



Development of Human Resources Management in Increasing the Quality of Education Reviewing from Planning Aspects

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Abstract

The purpose of this study was to determine the development of human resource management in improving the quality of education at SMK Darussolihin NW East Lombok in terms of planning aspects. This study uses a qualitative approach, with a case study method. The procedure of this research is by analyzing various data from observations, interviews, documentation, questionnaires, and information obtained from informants, respondents, and sources obtained in the field. The research data was obtained randomly in accordance with the procedures and data collection processes, namely data reduction, data presentation, and drawing conclusions. In the process of checking the validity of the data, several techniques are used to check the validity of the data including the credibility test, transferability, dependability, and comparability. The results showed that human resource development management planning in Darussolihin Vocational School NW East Lombok has been done quite well and is carried out at the beginning of each learning year, using four management functions, namely planning, organizing, actuating, and controlling (POAC). However, the planning is often not in accordance with the planning in accordance with the theory. This is due to the lack of commitment of teachers to all existing programs, only a few active teachers, even though if only all were united, we could do these development programs even with minimal funds.

Keywords: *Planning; Human Resources; Education Quality*

Introduction

The success of national development is largely determined by the quality of human resources, both in terms of decision-makers, policymakers, thinkers, and planners, even technical implementers and development supervisors. (Oktavia & Farida, 2021). The most strategic means of implementing the National Development is through education, by improving the quality of its human resources. Recognizing the strategic role of education, the Indonesian government always supports the idea of placing the education sector as a priority in national development.

As a system of educational institutions, schools must be managed properly so that the achievement of goals is effective and efficient (Mujayaro & Rohmat, 2020). In order to prepare students to be able to apply, develop, disseminate, enrich science, technology, art, and strive for its use to improve living standards and enrich the culture of the community. So that educational institutions, in this case, schools, become a fundamental part of the educational process. Increasing human resources can only be done through education (Septiyani et al., 2021), then education is seen as a system for improving the quality of human resources and competitiveness globally.

Human resource management is an acknowledgment of the importance of the human element as a resource that is quite potential and very decisive in an organization and needs to be continuously developed so that it can make a maximum contribution to its development (Widiyansyah, 2018). The progress of science and technology in developing countries is largely determined by the development of human resource management (HRM) (Devria, 2014). The role of human resources in development is not only active in education but the awareness it has without being controlled is already active. That means it's not forced.

Human resource management in order to improve the quality of education is very important (Ekawati, 2018). This means that an organization or educational institution can progress and develop with the support of human resources. Every educational institution or organization that wants to develop must pay attention to human resources and manage them properly, in order to create quality education.

The success of the school is largely determined by the success of the principal in managing the educators and education personnel available at the school (Iskandar, 2013). In this case, increasing productivity and work performance can be done by improving the behavior of educators and education personnel in schools through various concepts and techniques of personnel management. In human resource management, the principal is the key to success in achieving quality education (Mukhlisin, 2021). Principals are required to always try to foster and develop human resources in order to create quality education.

An educational institution, organization, or company, the most important thing is to continuously socialize all employees so that they become productive and effective employees (Afkarina, 2018). Because placing employees directly on the job does not guarantee that they will succeed, and they often feel uncertain about their roles and responsibilities, it is necessary to develop human resources. Through development, employees will be helped to do existing jobs, improve their overall career and help develop their responsibilities in the future. If training is more oriented to current conditions, development is more oriented to the future (Sulaefi, 2017).

One of the functions of human resource management is training and development (Bariqi, 2018). This means that to get good and appropriate human resources at educational institutions, it is very necessary to conduct training and development as an effort to prepare educational workers in facing tasks that they have not mastered.

The development of human resources (educators) is an embodiment of capacity building that is nuanced in empowering educators' human resources through the development of various abilities and responsibilities as well as a synergistic atmosphere between the government, society, and teachers (Salahuddin et al., 2018). Continuous optimization of teacher performance is an important factor compared to other factors in improving the quality of education.

Based on the results of the preliminary study through interviews with school principals, several teachers, documentation, rough observations, it was found that human resources in Vocational High Schools were adequate, all of them had undergraduate education, but to improve the quality of human resources in improving the quality of education (eight National Education Standards), still needs to be

developed. One way is through the development of human resources (standards of educators and education staff) so that they become professional in carrying out their duties as educators. This can have an impact on the value of accreditation for the better where currently accreditation is still a grade of C. Among the 27 educators and education staff, only one person has been certified, namely the principal.

Another observation is that since it was founded in 2007 until now, the development of human resources at SMK Darusshalihin NW East Lombok has not seen any progress. More graduates continue and are accepted at private universities, both universities in NTB and private universities outside NTB, (school documents). Those are some of the things behind this research, so this research intends to identify problems in more depth about how to manage human resource planning at SMK Darusshalihin NW East Lombok in terms of planning aspects. The results of this study can be used as input, in order to better understand how to organize and manage, and better plan human resources for both educators and education staff, in order to compete with other schools. Thus, in the end, the quality of education will be good, in accordance with the needs and expectations of the community and the goals of the educational institution.

Method

This research will be conducted at SMK Darusshalihin NW East Lombok, which is located on Jl. TGH. Moh. Salih Ahmad, Kalijaga village, Aikmel sub-district, East Lombok district. This research uses a qualitative approach, with a case study method, whose research focus is human resource management. This approach was chosen because this research does not aim to test hypotheses but aims to gain an in-depth understanding and interpretation of the development of human resource management, focusing on the (standards of educators and education personnel) from the planning aspect of SMK Darusshalihin NW East Lombok. The procedure of this research is by analyzing various data from observations, interviews, documentation, questionnaires, and information obtained from informants, respondents, and sources obtained in the field.

The data of this study consisted of primary data and secondary data. Primary data is data related to research variables taken by respondents from observations and interviews with research subjects such as school principals as planners, vice principals, committees, teachers, education staff, as implementers of human resource management. Secondary data is supporting data that is not obtained directly but is obtained from the school library, and school documents related to planning, implementation, evaluation, and the constraints faced in the development of human resource management at SMK Darusshalihin NW East Lombok.

The methods or techniques of data collection are observation, interviews, documentation, and questionnaires. Observations are used with the aim of obtaining data and finding out research problems through observation of subject planning (identifying the principal's plan in relation to training and development), whether the implementation of training and development in the SMK is going well, then what are the obstacles that occur in training and development, as well as how the steps in the evaluation. The interview is the process of obtaining clear information about a phenomenon that is sought or investigated by way of question and answer and face to face with research subjects. Documentation is used as complementary data in fulfilling the required information. Documentation is a record of events that have passed. The questionnaire is a collection of data that will focus on written questions for respondents. The technique of collecting data is through giving questions in open or closed questionnaires. From that, it is expected that the respondent's description or short answer according to the questions that have been prepared.

The research data will be obtained randomly in accordance with the procedures and data collection processes developed and applied by Huberman (1992), namely data reduction, data

presentation, and drawing conclusions. In the process of checking the validity of the data in this research, several techniques are used to check the validity of the data, including the credibility test, transferability, dependability, and confirmability.

Results and Discussion

To find out how to plan human resource development management in the SMK, the researchers used three methods/techniques, namely: interviews, questionnaires, and documentation. Interviews were conducted by researchers with 3 informants (principal, vice-principal, one senior teacher)

Based on the results of interviews with school principals, guided by the interview transcripts that have been prepared, that in the planning of human resource development in the SMK that human resource development planning is carried out in several stages, namely: (1) identifying the skills needed; (2) targeting, (3) training venues, (4) program determination, and (5) program implementation, evaluating last year's programs/activities, based on the results of the evaluation and monitoring and evaluation conducted by the principal from there. next. Development is only carried out if the need for it exists (required) and is adjusted to the budget. As for those who often carry out coaching, namely supervisory supervisors every six months, starting from the duties of teachers,

The results of interviews with the vice principals showed that the steps taken in development planning were (1) needs analysis, what was needed in development; (2) determining the target, who will follow, and (3) determining the place and time. Usually, teachers are grouped to discuss what problems are needed and needed at this time, then the results of those discussions will be raised for training materials. Teachers are grouped in each clump. The grouping of training participants depends on the type of training/material, some based on the field of teaching, and some as a whole.

The vice principal's statement was strengthened by the results of an interview with a senior teacher who was always involved in preparing the development planning program. It is said that:

"To see the needs in training, we look more at current needs, such as if teachers give lessons in class they must be able to use laptops and LCDs, so that ICT training is held by making power points, making report cards applications by inputting manual values into the computer. Development planning is usually carried out at the beginning of the school year, starting from the MGMP program, supervision, K13 training, workshops, IT training, monitoring, school work meetings, collaborative studies, and others".

Data obtained through a questionnaire filled out by school principals related to human resource development management planning shows that planning is indeed very necessary for the continuity and progress of the organization. The planning is based on the management function or POAC, (planning, organizing, actuating, controlling). A good plan will have an impact on implementation and the results will be good too. However, at SMK Darussholihin NW East Lombok still not able to actualize all forms of well-structured programs, starting from the planning, organizing, implementing, and monitoring stages. Besides the lack of budget and there are still many facilities and infrastructure that are still lacking.

Questionnaire data from the deputy principal showed that the planning for the development program had been carried out, but the biggest obstacle we faced was the lack of teacher commitment to all existing programs, only a few teachers were active, even though if all were united, these development programs could we just do it even with minimal funds. Development must not only be carried out by schools, but also from other organizations, but this is still difficult for teachers to do at SMK Darussholihin NW East Lombok.

Planning in the management process for the organization will actually be a guide in activities to achieve organizational goals. The readiness of an organization to change will be directly related to the planning system it composes. With planning, it can be ensured that an organization can achieve its goals properly and effectively. Good planning, as a guide in its implementation, to achieve organizational goals effectively and efficiently according to the expected goals.

By looking at the facts and research findings, then describing, analyzing, then comparing them with existing concepts or theories in the development of human resource management, the research findings related to development planning in SMK Darussolihin NW East Lombok. The initial steps taken were POAC (planning, organizing, actuating, controlling), and evaluating the previous year's program, then compiling a strategic program, determining the skills needed/composing an operational plan to be carried out, then preparing an action plan. This is in line with the results of Hindun's research (2015) which states that planning is carried out by preparing a long-term strategic plan oriented to the future, then preparing an operational plan, then the actions to be taken. Where at the initial stage, identifying problems or issues in the components of the strategic plan, then further analysis results are used as medium-term input in the stage of needs estimation activities,

The results of this study are clarified by the theory of Stea (1987) that the human resource development planning process starts from determining the required capabilities, planning succession, estimating human resource development needs, determining approaches, and evaluating the success of human resource development. However, it is somewhat different from the results of Ali Hamdani's research entitled; where HR management planning is carried out with new innovations, namely by adding a new school organizational structure, namely; creating a vice-principal (WKS) for HR, assisted by two section heads, WKS HR evaluates teachers and employees in general, while WKS specifically evaluates curriculum related to teacher needs to be based on the learning materials of teachers who teach in class and is evaluated at the end of each semester,

The workload of teachers both as educators and as teachers requires teachers to have academic and non-academic competencies, educator certificates, be physically and mentally healthy, and have the ability to realize national education goals in general, especially for improving the quality of education at Darussolihin Vocational School NW East Lombok. So that the teachers in the SMK, continuously improve their knowledge of skills through developments that have been planned by the school, of course, all teachers must participate and be involved in it. However, related to the developments that have been carried out, the findings of the researcher from several techniques (interviews, documentation, and questionnaires) with the principal, vice-principal and one senior teacher, that the developments that have been carried out so far at SMK Darussolihin must be improved. especially the implementation and supervision, so that teachers feel more enthusiastic and motivated in carrying out their duties. the development program that has been followed.

The results of the evaluation that had been carried out before making plans for programs that would be compiled in the following year were really in accordance with the needs of teachers at that time. The follow-up plan must be implemented, and the program that is prepared must answer the results of the evaluation carried out before making a program plan. Where are the weaknesses, and strengths, that must be programmed in the next year's planning, which will affect the increase in the professionalism of educators so that in the future the quality of education in the Vocational Schools increases, graduates can be accepted in State Universities that spread throughout Indonesia. Because until 2022, about 40% of continuing graduates have not been accepted into State Higher Education. So that in planning must be thoroughly studied, thought out carefully, which will make the institution achieve the desired goals of course by following the right steps. So that educators and education staff will know what they have to achieve, with whom they have to work together, how they can get it, when the time is, then achieve the goals of the organization efficiently and effectively. So that good planning will help anticipate possible

changes in the future and future risks can be minimized with a good plan. Then the goals of the organization are achieved efficiently and effectively. So that good planning will help anticipate possible changes in the future and future risks can be minimized with a good plan. Then the goals of the organization are achieved efficiently and effectively. So that good planning will help anticipate possible changes in the future and future risks can be minimized with a good plan.

Based on the findings and discussion on human resource development planning at SMK Darussholihin NW East Lombok, there is still much that has not been done related to the theory of the planning process, so in the future, it is hoped that it will be better in formulating plans, be it short, medium and long term planning. Between theory and the situation in the field, they support each other, but of course, for SMK Darussholihin NW East Lombok in the future, the planning must be maximized because planning is the basis of the goals to be achieved, planning is also a rational choice as well as controlling the future. Good planning will produce good products and results, and vice versa bad planning will produce poor quality.

Conclusion

Human resource development management planning in Darussholihin Vocational School NW East Lombok has been done quite well and is carried out at the beginning of each learning year, using four management functions, namely planning, organizing, actuating, and controlling (POAC). However, the planning is often not in accordance with the planning in accordance with the theory. This is due to the lack of commitment of teachers to all existing programs, only a few active teachers, even though if only all were united, we could do these development programs even with minimal funds.

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