA) model that positions Talent Acquisition not merely as an administrative mechanism for recruiting educators and educational staff, but as a strategic process that connects the mapping of competency needs, talent identification, and continuous professional development with the institutional vision and development priorities. While these components have been discussed within Competency-Based Human Resource Management and Strategic Talent Management, this study focuses on understanding how they are interconnected within the specific context of school-based human resource management. Rather than introducing entirely new competency management practices, the proposed model emphasizes the relationship between identifying institutional competency requirements, selecting individuals whose capabilities align with these requirements, and continuously developing their competencies in response to changing educational needs. Through this perspective, the study aims to provide a contextually grounded framework for managing educators and educational staff in a more systematic and strategically aligned manner.

In the context of this study, educational excellence refers to the capacity of educational institutions to sustain the quality of educational services through competent educators and educational staff whose capabilities align with institutional goals and development priorities. This perspective emphasizes that educational excellence is not determined solely by learning outcomes or individual performance, but also by the institution's ability to manage human resources in a systematic and sustainable manner. Competency-Based Talent Acquisition is expected to contribute to this process by supporting the identification of competency requirements, the selection of individuals whose competencies correspond to institutional needs, and the continuous development of their professional capabilities. Through these interconnected processes, educational

institutions may strengthen the professionalism of educators and educational staff, improve the alignment between human resource capabilities and organizational priorities, and support the long-term quality of educational services. Thus, educational excellence is positioned in this study as a broader institutional objective supported by competency-oriented human resource management rather than as a directly measured outcome of talent acquisition.

Given these considerations, this study aims to construct a Competency-Based Talent Acquisition (CBTA) model through an examination of how educators and educational staff are managed based on competencies and the strategic needs of educational institutions. Specifically, the study explores the interconnected roles of competency mapping, strategic talent identification, and continuous talent development in supporting school-based human resource management. The main contribution of this study lies in providing a contextually grounded framework that positions Talent Acquisition not merely as an administrative recruitment activity, but as an integrated process linking institutional competency requirements, talent identification, and professional development. By examining these relationships within the school context, this study seeks to extend the practical understanding of competency-based human resource management and strategic talent management in educational institutions. The findings are expected to provide a conceptual reference for developing more systematic, competency-oriented, and adaptive talent management practices that may contribute to the long-term improvement of educational quality.

Method

This study employed a qualitative approach using a case study design to gain an in-depth understanding of how Competency-Based Talent Acquisition is constructed as a strategy for fostering educational excellence. The case study design was selected because it allows the researchers to examine Talent Acquisition practices within their actual institutional context, particularly how competency requirements, talent identification, and human resource development are interconnected in school management. This design is considered appropriate for exploring

organizational processes and the perspectives of individuals directly involved in human resource management rather than measuring the effectiveness of Competency-Based Talent Acquisition (CBTA) across multiple institutions. The research was conducted over the course of one month at SMP Negeri 3 Rogojampi, Banyuwangi, and included six non-participant observations of activities related to teacher and educational staff needs planning, selection, placement, and human resource management. This study was conducted from June 1 to 30, 2026. The research informants were selected using purposive sampling, comprising four individuals: the principal, the vice principal for curriculum, a senior teacher, and the head of administrative staff (Abdussamad & Sik, 2021; Sari et al., 2022). These four informants were selected because they are directly involved in decision-making regarding the recruitment, management, and development of educators and educational support staff (Brennen, 2025).

Data were collected through semi-structured interviews, observations, and documentation (Hasan et al., 2025). Interviews were conducted in stages using guidelines that included the following indicators: (1) competency needs mapping, (2) talent identification and acquisition mechanisms, (3) competency-based selection processes, (4) competency-based placement, and (5) the system's contribution to improving school quality. All interview results were transcribed, while documentation including competency standards, recruitment guidelines, organizational structures, official decrees, and other supporting documents was analyzed using content analysis to validate the interview and observation findings through source triangulation (Walliman, 2021).

Data analysis was based on the interactive model proposed by Miles, Huberman, and Saldaña, which includes data condensation, data presentation, and the drawing and verification of conclusions (Moyser & Wagstaffe, 2025). The analysis process began with open coding to identify key concepts, followed by axial coding to link interrelated categories, and then selective coding to develop research themes that explain the construction of Competency-Based Talent Acquisition as a strategy for building educational excellence. Data credibility was ensured through methodological triangulation,

source triangulation, and member checking to verify that the interpretive findings align with empirical conditions in the field (Silverman & Patterson, 2021; Sardana et al., 2023).

Results and Discussion

Competency Mapping as the Foundation of Talent Acquisition

The research findings indicate that competency mapping serves as the initial stage of Talent Acquisition for educators and educational support staff at SMP Negeri 3 Rogojampi. Based on the interview findings, this process is intended not only to identify staffing needs but also to consider the alignment between individual competencies and the school's strategic needs. Competency requirements are identified by considering the school's vision and mission, curriculum implementation needs, learning developments, and institutional development priorities. These considerations include professional, pedagogical, and social competencies, as well as personal qualities relevant to educational responsibilities. The findings suggest that competency mapping is regarded by school management as an important basis for determining the competency requirements of prospective educators and educational support staff before recruitment decisions are made.

One informant explained:

“Before determining the needs for teachers and educational staff, we first map out competencies based on the school's needs. We don't just look at the number of staff we're short on, but also at what competencies are needed to support learning and school programs. That way, the hiring process becomes more focused and aligned with the school's development goals.”
(Interview with the Principal, 2026).

The principal's statement indicates that staffing decisions are preceded by consideration of both personnel shortages and the competencies required to support school programs. Through open coding, two key concepts were identified: staffing needs identification and competency requirements

identification. These initial codes were subsequently grouped through axial coding into a broader category reflecting the alignment between human resource requirements and institutional priorities. Through selective coding, this category contributed to the development of Competency mapping as the first component of the proposed Competency-Based Talent Acquisition (CBTA) model. This finding illustrates how competency mapping connects the identification of personnel requirements with the competencies needed to support curriculum implementation, administrative responsibilities, and institutional development priorities.

The findings suggest that competency mapping provides an important foundation for developing a Competency-Based Talent Acquisition system by connecting human resource requirements with the development goals of educational institutions. This perspective is consistent with the competency-oriented approach to human resource management discussed by Arifin et al., (2025), which emphasizes the importance of individual competencies in supporting organizational human resource decisions. In the context of this study, competency mapping is understood not merely as an administrative tool for identifying the needs of teaching and non-teaching staff but also as a process that considers the school's vision, curriculum requirements, and organizational development priorities in planning Talent Acquisition (Jarg, 2025). These findings suggest that identifying competency requirements constitutes an important initial consideration in aligning human resource planning with the strategic needs of educational institutions.

The findings can also be related to Chun & Evans, (2023), who discuss Talent Acquisition as part of strategic talent management aimed at identifying individuals whose competencies can contribute to organizational goals. In the context of SMP Negeri 3 Rogojampi, the findings highlight the importance of considering pedagogical, professional, and social competencies, as well as alignment with the school's educational vision, when identifying human resource requirements. Furthermore, these findings are relevant to the discussions of competency identification and talent management presented by Mukul & Saini, (2021) and Sahu et al., (2026). The contribution of the present study

lies in providing a school-level perspective on how competency mapping connects institutional staffing requirements with the competencies needed to support educational responsibilities. Within the proposed Competency-Based Talent Acquisition (CBTA) model, competency mapping therefore represents the initial component that informs subsequent talent identification and development processes. Although this relationship provides a conceptual basis for competency-oriented human resource management, its contribution to recruitment effectiveness and long-term educational excellence requires further empirical investigation.

Strategic Talent Identification Using Competency-Based Criteria

The research findings indicate that the process of identifying prospective teachers and educational staff at SMP Negeri 3 Rogojampi is not based solely on meeting administrative requirements but also prioritizes competency indicators established by the school in accordance with its institutional needs. These indicators include pedagogical competence, subject matter mastery, the ability to collaborate, adaptability, integrity, and commitment to supporting the school's vision and culture. Based on the interview findings, these competencies are considered alongside formal qualifications when identifying prospective educators and educational support staff. Thus, strategic talent identification is understood as a process of considering candidates' competencies in relation to job requirements and the school's development priorities.

One informant explained:

"We don't just evaluate diplomas or work experience; rather, we prioritize the candidate's alignment with the school's vision in terms of competencies, integrity, collaboration skills, and commitment. These indicators serve as the foundation for identifying talent that meets the school's needs."
(Interview with the Vice Principal for Curriculum, 2026).

The results of interviews with all four informants revealed a shared emphasis on competency-based talent identification as an important consideration in evaluating prospective educators and educational staff. The principal explained that each candidate is assessed based on the required competencies, so that the identification process focuses not only on filling vacancies but also on alignment with the school's development priorities. The vice principal for curriculum emphasized that pedagogical skills, subject matter mastery, and readiness to adapt to curriculum changes are among the primary indicators used in evaluating prospective educators.

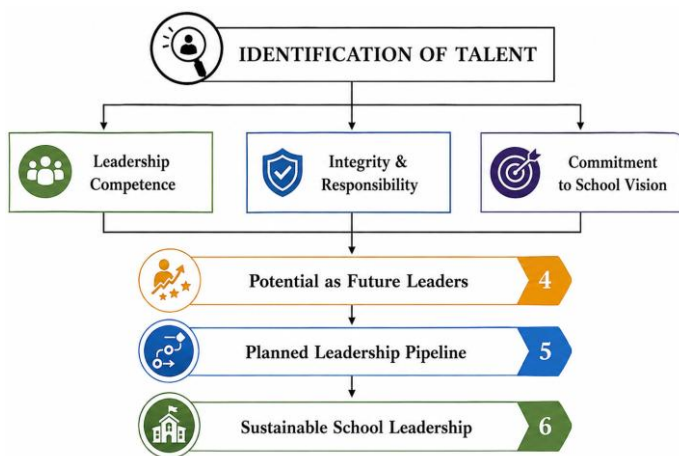
A senior teacher added that collaboration skills, communication skills, and a willingness to continue learning are important considerations because they relate to the professional work culture within the school environment. Meanwhile, the head of administrative staff explained that, for educational support staff, the school places emphasis on technical competencies, attention to detail, service skills, and integrity in carrying out administrative duties. These interview findings indicate that competency-based talent identification involves different competency considerations according to the responsibilities of educators and educational support staff, while maintaining an emphasis on alignment with the school's institutional needs.

Through open coding, several key concepts were identified, including formal qualifications, pedagogical and professional competencies, collaboration, adaptability, and administrative competencies. These initial codes were subsequently organized through axial coding into categories reflecting competency-based identification criteria and alignment with institutional needs. Through selective coding, these categories contributed to the development of Strategic Talent Identification as the second component of the proposed Competency-Based Talent Acquisition (CBTA) model. This component illustrates how the competency requirements identified during the mapping stage are translated into criteria for identifying prospective educators and educational support staff according to their respective responsibilities and the school's development priorities.

The research findings show that Strategic Talent Identification is carried out through a series of competency indicators that serve as the basis for identifying prospective teachers and educational staff in accordance with the institution's strategic needs. These indicators describe the competency aspects assessed during the talent identification process, resulting in a selection mechanism that is more objective and aligned with the school's development goals. This set of indicators is presented in Figure 1.

Figure 1.

Indicators of Strategic Talent Identification through Competency-Based Criteria



These indicators show that Strategic Talent Identification is not merely focused on meeting administrative requirements, but rather places competencies at the core of identifying talent that aligns with the strategic needs of educational institutions. The integration of pedagogical competencies, mastery of specialized fields, collaborative skills, adaptability, integrity, and commitment to the school's vision fosters a more objective and comprehensive identification process. Thus, schools are able to recruit educators and educational staff who are not only professionally competent but also possess the character and capacity to support the realization of sustainable educational excellence.

Research findings indicate that strategic talent identification based on competency indicators is a crucial step in ensuring that the quality of educators and educational staff recruited aligns with the strategic needs of educational institutions. This perspective aligns

with the theory of Competency-Based Human Resource Management proposed by Chow et al., (2021) , which emphasizes that decisions in human resource management should be based on competency characteristics correlated with high performance, rather than solely on administrative qualifications. In this study, talent identification not only assesses professional and pedagogical competencies but also integrates collaboration skills, adaptability, integrity, and commitment to the school's vision as strategic indicators for securing human resources capable of supporting educational excellence. These findings expand the concept of talent identification from a mere selection process to a mechanism for aligning individual characteristics with the needs of educational organizations.

The results of this study by Button et al., (2021) are also consistent with the findings of (Button et al., 2021) which state that talent identification must be oriented toward identifying individuals who hold strategic value for the organization through a competency-based approach. However, this study expands on that research by demonstrating that, in the context of educational institutions, talent identification must also consider pedagogical dimensions, school culture, and commitment to the educational mission aspects that have not been extensively discussed in previous studies. Furthermore, these findings align with the research by Schultz et al., (2023) which emphasizes the importance of integrating competencies and organizational needs into a strategic talent management system.

In contrast to that study, which focused more on business organizations, the results of this study indicate that educational institutions require more comprehensive talent identification indicators that integrate professional competencies and educational values as the basis for decision-making. Thus, this study reinforces the theory of Competency-Based Human Resource Management while also making a conceptual contribution: strategic talent identification serves as a bridge connecting an institution's strategic needs with the process of recruiting educators and educational staff capable of achieving sustainable educational excellence.

Continuous Talent Development to Sustain Educational Excellence

The research findings indicate that Talent Acquisition at SMP Negeri 3 Rogojampi is not viewed as a process that ends once educators and educational support staff are recruited but is connected to ongoing human resource development practices. Based on the interview findings, the school provides coaching, mentoring, performance evaluations, and various professional development activities to support the development of staff competencies in accordance with organizational needs and changes in educational policies. These activities are intended to maintain alignment between individual capabilities and institutional requirements. Thus, talent development is considered an important continuation of the recruitment process, reflecting the school's efforts to support the professional growth of educators and educational support staff.

One informant explained:

"After the teachers and school staff joined the program, we continued to provide guidance, evaluation, and competency development through various activities so that their skills would develop in line with the school's needs." (Interview with the Principal, 2026).

The results of interviews with all four informants indicate that talent development is carried out through several ongoing mechanisms. The principal explained that performance evaluations are conducted periodically to identify the competency development needs of educators and educational support staff. The vice principal for curriculum added that evaluation results are used as a basis for designing training programs, workshops, and guidance on curriculum implementation to support teachers in responding to changes in educational policies.

A senior teacher noted that sharing best practices, professional discussions, and collaboration among teachers provide opportunities for professional learning and competency development. Meanwhile, the head of administrative staff explained that educational support staff also receive guidance

through training in administration, technology use, and service quality improvement. These interview findings indicate that competency development encompasses both teaching and administrative responsibilities, with development activities adjusted to the professional needs of educators and educational support staff.

Through open coding, several key concepts were identified, including performance evaluation, coaching and mentoring, professional training, collaborative learning, and administrative competency development. These initial codes were subsequently organized through axial coding into categories reflecting competency needs assessment, professional development activities, and alignment with institutional requirements. Through selective coding, these categories contributed to the development of Continuous Talent Development as the third component of the proposed Competency-Based Talent Acquisition (CBTA) model. This component illustrates how the competency requirements identified during the mapping stage and considered in talent identification are further addressed through ongoing professional development activities. The findings suggest that continuous talent development is understood within the school as part of an interconnected human resource management process intended to support the quality of educational services.

Research findings indicate that Talent Acquisition is part of a continuous talent development cycle thus, its success is determined not only by the quality of the recruitment process but also by the institution's ability to systematically retain and develop the competencies of educators and educational staff. This perspective aligns with the theory of Strategic Talent Management proposed by Vassileva et al., (2024) , which emphasizes that talent management is an integrated process that encompasses the acquisition, development, and retention of high-potential individuals to support the achievement of organizational goals.

In the context of this study, talent development is achieved through mentoring, coaching, performance evaluations, professional training, and ongoing collaboration, so that individual competencies continue to evolve in line with the dynamics of education policy and organizational needs.

These findings are also consistent with the research by Lee & Chiu (2022), which states that continuous talent development is a key factor in creating organizational excellence because it enhances human resources' capacity to adapt to environmental changes. However, this study expands upon that research by demonstrating that, in the context of educational institutions, talent development is not only directed toward improving individual performance but also toward strengthening pedagogical competencies, professional collaboration, and alignment with the educational vision.

Furthermore, the results of this study support the findings of Alt et al. (2023), which emphasize that sustainable talent management must be integrated with organizational strategy to generate long-term value. Unlike that study, which focused on business organizations, this study demonstrates that the sustainability of talent development in schools serves as a strategic tool for maintaining the quality of learning, strengthening the professionalism of educators and school staff, and fostering educational excellence. Thus, this study reinforces the theory of Strategic Talent Management while offering a conceptual contribution that continuous talent development is an essential component of the Competency-Based Talent Acquisition model, so that the Talent Acquisition process is understood as a sustainable human resource development strategy, not merely a recruitment activity.

Conclusion

This study concludes that Competency-Based Talent Acquisition is an effective strategy for fostering educational excellence through three key components: competency mapping, strategic talent identification, and continuous talent development. These three components form an integrated system, ranging from mapping competency needs and identifying talent based on relevant competency indicators to providing continuous professional development. Together, these components help ensure alignment between the capacities of educators and educational staff and the strategic needs of educational institutions. These findings indicate that Talent Acquisition is no longer viewed as an administrative activity to meet personnel needs, but rather as a strategic

instrument for building the sustainable excellence of educational institutions.

Theoretically, this study expands the perspectives of Competency-Based Human Resource Management and Strategic Talent Management by constructing a Competency-Based Talent Acquisition model that integrates competency mapping, talent identification, and competency development into a single human resource management framework for educational institutions. The novelty of this research lies in the paradigm shift from conventional recruitment processes toward a competency-based talent management system oriented toward achieving educational excellence.

In this context, the resulting model provides an operational framework for educational institutions to design policies for the recruitment, placement, and development of educators and educational staff in a more objective and adaptive manner, aligned with the organization's strategic vision, thereby strengthening competitiveness and the quality of education in a sustainable manner. Further research is recommended to test this conceptual model across various levels and characteristics of educational institutions using a comparative or longitudinal approach to identify consistency and the factors influencing the effectiveness of its implementation. Thus, this study affirms that the future excellence of educational institutions will be determined not only by the quality of learning but also by their ability to establish a Competency-Based Talent Acquisition and development system that serves as a foundation for the sustainable, adaptive, and responsive transformation of human resource management in education amid global educational dynamics.

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