

The Implementation of Human Resource Management in Improving the Quality of Teacher's Learning

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Article Info**Abstract****Keywords:**

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This article aims to describe the application of human resource management in improving the quality of teacher learning. The research used a qualitative approach, while the type of research was survey/field research. Collecting data using interview techniques, observation and documentation. Furthermore, the collected data will be analyzed with data reduction techniques, data presentation, and finally drawing conclusions. The results of this research indicate that a) The application of human resource management in improving the quality of teacher learning: (1) Planning for Human Resource Needs (2) Procurement of Human Resources/Recruitment Staff. (3) Assessment of Work Performance and Compensation of Human Resources. (4) Human Resources Training and Development. (5) Creating and Fostering Effective Work Relationships. b) Supporting factors are support from student guardians, students and school principals, leadership, human resources, facilities, culture. Inhibiting Factors are limited learning time, Less optimal education and teacher training development, Quality communication. c) The results of improving the quality of teacher learning through the application of human resource management are evidenced by the completeness and quality of teaching tools owned by teachers of SMK N 2 Jepara which include: RPP, journals, student attendance lists, question analysis, enrichment programs and assessment instrument. So that each student has a Study Result Card, Value Transcript (report card), Portfolio, and Competency Certificate.

Kata kunci:

Guru, Manajemen Sumber Daya Manusia, Mutu Pembelajaran

Abstrak

Artikel ini bertujuan untuk mendeskripsikan tentang penerapan manajemen sumber daya manusia dalam peningkatan mutu pembelajaran guru. Penelitian menggunakan pendekatan kualitatif, sedangkan jenis penelitian adalah penelitian survey/lapangan. Pengumpulan data menggunakan teknik wawancara, observasi dan dokumentasi. Selanjutnya data yang terkumpul akan dianalisis dengan teknik reduksi data, penyajian data, dan terakhir penarikan kesimpulan. Hasil penelitian ini menunjukkan bahwa a) Penerapan manajemen sumber daya manusia dalam peningkatan mutu pembelajaran guru : (1) Perencanaan Kebutuhan Sumber Daya Manusia (2) Pengadaan Staf Sumber Daya Manusia / Rekrutmen. (3) Penilaian Prestasi Kerja dan Kompensasi Sumber Daya Manusia. (4) Pelatihan dan Pengembangan Sumber Daya Manusia. (5) Penciptaan dan Pembinaan Hubungan Kerja yang Efektif. b) Faktor pendukung dalam meningkatkan mutu pembelajaran adalah dukungan dari wali murid, siswa, dan kepala sekolah, kepemimpinan, sumber daya manusia, fasilitas, kultur. Sedangkan, faktor Penghambatnya adalah terbatasnya waktu pembelajaran, Pendidikan dan pengembangan pelatihan guru kurang maksimal, Komunikasi mutu. c) Hasil peningkatan mutu pembelajaran guru melalui penerapan manajemen sumber daya manusia dibuktikan dengan kelengkapan dan kualitas perangkat mengajar yang dimiliki guru SMK N 2 Jepara yang meliputi: RPP, jurnal, daftar hadir siswa, analisis

soal, program pengayaan dan instrumen penilaian. Sehingga setiap peserta didik memiliki Kartu Hasil Studi (KHS), Transkrip Nilai (raport), Portofolio, dan Sertifikat Kompetensi.

INTRODUCTION

Learning is main aspect of education, because without learning process the purpose of education won't be reach. Learning is an interaction between teacher and students, where between of them there is a communication or transferring knowledge intensely and directed to reach a decided target (Arfan, 2019). In Law Number 20, 2003 about national education system mention that learning is interaction process between students and teacher as well as the learning resources in a learning environment (Latifah, 2019). So, it is a concern for a school to provide a good quality of learning process for students.

In fact, not all of learning processes are running well. There are many reasons of that, and one of them is the teacher's performance. Teacher's performance is important thing in designing learning process or manage class situation in purpose to make learning process become interesting and fun (Pamela et al., 2019). Teacher is the key of learning. So, school needs to provide a good teacher so that education purposes of school can be achieved.

The good teacher can be found by implementing human resource management. This is because teacher is human resources in school. They have strategic role especially in forming nation's character through character development and scientific values from alumnus of an education institution. Substantially, human resource management is an acknowledgment to the importance of human as potential resource that need to be developed all time, so it can give contribution maximally for organization or self-development (Nuraeni, 2019).

The human resources management is to make sure that human resources do not do activity because of money only, but loyal to the organization. One of main objective of human resources management is to increase individual and organizational activity (Ozkeser, 2019). So, in human resources management there are planning, recruitment, training and development, performance assessment, and also giving reward or punishment. Meanwhile SHRM state that human resources management has 7 seven function including; recruitment and selection, performance management, learning and development, compensation and benefits, human resources information system, and data and analytics (Bennett, 2021).

(Qutni et al., 2021) stated that if all parties can manage the human resources management well then the education quality will be good. And the study that had been doing by them found that human resources management in SD Negeri 170 Ogan Komering Ulu, both in quality improvement, implementation, supporting factors and the quality of education had been running optimally. So, in this research writer want to try to implement human resources management in improving the quality of teacher's learning. This is important topic considering learning is important process in education and the quality of teacher's performance is one of factors that affect the learning process.

The result of pre study shows that principals and staff at SMKN 2 Jepara has been implementing human resources management. Management has done according to procedure which has been specified. This can be proved by the existence of human resources planning, organizing, implementation, and evaluation of human resources management that has been done in SMKN 2 Jepara.

METHOD

This research is qualitative research in field-research type. This research was done in SMKN 2 Jepara on November 2020 until March 2021. There were two types of data that used in this research, which were premier data and secondary data. The premier data resources in this research were head principal and teachers or others element in SMKN 2 Jepara. Meanwhile, the secondary data resources were written data such as data of school, teachers, staff and students, organization structure, inventory list, supporting books, etc. The technique of data collection in this research was observation, interview, and documentation. After the data collected, the data validity tested using triangulation. Then, data analyzed using technique that developed by Miles and Huberman. The technique consisted of three steps; they were data reduction, data presentation, and drawing conclusion and verification.

RESULT AND DISCUSSION

Result

To improve learning quality, teacher needs human resources management. This is the steps of human resource management that has been doing by SMKN 2 Jepara: *First*, The efforts that done by SMKN 2 Jepara in planning human resources need is determining quality and quantity of human resources needed clearly, collecting data and information and analyze it, determining some alternatives, which allows to use internal human resources or needs to recruit new staff, choosing the best alternative way to be planning, and informing the planning to staff to be realized.

Second, recruitment of SMKN 2 Jepara educator and educational staff candidates are: 1) Complete administration from educator and educational staff candidate. This is including application letter, photocopy of ID card, photocopy of education certificate, photocopy of transcripts, police certificate, health certificate, photo, and other certificate that support the profession. 2) Have four competences, which are pedagogic, social, personality, and professional competence. To know the result of the competences, educator and educational staff must attend selection test.

Third, performance assessment is an assessment of real work results with quality and quantity standards produced by each employee. Assessment of the work of educators and education personnel absolutely must be done to determine the achievements that can be achieved. Is the achievement achieved by each educator and education staff in this case teachers and employees is good, moderate, lacking.

Fourth, HR training at SMKN 2 Jepara is not carried out all the time, the training is carried out especially when there are new employees, the implementation of new systems and curriculum or information, the work performance is below standard as well as every training there is an evaluation and this training is very helpful for teachers and employees in terms of scientific renewal.

Five, an educational institution that already has a number of personnel needs to be maintained by rewarding and providing attractive working conditions, so as to make them feel at home in the workplace. As part of this effort, educational institutions must create and maintain effective working relationships with personnel, so as to create a conducive working atmosphere.

Supporting factors in improving the quality of teacher learning through the implementation of human resource management are support from parents, students, and principals, leadership of headmaster, development of human resources that are always

improving, adequate facilities and infrastructure, and good culture. The inhibiting factors are limited learning time, less than optimal teacher training and education, and quality communication.

By implementing HR management, the quality of teacher learning can be achieved. Improving the quality of teacher learning can be done with the following stages:

Learning planning carried out at SMKN 2 Jepara is that teachers understand the curriculum, master teaching materials, develop learning programs, and start learning programs from learning process that had been done before. During the Covid-19 pandemic, learning is done online. So SMKN 2 Jepara did a remote learning plan. The distance learning system has been carried out with a dual system approach by applying learning methods using IT media.

The implementation of the learning process at SMKN 2 Jepara is in accordance with the 2013 curriculum, namely the scientific approach, CBT (Computer Based Test) and PBT (Paper Based Test) in all subjects.

Learning evaluation is usually carried out at the end of the learning activity. The aim is to determine the level of success of students in learning the material, determine the level of success of teachers in carrying out learning activities, and create a chain of competencies between current material and future material.

Discussion

Education quality in school can be seen from the quality of learning process. So, if we want to improve education quality on each level, we have to improve the quality of learning process first. In this case, the quality of teacher's performance in managing learning process needs to be improved first. The reason is because the learning process realization of education activities in the form of learning experiences transmission and transformation process toward students (Jackson et al., 2009; Santosa & Devi, 2021). One way that can be done in improving teacher's performance is human resources management.

The implementation of human resources management in SMKN 2 Jepara is started from planning. The planning is done by management team in the beginning of the year. It is coherence with statement from (Qutni et al., 2021) who stated that human resources planning in school is usually carried out by principal or formed team. According to (Baharuddin & Makin, 2010), in general, the strategic objective of HR planning is to identify the needs and availability of human resources. In addition, it also aims to develop programs in order to minimize deviations based on individual and organizational interests. In order for these goals to be achieved, it is necessary to have a job analysis, namely the process of describing and recording positions/jobs based on job descriptions which include components, such as: tasks, goals, responsibilities, working conditions and characteristics. After that, a job specification is made which contains a description of the skills, knowledge and abilities and personalities needed by individuals to carry out certain types of positions.

Based on the results of the research, the Principal of SMK N 2 Jepara is quite active in terms of planning for human resource needs related to improving the quality of teacher learning, in analyzing school needs first and then selecting HR so that they can match the needs of the school and are effective in implementing the HRM process in accordance with the plans that have been made. determined so that it can be easy to achieve the expected goal of increasing the quality of learning.

According to the researcher, human resource planning is very necessary because human resource planning will also affect the determination of the number of new teachers to be accepted. Furthermore, the determination of the number of teachers accepted by SMK N 2 Jepara depends on the number of educators and education staff needs. In addition, it also depends on the estimate of the teacher moving or leaving. Human Resource Planning and the determination of the number of new teachers to be accepted at SMK N 2 Jepara had previously been planned so that by carrying out these two activities, the shortage of teachers would be avoided. So that learning can run smoothly.

The recruitment process is a very important task to realize a school that has high-quality educators. This is because the quality of human resources that will be used by schools is very dependent on the recruitment and selection procedures carried out, so that they get teachers who are broad-minded, skilled in managing learning, creative, independent and have high commitment. Careful preparation or planning is the key to the success of recruitment implementation activities (Ilmi et al., 2021; Krasnoff, 2014).

According to (Baharuddin & Makin, 2010), recruitment is an effort to find and obtain potential workforce candidates with adequate number and quality, so that organizations can choose personnel that really match the needs of the available positions. Selection is the process of collecting data to assess and legally decide who can be appointed as staff based on individual and organizational interests in the short and long term. While the placement is an effort to ensure that the job requirements and organizational characteristics are very compatible with the skills, knowledge, preferences, interests and personalities possessed by prospective employees or members of the organization.

Based on the results of the research, in the HR recruitment process at SMK N 2 Jepara, it is not always taken from outside. This can be done by mutating or transferring existing human resources with job specifications or job specifications being met.

After the process of withdrawing or recruiting human resources as candidates for education and education personnel is complete, the next stage is the selection process. Selection is the process of identifying and selecting people from a group of applicants who are the most suitable or most qualified to occupy a particular position or position. And the purpose of each program is to identify applicants who have high scores on various aspects measured, which aim assessing the knowledge, skills, abilities and other characteristics that are essential to performing a job well.

Job appraisal is an assessment of real work results with quality and quantity standards produced by each employee. Assessment of the work of educators and education personnel absolutely must be done to determine the achievements that can be achieved. Is the achievement achieved by each educator and education staff in this case teachers and employees is good, moderate, lacking. Performance appraisal is important for every employee and is useful for the organization to make decisions and determine policy actions.

In addition to these things, the most important thing in the job appraisal process is the concern of the organization's leadership to the need for a job appraisal. Organizational leaders who have a high commitment to job evaluation will always try to find the best and appropriate ways to carry out work assessments and carry them out consistently.

(Baharuddin & Makin, 2010) and increasingly mention the functions of implementing performance appraisal activities are: management development, measurement and improvement of performance, assisting management in carrying out the compensation function, assisting the

planning function of future HR management, and communication media between superiors and subordinates.

Next, training and development need to be done by principal if in teacher's carrier and performance decrease. To return the performance quality and motivation, principal should be able to give intensive training and performance evaluation deeply. One of the ways is held training and seminar about job and skill. Principal have to know the main reason of the weakened motivation and performance, so principal can take suitable action for them (Murni, 2017).

The benefits of training for schools must have a big impact on the school itself and also teachers and employees, especially for institutions that have a long-term orientation, really need training for their employees which is carried out continuously and programmed according to the needs of each division or work team in in management. The school hopes that the training carried out can improve efficiency and development, while for teachers, employees will create resources that increase skills, expertise, innovation and high performance at work.

The function of training and development is an effort to improve the current and future work performance of personnel, with activities to increase their knowledge and skills in learning. These training and development activities need to be based on the basic principles of implementing training programs, namely: individual motivation, recognition of individual differences, opportunities to carry out practical activities, reinforcement of learning objectives and situations, and enthusiasm for knowledge transfer (Baharuddin & Makin, 2010). Training and development at SMK N 2 Jepara is expected to have an expert and skilled workforce to improve efficiency and effectiveness which can improve the quality of the institution.

An educational institution that already has a number of personnel needs to be maintained by rewarding and providing attractive working conditions, so as to make them feel at home in the workplace. As part of this effort, educational institutions must create and maintain effective working relationships with personnel, so as to create a conducive working atmosphere.

The results of the research above are in accordance with the research conducted by (Rahmawati, 2012) entitled "Human Resource Management (HR) in Improving School Quality". The results of this study are the principal's efforts to improve the quality of schools through human resource management (planning, procurement, selection and placement, training and development, job performance assessment, welfare, termination of employment) and increasing professionalism: attending trainings, seminars , workshops, upgrading, Teacher Working Groups (KKG), and participating in the Subject Teacher Deliberation Association (MGMP). Career development: giving prizes for teachers and education personnel who excel, creativity, further education for those who have not or have S1. Welfare development: salary provision, functional allowance, incentives, welfare, transportation, holiday allowance.

By implementing human resource management, the improvement of teacher learning can be improved. In improving the quality of learning that needs to be considered is learning planning which includes making syllabus and lesson plans (RPP). Implementation of Learning which includes attention is preliminary activities, core activities, and closing activities. And the last is the assessment of learning outcomes. Assessment of learning outcomes can be in the form of tests and non-tests in written or oral form, performance observations, attitude measurement, assessment of work results in the form of assignments, projects and/or products, portfolios, and self-assessments.

(Rusman, 2012) argues that the quality of learning is a picture of the quality of learning as a whole from the learning process and results as expected. The learning process and results include planning the learning process, implementing the learning process, evaluating learning outcomes, and supervising the learning process for the implementation of an effective and efficient learning process.

Creating quality learning conditions is very important to do in a school, this is because quality learning can help students to improve their abilities, which are expected to be in accordance with the instructional goals to be achieved.

CONCLUSION

The implementation of human resources management in improving the quality of teacher learning are planning, recruitment and selection, assessment of work performance and compensation, training and development, and also creation and fostering of effective employment relationship. Supporting factors are support from parents, students, and principals, leadership, human resources, facilities, culture. Meanwhile, the inhibiting factors are the limited learning time, education and teacher training development is not optimal, quality communication. The results of improving the quality of teacher learning through the application of human resource management are evidenced by the completeness and quality of teaching tools owned by teachers of SMKN 2 Jepara which include: lesson plans, journals, student attendance lists, analysis of questions, enrichment programs and assessment instruments. So that each student has a Study Results Card (KHS), Transcripts (raport), Portfolios, and Certificates of Competence.

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