

Implementation of Competent Human Resource Management in Improving the Professionalism of Teachers of SDN.

Hari Irawan

University of Muhammadiyah Makassar

Email : hariirawan@gmail.com

Article Info

Human Resource Management And Teacher Professionalism

Abstract

This study aims to determine the application of competent human resource management in improving the professionalism of SDN teachers in Kalaena sub-district, East Luwu district (study at SDN 156 Kalaena). This type of research used in this research is case research with a qualitative descriptive approach. The processed data is the result of interviews from informants, namely the principal and teachers at SDN 156 Kalaena. The data collection techniques used were interview observation and documentation. The data analysis technique was carried out by means of data reduction and drawing conclusions. Based on the results of research carried out by researchers, the conclusion that can be drawn is that human resources at SDN 156 Kalaena can be categorized as good or adequate both in quantity and quality. Efforts to improve teacher professionalism at SDN 156 Kalaena have been well done in terms of understanding protest demands to achieve qualifications and competence, building good and broad nursing relationships through professional organizations developing ethos and adopting innovations in the use of communication and information technology. The implementation of human resource management by the principal of SDN 156 Kalaena has been carried out well, especially in terms of placement of human resources training and development of human resources assessments of performance using qualitative and quantitative assessments and compensation for incentives.

1. INTRODUCTION

An educational institution in realizing its existence in order to achieve a goal requires effective human resource management (HR). The word management has many meanings depending on the context. According to Stoner and Freeman management is the process of planning, organizing, leadership, and controlling the efforts of members of the organization and the process of using all other organizational resources to achieve organizational goals that have been set.

Human resource management (human resource management) is a management process in determining the movement of organizational human resources from the desired position in the future, while human resources itself is a set of processes and activities carried out together with human resource management and managers. lines to solve organizational problems related to people. Human resource management is also interpreted as a strategy and operation, so the organization, including educational

institutions, will not be able to maintain its existence, develop and advance in the future. Therefore, there is a need for management steps here to further ensure that the right workforce is available within the organization to occupy various positions, functions, jobs according to needs.

The goal of systems integration is to create a quantitative predictive process for human resources (HR) emerging from strategic and operational planning, compared to predictions derived from HR programs. Therefore, human resource management must be adapted to certain strategies so that the main goal of facilitating organizational effectiveness can be achieved.

School as an institution that will educate students or students with the aim of educating the life of the nation. This is in accordance with the goals of the Indonesian nation as stated in the preamble of the 1945 Constitution, which is to educate the life of the nation. One of the efforts to achieve this goal is through education, both formal and non-formal

education as well as informal education.

The purpose of National education according to RI Law Number 20 of 2003 concerning the National education system is to develop capabilities and shape national character and civilization, namely developing the potential to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, competent, creative, independent, and become a democratic and responsible citizen.

Other information is explained in Law no. 14 of 2005 Chapter IV Article 20 (a) concerning Teachers and Lecturers states that teacher performance standards in carrying out their professional duties, teachers are obliged to plan lessons, carry out quality learning processes and assess and evaluate learning outcomes. The main task of the teacher which is manifested in teaching and learning activities is a form of teacher professionalism. So teacher professionalism is the real result achieved by a teacher in carrying out their duties in accordance with the responsibilities that have been given. So the measure of teacher professionalism can be seen from their sense of responsibility in carrying out their duties, mandate, profession they carry, and a sense of moral responsibility on their shoulders.

The correlation between HR management and the achievement of educational goals are two sides of a coin that cannot be separated. This means that the ability to empower human resources in an educational institution will lead to progress in the school, one of which is the development of programmed human resources.

The influence of education can be seen and felt directly in the development and life of society, group life and the life of each individual. Education determines the human model it will produce. Education also makes a very large contribution to the progress of a nation. Education is developed to free from adversity, namely education that can develop the potential of society, is able to foster will, and arouse the desire of the nation's

generation to explore potential, and develop it optimally for the benefit of community development as a whole and as a whole.

Jamil Suprihatiningrum (2013:29-30) suggests that the teacher is a very important element in educational activities. The teacher has a very big responsibility in an effort to lead students to achieve their goals. In the school environment, the teacher acts as a learning designer, learning manager, and as a guide for students. Whereas in a family, the teacher acts as an educator in the family (family educator) and in the community environment, the teacher has a role as a community builder (social developer), community inventor (social innovator) and as a community agent (social agent). The tasks carried out and the responsibilities of teachers are closely related to the abilities required to hold positions in the teaching profession.

Teacher quality can be viewed from two aspects, in terms of process and in terms of results. In terms of process, the teacher is said to be successful if he is able to involve most students creatively, both physically, mentally and socially in the learning process. The development of teacher quality is a complex process, and involves various interrelated factors. Therefore, in practice it does not only require technical skills from experts to develop teacher competence, but also must understand the various factors that influence it. In implementing various policies, teachers are required to become good information disseminators. The teacher also acts as a designer, implementer, and learning evaluator. In this regard, teachers must be creative, professional, and fun. Teachers must be creative in sorting and selecting, as well as developing standard material as material to shape student competence. Teachers must be professional in shaping the competence of students according to the characteristics of each individual.

Professional teachers are teachers who prioritize the quality and quality of their services and products, teacher services must meet the standardization of the needs of the

community, nation and users and maximize the abilities of students based on the potential and skills possessed by each individual (Yasmin and Maisah, 2010: 28) .

Supriadi (2012: 11) argues that to be professional, a teacher is required: (1) Have a commitment to students and their learning process; (2) Mastering in depth the materials/subjects they teach and how to teach them to students; (3) Responsible for monitoring student learning outcomes through various evaluation methods; (4) Able to think systematically about what he does and learn from his experiences; and (5) should be part of the community in their professional environment.

The correlation between HR management and teacher professionalism are two things that are closely related and cannot be separated. This means that the ability to empower human resources in an educational institution will bring advances in teacher professionalism at that school, one of which is the development of human resource management programmed for teacher professionalism by the principal of SD Negeri 156 Kalaena, East Luwu Regency.

Based on the initial survey conducted, the researcher found problems related to human resource management, in which the researchers found these problems, namely the lack of discipline of some teachers when they came to school, meaning that there were still some teachers who did not come on time, both teachers who had Civil servants and teachers who are non-PNS, sometimes the teacher realizes the delay but does not immediately carry out the learning process but stops by the office during study hours, so that the teaching and learning process time will be delayed and reduced, this is related to personnel discipline issues. Furthermore, there are still teachers who teach not in accordance with their competence and majors. In this case, they should really pay attention in selecting prospective teachers who will teach at SDN 156 Kalaena, because this is related to selection and placement issues.

Based on the problems from the indicators above, the school, especially for a leader of SDN 156 Kalaena, must pay attention to the management system of educational institutions in accordance with the plans that have been made by the school so that they are able to achieve the vision, mission and goals of the school in a directed and clear manner. Therefore, it is necessary to pay special attention to the implementation of human resource management, so that the management of educational institutions is not careless or actually causes great harm to the organization.

SDN 156 Kalaena is one of the elementary schools in the Kalaena District, East Luwu Regency. Based on this description, the author is interested in conducting research by taking the title: "Application of Competent Human Resource Management in Improving the Professionalism of Elementary School Teachers in Kalaena District, East Luwu Regency (Study at SDN 156 Kalaena)".

The reason that prompted the choice of this title was that it was hoped that the application of human resources (HR) to teacher professionalism would have a positive impact on teachers and employees, in particular and all personnel at SDN 156 Kalaena, East Luwu Regency in general in an effort to advance elementary schools by improving quality and the quality of education at SDN 156 Kalaena, East Luwu Regency.

2. RESEARCH METHODS

a. Data Analysis Techniques

The entire data processing and analysis technique used in this study is qualitative, the data is presented in a phenomenological descriptive way to understand the meaning of events and their connections that lead to analysis.

The data processing and analysis process takes place simultaneously with the data collection process with the following stages:

1) Data reduction

Reduction is an activity of selecting,

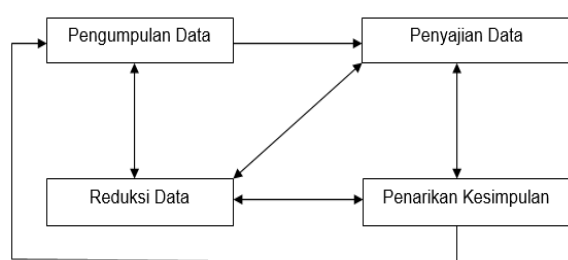
simplifying, and focusing on the raw data that has been obtained. The data that has been obtained is then recorded carefully and in detail. Reducing data means summarizing, choosing key points, focusing on things that are important and considered relevant and related to human resource management and teacher performance. Thus, the reduced data will provide a clearer picture and make it easier to carry out further data collection.

2) Data Presentation

After the data is reduced, the next step is to present the data, namely compiling complex information into a systematic form so that it becomes simple and selective and its meaning can be understood, providing the possibility of drawing conclusions and taking action.

3) Verification and Conclusion Drawing

Verification and drawing conclusions are carried out after analysis during the process and after data collection. Analysis of the data, the researcher provides initial conclusions during data collection and after data collection, the conclusions are verified again to further strengthen the findings in this study. The conclusions drawn if there are still deficiencies will be added.



3. RESULTS AND DISCUSSION

After looking at all the data both results, observations and documentation, the researcher will conduct a discussion in this sub-chapter.

In this section the researcher interprets the research based on the approach as stated in the research method.

The discussion of this research can be formulated in three main points, namely the

description of human resources at SDN 156 Kalaena, efforts to increase teacher professionalism, and the application of human resource management at SDN 156 Kalaena. These three things are elaborated coherently with the following reviews:

3.1 Overview of human resources at SDN 156 Kalaena

The principal as a leader has created an annual, semester, and evaluation program for planning school activities as well as various activities to be carried out, managing human resources, providing facilities and infrastructure, creating a conducive school climate, and providing direction to school members. The principal also always motivates teachers with welfare improvements and opportunities to ask questions in a pleasant atmosphere, includes teachers in training, and KKG (teacher working groups) to develop and improve teacher abilities.

The principal in terms of supervision also supervises the making of teacher administration such as making semester programs, making lesson plans (RPP), both directly and indirectly, all of which are evaluated periodically at least at the end of the semester or in the new school year. This is done to find out whether the activities carried out are carried out properly.

Furthermore, in improving the professional competence of teachers, good management is needed, besides that people in schools must establish good cooperative relationships, provide mutual motivation and provide ideas that can develop their professional competence. Opportunities in fostering professional competence from the results of the research show that there are opportunities in developing the professional competence of teachers to the fullest through education, training, educational seminars, and mastery of IT. Therefore, teachers with their competencies such as professional competence will determine the success or failure of schools in achieving predetermined goals effectively and efficiently.

Furthermore, in improving professional competence, teachers must continue to strive to develop and take advantage of existing momentum, such as continuing their education level, participating in educational training and seminars, and not stopping developing their professional competence. Being a professional teacher, a teacher is required to have several things, namely having a commitment to students and the learning process is prioritized, the teacher has deep mastery of the learning material to be taught and how to teach it to students, the teacher monitors student learning outcomes through various evaluation techniques for example such as giving tests essay, teachers are able to think systematically about what they do and learn from experience, and teachers should be part of society and learn from their environment and profession.

3.2 Efforts to improve teacher professionalism

Efforts to improve the professionalism of teachers at SDN 156 Kalaena have been carried out well in terms of understanding the demands of existing professional standards by attending training and deliberations for teachers in the field of study (MGBS), attending upgrading courses, seminars/discussions, and utilizing print/mass media. Achieving the qualifications and competencies that SDN 156 Kalaena has 14 teaching staff including 8 civil servants and 6 honorary people, besides that there are 7 PNS teachers who have been certified and 1 PNS teacher who has just finished attending certification training and is currently waiting for the graduation announcement. Building good and broad peer relations through professional organizations including the Republic of Indonesia Teachers Association (PGRI), and the Teacher Working Group (KKG). Developing a work ethic, teachers at SDN 156 Kalaena as student learning partners have made efforts to develop a good work ethic or work culture in providing services, although there are still some teachers who are

sometimes negligent in this regard. And adopting innovations in the use of communication and information technology, the teachers of SDN 156 Kalaena in the use of communication and information technology have mostly used media and new ideas in the field of technology to support the learning process even though there are still some teachers who do not understand using computers.

3.3 With regard to the application of human resources in improving teacher professionalism

The application of human resources in managing education must be oriented towards the effectiveness of all aspects of school education both in growth and development. Because schools are educational institutions that uphold the quality of human resources that benefit the community, nation and state. According to the results of research conducted by researchers, it can be understood that the implementation of human resource management, if carried out properly, will have a positive influence on increasing teacher professionalism.

Furthermore, in terms of HR planning, recruitment and selection of new employees/teachers, SDN 156 Kalaena does not carry out internally but is carried out by the government, in this case the education office which will assign employees or teachers to the school, while for honorary teachers the recruitment is carried out by the school itself. what if it is accepted, the school principal reports to the education office. In terms of placement, especially the homeroom teacher, it can be done by the principal together with the teachers by holding a meeting to determine the homeroom teacher in each class. Development and training carried out by the government by asking teacher delegates in accordance with the training materials, besides that KKG (teacher working groups) are also carried out at the sub-district level. Furthermore, performance evaluation is carried out by the school principal and school

supervisor who are appointed to evaluate teachers by referring to the assessment standards set by the government. Compensation/honorary or incentives are given by school principals to teachers specifically for non-PNS teachers. Usually honorariums are given once every three months when BOS funds are disbursed and service fees once a month.

These four human resource management procedures have been properly implemented by the school principal. As for the obstacles in implementing human resource management at SDN 156 Kalaena, specifically in the application of learning methods there are still teachers who always use the same method every time they teach.

The obstacles above, in the view of researchers, lie more in the problem of the teacher's personal awareness than the principal's control system. In an effort to overcome these obstacles, school principals should be more creative in creating control systems or mechanisms for the activities of implementing learning methods carried out by teachers. However, the key to the problem lies in the teacher's personal awareness in carrying out his duties in teaching. Even though the supervisory system has been designed as optimally as possible, but it is not supported by the awareness of the teacher itself, then increasing teacher professionalism will not be able to build as well as expected.

4 CLOSING

4.1 Conclusion

Based on the results of observations, data processing and data analysis that has been carried out, in this chapter the authors provide the following conclusions:

1) Human resources at SDN 156 Kalaena can be seen in the aspect of the adequacy of teaching staff and educational staff both in quantity and quality, especially qualifications for educational levels. Of the 14 teaching staff, 12 have undergraduate qualifications and two are still diplomas. That number is more than half certified as a condition for fulfilling the quality of

teaching staff. Likewise with education staff (principals, school operators). In the aspect of managerial competence of the principal of SDN 156 Kalaena, the preparation of school programs and activities is discussed jointly, both formally and formally. In terms of managing, each teacher is given main tasks and additional tasks and is always carried out properly by the teacher. In terms of leadership, the principal always provides support and is patient and wise. While the teacher in carrying out his duties and functions has been able to master the concepts, structures and learning methods in accordance with the material being taught, although there are still teachers who use the same method every time they teach.

- 2) Efforts to improve the professionalism of teachers at SDN 156 Kalaena have been carried out well in terms of understanding the demands of the profession, achieving qualifications and competencies, building good and broad peer relations through professional organizations, developing a work ethic, and adopting innovations in the use of communication and information technology.
- 3) The implementation of human resource management at SDN 156 Kalaena can be seen from the placement of homeroom teachers through joint meetings. Human resource training and development is carried out by sending teachers according to the training materials held by the government, besides that teachers participate in teacher working groups (KKG) activities that are formed in each sub-district which are used as sharing places for teachers. Performance appraisal is carried out by school principals using both qualitative and quantitative model assessment methods and all of them have had a positive impact and influence both for schools and for school personnel, especially teachers. The provision of compensation for incentive honors given by the principal to teachers especially for non-PNS and has

been carried out properly so that it is in accordance with expectations and becomes a motivation for teachers to improve their performance.

BIBLIOGRAPHY

- Barthos, Barsir. (2010). *Human Resource Management: A Macro Approach* . Jakarta: Earth Script.
- Get up, Wilson. (2012). *Human Resource Management* , Jakarta: Erlangga.
- Bambang, Wahyudi. (2010). *Human Resource Management* , Jakarta: Difficult.
- Bambang Soepeno, S. d. (2016). *The Application of Human Resource Management in Increasing the Professionalism of History Teachers at Man Pajarakan, Probolinggo Regency. Journal of Education and Humanities, Vol.53* , 1-10. Jember: University of Jember
- Ministry of Education. (2007). *Republic of Indonesia Law Number 20 of 2003 Concerning the National Education System* , Jakarta: Visimedia.
- Hasibuan, Malayu SP (2011). *Human Resource Management* , Jakarta: PT Bumi Aksara.
- Handoko, T. Hani, (2011). *Personnel Management and Human Resources* , BPFE, Yogyakarta.
- Kurniadin, Didin and Imam Machali. (2012). *Education Management Concepts and Principles of Education Management*, Jogjakarta: Ar-Ruzz Media.
- Mohson, Ali. (2014). *Improving Teacher Professionalism : A Hope, Scholar's Journal*, Vol. 2, No. 1, 1 August 2014.
- Pata, R. (2017). *Application of Human Resource Management in Improving Teacher Performance at Unggulan Puri Taman Sari Elementary School, Makassar City. Thesis* , I-126. Makassar: Alauddin State Islamic University Makassar
- Sadili Samsudin, MMM Pd (2010). *Human Resource Management* . Bandung: Faithful Library
- Sedarmayanti, (2010). *Human Resources and Work Productivity* , Second Printing, Bandung: Mandar Maju
- Schermerhorn, John R. (2011). *Management* , New York.
- Suprihatiningrum, Jamil. (2013: *Professional Teachers: Guidelines for Teacher Performance, Qualifications and Competence*. Cet, I; Yogyakarta: Ar Ruzz Media.
- Ulfatin, Nurul and Teguh Triwijayanto. (2016). *Education Human Resource Management*. Jakarta: Raja Grafindo Prasada.
- Usman, Effendi. (2014). *Ass Management* . II print . Jakarta: Rajawali Press
- Republic of Indonesia Law Number 14 of 2005 Concerning Teachers and Lecturers.
- Wukir. (2013). *Human Resource Management in School Organizations* , Cet.I; Yogyakarta: Multi Presindo.
- Yamin, Martinis and Maisah. (2010). *Teacher Performance Standardization*. Jakarta: Persada Press.