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Human Resources Development Management Review from Lanning Aspects in Sman 2 Manggelewa

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Abstract

The purpose of this study was to analyze the planning of human resources for educators and education personnel at SMAN 2 Manggelewa. This study uses a qualitative method with a case study technique. Data collection techniques used in-depth interviews, observations, and document studies of principals, teachers, and education staff at SMAN 2 Manggelewa. Data analysis was carried out by data reduction steps, data displays, conclusions, as well as the validity of the data using credibility, transferability, dependability, and confirmability. The results of this study indicate that the planning of human resource development for educators and education personnel at SMAN 2 Manggelewa is carried out in several steps, namely: determining needs, determining targets, identifying learning principles, implementing programs, identifying benefits and evaluating program results.

Keywords: Management; Human Resources; Planning

Introduction

Talking about human resources, it can actually be seen from two aspects, namely quality and quantity. The quality aspect is concerned with the performance of human resources (teachers). While the quantity aspect is concerned with the number of human resources (Jensen, 2021). Accelerating the flow of information requires quality human resources who are able to analyze existing information and are able to make decisions quickly and accurately (Adisaputro, 2020). These abilities can be obtained from resources that master science, technology and attitudes that are in accordance with the demands of their duties. Human resources with these characteristics will provide optimal support for the success of an educational institution in achieving the goals that have been set. Therefore, with good management of human resources, educators and education personnel are able to support the formation of quality education. In this case, the resources of educators and education personnel are the most important pillars to solve the problems faced in the world of education.

In an educational institution, to realize the quality of quality education it is necessary to have good cooperation (Muda, 2019). But in reality, educational institutions are often faced with managerial and administrative problems for school principals of various types and levels. A major obstacle in improving the quality of education is the lack of professional staff owned by educational

institutions. The resources of educators and education personnel are very decisive components in the education system as a whole, which must receive special attention, first and foremost (Supranoto, 2015). This one figure will always be a strategic reason when talking about education problems because educators (teachers) and education staff are always associated with components and in the education system. Educators (teachers) play a major role in the development of education, especially those held formally (Nurmaya, 2019). Educators also greatly determine the success of students, especially in their activities with the teaching and learning process (Burhan & Sauga, 2017). Educators are components that most influence the creation of quality educational processes and outcomes (Ramdani et al., 2019).

Seeing the importance of human resources in the context of the education system, the development of human resources must be carried out properly. Human resource development in an organization is not just the procurement of human resources, but an integrated action of various functions ranging from planning, staffing or recruitment, assessment and guidance and development of human resources. Human resource development related to the availability of opportunities and learning development, making training programs which include planning, implementing and evaluating these programs. Human resource development needs to be carried out in a planned and sustainable manner (Bariqi, 2020). In order for development to be carried out properly, a human resource development program must first be established. Development must aim to improve the technical, theoretical, conceptual, and moral abilities of human resources so that their performance is getting better and achieving optimal results (Nawangwulan, 2018).

In general, human resource development activities are directed at achieving mastery of skills, knowledge, and ability (Faridah et al., 2021). The direction of the human resource development program is directed in line with the development and progress of the organization. Human resource development is very important in contributing to the goals of the organization, and the use of several functions and activities to ensure that human resources are expressed effectively and fairly for the benefit of individuals, organizations and society. Human resource development can be understood as a process within the organization and can also be interpreted as a policy (Bariqi, 2020). On this basis, human resource development is part of the process that helps the organization achieve its goals.

In this case, SMAN 2 Manggelewa is one part of an educational institution with the status of a State school in Manggelewa District, Dompu Regency. In terms of efforts to improve the quality of education, in accordance with government policy, trying to always develop the potential of educators and educational staff that is owned, of course, must have professional educators and education staff so that they are able to produce superior and accomplished generations.

Based on the results of interviews with the school operator at SMAN 2 Manggelewa, the status of the school is still Accredited C. In this case, when viewed from the quality perspective, the education is still lacking, meaning that it needs improvement and development both in terms of the quality of educators and education staff as well as the provision of facilities and infrastructure. Another supporting factor that makes SMAN 2 Manggelewa the object of research is that the number of educators and education staff is still lacking, so it is necessary to recruit professional educators and education staff to support the implementation of quality teaching and learning activities.

Based on Article 10 paragraph (1) of Law Number 14 of 2005 concerning Teachers and Lecturers, it is mandated that teachers must have pedagogic competence, personality competence, social competence, and professional competence. The four competencies are holistic and constitute a unit that characterizes professional teachers. To ensure quality education services in accordance with the demands of the times, increasing this competence is a continuous process.

The two educational institutions are still in the transition process where the school has not been established for a long time so it is necessary to improve or develop the ability of human resources for educators and education personnel to improve the quality of education at SMAN 2 Manggelewa. One of the efforts that need to be made in the process of developing human resources is through training, education, training, workshops, MGMP, or ICT-based training to support the performance of educators and education staff so that they are proficient in carrying out tasks according to their fields and expertise.

Meanwhile, the profile of graduates from SMAN 2 Manggelewa can be said that most of them continue their education to state and private universities. In an attempt to continue to maintain and develop the professional capabilities of human resources educators and education personnel at SMAN 2 Manggelewa at this time. Thus, based on this, the authors are interested in conducting research at SMAN 2 Manggelewa on the management of human resource development in terms of planning aspects. The formulation of the problem in this study is how to plan human resource development at SMAN 2 Manggelewa?

Method

This study uses a qualitative approach. This research approach will produce descriptive data in the field, namely about the Management of Human Resource Development at SMAN 2 Manggelewa. This research will be conducted at SMAN 2 Manggelewa, Jln. Lintas Lanci Jaya, Dompu Regency, West Nusa Tenggara. The source of data in this study is the subject from which the data was obtained. When viewed from the source, the data is divided into two, namely primary data and secondary data. The primary data in this study are: 1) human resource development planning; 2) Human Resource development implementation, and 3) Human Resource development program results. Sources of data in this qualitative research in addition to the words, language and actions of the informants. In this study, the subjects of the research were the principal and the overall human resources at SMAN 2 Manggelewa. And the object of research is the management of human resource development at SMAN 2 Manggelewa.

Data collection techniques are interviews, observations, and documentation studies. Interviews were conducted repeatedly with informants to obtain complete information and data needed regarding the management of human resource development at SMAN 2 Manggelewa. Observations used by researchers are periodic notes. This record serves to see the activities, circumstances, environment of events and other things that are considered meaningful during the research. Documentation data is obtained from data related to human resource management at SMAN 2 Manggelewa which supports or is needed in this research.

Data analysis techniques are carried out by working with data, organizing data, sorting it into manageable units, synthesizing it, looking for and finding patterns, discovering what is important and what is learned, and deciding what to tell others. Data reduction refers to the process of selecting, focusing, simplifying, separating, and transforming "raw" data as seen in written field notes. Data reduction takes place continuously during the research process. Researchers selected data obtained from interviews, observations, and collection of relevant documents. Display In this context, it is an organized collection of information that allows drawing conclusions and taking action. After the data is presented and processed, it will obtain a rigid and dubious conclusion, so that the conclusion needs to be verified.

The data validity test in qualitative research includes the test *credibility, transferability, dependability* and *confirmability*. To fulfill the credibility, this research was conducted by using triangulation technique. There are two triangulation techniques used in this study, namely the first using triangulation with sources, namely comparing the acquisition of data obtained from different

sources with the same technique. According to Sugiyono (2018), transferability is the degree of suitability of the results obtained so that they can be applied and used elsewhere. In this research, so that the research results are accepted and likely to be applied by others, the research report must be made in a systematic, detailed, clear and reliable manner. The dependability test was carried out by explaining all the stages of activities in the research, so that a detailed picture of the stages of the research was obtained. In this study, the dependability test will be carried out by the supervisor and examiner. In this study, the confirmability test was carried out by confirming the results of the research to the informants and to the experts in this case, namely the supervisors and examiners.

Results and Discussion

Results

Human resource planning at SMAN 2 Manggelewa is an activity of estimating or calculating the school's human resource needs and then formulating the efforts that need to be made to meet these needs. These efforts include planning activities and carrying out planning properly so that the number and qualifications of educators and education personnel needed are available at the right position according to the needs of the school (Akilah, 2017).

The implementation of human resource planning at SMAN 2 Manggelewa is a short-term and long-term school program that contains aspects: problems, objectives, indicators, success, strategies, methods, and planning of required resource activities. Because in the implementation of planning, systematic efforts must be made to achieve effective and efficient administration. Therefore, human resource planning must have careful planning so that it can be stated in the form of activities that will be carried out together with school residents. The activities referred to in human resource planning are starting from preparation, implementation, to decision making. This is in accordance with what the principal of SMAN 2 Manggelewa said:

“SMAN 2 Manggelewa performs several stages in the human resource development management planning process, namely: needs analysis, site preparation, implementation schedule, development and training programs. And more importantly the preparation of the required budget. Human resource development planning at SMAN 2 Manggelewa is carried out in accordance with the demands of the needs of teachers and education personnel related to the performance and professionalism of teachers to support the development of the potential of existing human resources”.

What was revealed was that in planning human resource development, of course, it began with careful preparations, so that in ⁶ implementation it could run smoothly and produce decisions that were in accordance with ⁶ the needs of educators and education staff. ⁶ To determine the needs of educators and education personnel, the principal conducts a needs analysis.

⁶ The implementation of human resource development at SMAN 2 Manggelewa is based on the needs of educators and education staff ³ improve quality and performance in order to achieve maximum school organizational goals. ³ Based on the results of interviews with the vice principal of the curriculum section of SMAN 2 Manggelewa that:

“Human resource development at SMAN 2 Manggelewa is carried out on the basis of the needs of educators and education personnel through several stages starting from needs analysis, who is the target, implementation, then evaluation.

¹⁷ The same thing was conveyed by the Head of Administration of SMAN 2 Manggelewa:

"Planning human resources for educators and education carries out various steps from preparation to implementation. So that the implementation of the analysis of the needs of educators and education personnel can be carried out properly. implementation of human resource planning at SMAN 2 Manggelewa through needs analysis, targets, implementation and then evaluates."

The above view was reinforced by the school teacher of SMAN 2 Manggelewa who said that:

"According to what we have observed, so far SMAN 2 Manggelewa has planned human resource development in coordination with the head of the Dompu district education office based on the analysis of the principal and the head of the school. each field is related to the need for development planning that will be carried out to develop the potential and performance of educators and education staff."

Based on the documents obtained by the researchers, the researchers also found that there are programs for planning human resource development for educators and education at SMAN 2 Manggelewa, namely:

1) Prepare development programs/plans.

A good, integrated and integrated planning program is related to long, medium, and short term planning. Flexible program implementation and evaluation of human resource development programs for educators and education personnel and follow-up actions. Potential and supporting factors as well as how the possibilities can be pursued in the human resource development program for educators and education personnel.

In the development program, targets, policies, procedures, budget, participants, curriculum and implementation time are determined and are informed and open to all educators and education staff. The process of developing human resources for educators and education staff at SMAN 2 Manggelewa is structured for long, medium and short-term programs and is generally programmed at the beginning of the learning year with various considerations related to needs, facilities, implementation and budget. This was also conveyed by the vice principal of the studentbody that:

"Planning for the development of human resources for educators and education personnel focuses on the implementation of long, medium and short term activities. The development program is also tailored to the needs."

In preparing the human resource development program at SMAN 2 Manggelewa, several steps were applied, including: determination of needs, goals, program content, identification of benefits and program assessment. Things that are programmed at SMAN 2 Manggelewa include training programs, supervision and MGMP (Subject Teacher Conference) as well as Saturday cultural development programs. The development of the cultural Saturday program is an activity carried out by the principal where this Saturday is carried out to develop teacher creativity in providing education to students through several activities, including: tahfiz al-quran activities, arts, sports, and discussing compulsory subject matters, namely: (mathematics, physics, science, biology). Of course, this Saturday cultural activity is very helpful in channeling the potential of teachers to their talents so that they are able to realize quality education. One of the teachers of SMAN 2 Manggelewa also revealed that:

"This Saturday cultural activity, we as teachers of SMAN 2 Manggelewa are very proud and grateful, because the activities carried out once a week are very useful, especially for us teachers to improve quality and performance, the second cultural Saturday activity is also very beneficial for students in developing their talents."

2) Determination of Needs

Determination of needs in the context of ¹ developing human resources for educators and education ¹ personnel at SMAN 2 Manggelewa is carried out with a needs analysis procedure that can be started by looking at the real conditions of educators and education personnel with predetermined performance standards, whether or not they are in accordance with predetermined performance standards. If there is a discrepancy, the next step is to investigate the problems or constraints that affect the performance of educators and education staff. The last process is to find solutions to solve problems or obstacles faced. Based on what was said above, the principal of SMAN 2 Manggelewa also said that:

“We at SMAN 2 Manggelewa have a lot of educators and education staff. On average, all S1 graduates, we assign positions and duties according to their respective fields. We determine the needs analysis according to the condition or condition of the human resources we have, about what we need going forward in developing human resources. The first step we take is determining needs”

This needs analysis aims to determine what the position should be. One of the most common goals is a scientific field that is in accordance with a predetermined position, so that teachers are able to develop their potential and abilities for the better.

3) Targeting

Determination of targets in the context of ¹ developing human resources for educators and education ¹ personnel at SMAN 2 Manggelewa is ¹⁷ used on a needs analysis. Several steps need to be taken, namely: identifying the performance ¹⁷ standards of educators and education personnel, identifying ¹⁷ the development needs ¹⁷ of educators and education personnel.

4) Identify Learning Principles

SMAN 2 Manggelewa in identifying the principles of learning is intended as a measure of whether or not the learning principles applied in the development program are appropriate. By identifying the principles of learning development will run well because of the use of the right learning principles. The principles of good development used for human resource development programs for educators and education personnel are participation, relevance, transfer and feedback.

⁶ The development of human resources for educators and education staff at SMAN 2 Manggelewa related to the principles of learning is very helpful in developing the human resources they have. The human resources of an institution can be assessed as developing, which can also be seen from the learning process that is conducive, active, creative and innovative. Thus, with the principle of learning for educators and teaching staff, they can improve and develop their competencies related to changes in attitudes, behavior and carrying out tasks professionally. The Deputy Principal of the curriculum section explained that:

“To be able to find out how the competence and performance of educators and education staff at SMAN 2 Manggelewa, the principal supervises the educators to determine the quality of their work. In the review conducted by the researcher, the researcher found that the principal entered each of his subordinates' rooms to monitor employee performance, inquire about daily work and plan all kinds of agendas for tomorrow's activities, and it is not uncommon for the principal to occasionally call the head of the section to his office to discuss matters. what the principal wants to know”.

Furthermore, the vice principal of the curriculum section also explained:

"From the principal of the school, supervision is carried out on teachers or instructors at different times. We as the head of the field also play a role and help supervise to find out what needs are needed by the educators (teachers) at SMAN 2 Manggelewa. This supervision is carried out with the aim of seeing how the principles of learning for educators in providing lessons in the classroom start from planning, preparing lesson plans, using learning media and learning techniques used by teachers at SMAN 2 Manggelewa.

Supervision carried out by the head was also assisted by the head of each field to the classroom, on that day not all teachers were inspected intensively, because to be able to analyze perfectly, supervision was carried out again at different times for different teachers or teachers.

5) Program Implementation

The implementation of the human resource development program at SMAN 2 Manggelewa is actually carried out situationally, with an emphasis on calculating needs and interests, for example MGMP, Curriculum Workshops at the beginning of the school year during school holidays, including training, Performance Assessment or supervision by the school principal or team supervisor of the department.

6) Program Implementation Assessment

The implementation of a development program can be said to be successful if within the development participants there is a transformation process such as increasing ability in carrying out tasks, changing behavior at work, changing attitudes and work ethic. In implementing the program to obtain good results, an assessment of a program is needed to find out the results of the program being carried out successfully or not. For this reason, SMAN 2 Manggelewa when holding programs related to development, especially the development of human resources for educators and educational staff, is held at the end of the implementation of the development program to determine the results obtained from the program.

Based on the explanation above, it can be concluded that SMAN 2 Manggelewa in developing human resources for educators and education staff is carried out by several steps including program preparation, determining needs, determining targets, determining programs, identifying learning principles, implementing programs and evaluating program implementation.

Discussion

Human resource development management planning carried out at SMAN 2 Manggelewa was carried out to improve the performance of human resources for educators and education staff by preparing development programs / plans including: 1) determining needs, 2) determining targets, 3) identifying learning principles, 4) program implementation, 5) program implementation evaluation (evaluation). Based on Armstrong's opinion in his book Masram (Masram, 2015) that human resource development planning is an effort to develop the quality or ability of educators and education personnel through the education planning process, implementation, and evaluation of these programs. In planning the resources of educators and education personnel, it is carried out with important steps that need to be considered for effective planners starting with setting goals completely and clearly. Several important steps in making a planning program for developing human resources for educators and education personnel include: 1) determining needs, 2) determining goals, 3) determining program content, 4) identifying learning principles, 5) implementing programs, 6) assessing program success (Supriyati, 2017).

As data obtained from school principals, deputy principals, teachers and heads of administration through interviews, that in planning the resources of educators and education personnel carried out at SMAN 2 Manggelewa is through the steps, namely: 1) making preparations in order to analyze need (need analysis). The things that are carried out in the needs analysis are by compiling programs for developing human resources for educators and education staff. There are several human resource development programs for educators and education personnel carried out at SMAN 2 Manggelewa, namely: MGMP, Curriculum Workshop at the beginning of the school year during school holidays, training, Performance Assessment or supervision by the principal or supervisor team from the service.

Planning for the development of human resources for educators and education personnel begins with determining the unmet human resource needs. Determination of needs in the context of developing human resources for educators and education personnel at SMAN 2 Manggelewa is carried out with a needs analysis procedure that can be started by looking at the real conditions of educators and education personnel with predetermined performance standards, whether or not they are in accordance with predetermined performance standards. If there is a discrepancy, the next step is to investigate the problem or constraints that affect the performance of educators and education staff. And the last process is to find solutions to solve problems or obstacles faced.

Therefore, in order to achieve a balance between the goals and needs of the organization with the goals and needs of employees, the management of human resource development for educators and education personnel focuses on three main things, namely: first, integrated human resource planning by taking into account various challenges and opportunities in the future. future so as to make the human resources of educators and education personnel into competitive human resources. Second, the implementation of the management function of developing human resources for educators and education personnel in an effective and efficient manner, without neglecting various applicable laws and regulations so as to achieve high productivity of human resources for educators and education personnel, as well as the fulfillment of the goals and needs of organizations, individuals and employees.

The needs analysis conducted by SMAN 2 Manggelewa aims to 1) ensure the availability of resources for educators and education personnel in the present and future, so that every job is done, 2) avoid mismanagement and overlapping in the implementation of tasks, and avoid the occurrence of lack or excess of human resources for educators and education personnel in organizations and work units, 3) simplifying the path of coordination, integration and synchronization so as to increase work productivity.

In planning the development of human resources for educators and education personnel at SMAN 2 Manggelewa, this has been done so far by analyzing the needs and workload, which in other terms is called Tupoksi (main tasks and functions) and then looking for the right personnel to fill positions or positions with refers to the standards that have been set. In the needs analysis (need analysis) The development of human resources for educators and education staff is carried out to dissect the causes of changes in the workforce, especially the standards of educators and education staff, whether the number of educators and education personnel has been fulfilled or not, whether there are workers who will retire, transfer and so on. In the analysis of needs, planning for the development of human resources for educators and education personnel is the process of forecasting, developing, implementing, and controlling which ensures that schools have the suitability of educators and education personnel, correct placement, at the right time which is very economically beneficial.

The implementation of the human resource development program for educators and education personnel at SMAN 2 Manggelewa is carried out with an emphasis on calculating needs

and interests, for example MGMP, Curriculum Workshops at the beginning of the school year during school holidays, including training, Performance Assessment² or supervision by the school principal or supervisor team from the service. Furthermore, after the implementation of the human resource development program for educators and education personnel was carried out at SMAN 2 Manggelewa, the last step was to provide an assessment of the implementation of a development program. The implementation of the program can be said to be successful if within the development participants there is a transformation process such as increasing¹ ability in carrying out tasks, changing behavior at work, changing attitudes and work ethic. In implementing the program to obtain good results, an assessment of a program is needed to find out the results of the program being carried out successfully or not.

Based on what has been conveyed above,² it can be concluded that the planning of human resource development for educators and education personnel carried out at SMAN 2 Manggelewa goes through several stages, namely determining needs, determining targets, identifying learning principles, and implementing.

Conclusion

From the results of this study, it was concluded that related to the development of human resources for educators and education staff at SMAN 2 Manggelewa, it was in accordance with the research focus that was raised. The steps in planning¹ human resources for educators and education personnel consist of several stages, namely determining needs, determining targets, identifying learning principles, implementing programs, identifying benefits, and evaluating program results.

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