

Human Resources Development Model to Improve Educator and Educational Quality

Rustamin

Universitas Indonesia, Indonesia
evinarustamin11@gmail.com

Submitted: 13th Jan 2023 | **Edited:** 14th April 2023 | **Issued:** 01st June 2023

Cited on: Rustamin, R. (2023). Human Resources Development Model to Improve Educator and Educational Quality. *PRODUKTIF: Jurnal Kepegawaian dan Organisasi*, 2(1), 11-20.

ABSTRACT

The development model is the basis and main which is very important in an educational institution. Therefore in determining the development model must be right on target. The aim of this research is to find out the right model of human resource development in improving the quality of teaching and educational staff at the Ar-Rachmat Foundation. The research method used and data processing is qualitative in nature, to obtain qualitative data it is carried out using FGD (Focus Group Discussion) with the SWOT analysis method. The results of the SWOT analysis are the strategic model of human resource development in increasing teaching and educational staff, namely using the Offensive Growth Strategy. The growth of an offensive strategy is a strategy that continues to develop and find existing opportunities which will later become a source of strength in utilizing competitors in achieving goals.

Keywords: Development, Human Resources, Quality, Educators, Education

INTRODUCTION

Education is a conscious effort directed at developing the potential of students so that they can be established in the form of abilities, skills, attitudes and personality in accordance with national education goals (Bahri, 2022). The National Education System which states that national education aims to educate the life of the nation and develop the whole Indonesian human being, namely human beings who have faith and are devoted to God Almighty and have good character, high, having knowledge and skills, physical and spiritual health, a solid and independent personality as well as a sense of social and national responsibility.

In the process of building student character education, educators and educational staff hold full responsibility for developing personality and high values. So that an educational institution requires energy educators and professional education in improving quality. Education requires quality human resources to carry out their roles and duties in an institution by serving the needs of the community, it requires human resources that

have quality, skills, are able to compete and be able to work together, for this it is very important to have efforts to develop human resources for the realization qualified workforce in the education sector (Aliyyah, et, al., 2019). Many schools are increasingly competing to maintain the quality of each school, in which there are teaching and educational staff needed to improve the learning process and are able to manage technical and administrative matters to maintain the stability of school institutions. The status of teaching and educational staff also affects the quality they have.

The level of education affects the quality of educators and educational staff owned and constituted assets. It is important for schools to support work both for learning activities and for school administrative activities.

The development model is the basis and main which is very important in an educational institution. Therefore in determining the development model it must be right on target because if it is not right on target it can affect the sustainability of an educational institution. The human resource development model is the main HRM function, not only development and training, but also individual career planning, providing motivation for each of the school's components, performance appraisal, and school institutions that emphasize the need for training and development. Training is designed to provide learners with the knowledge and skills needed for their present and future employment (Feriyenci, et, al., 2020).

Education requires quality human resources to carry out their roles and duties in an institution by serving the needs of the community, it requires human resources that have quality, skills, are able to compete and be able to work together, for this it is very important to have efforts to develop human resources for the realization qualified workforce in the education sector (Zuhri, 2021). The ar-rachmat foundation has an annual program which includes human resource development efforts that have been planned and will later be realized according to the needs of the school.

Seeing the situation and keeping up with the times, every school institution must be able to be active by maintaining the quality of the school, with the thought that by developing human resources in schools it will produce quality human resources and be able to compete at work, if the development model is successful and ensure that educators and education staff are able to follow the directions given by the school (Warisno, 2019).

It should be noted that teachers and employees need development regarding various aspects of the tasks entrusted to them, especially if there are new teachers or employees, they still need one adaptation or initial introduction to school conditions and attend training regarding the tasks to be carried out. Experienced teachers and employees also need to increase their knowledge, skills and abilities because there is always a better way to increase work productivity.

By definition, selecting the right human resource development model for both teaching and educational staff can improve the quality of teaching and educational staff both personal, professional and social competencies (Rezky, et, al., 2019).

THEORETICAL BASIS

Human Resource Management

In general, the notion of human resources can be divided into two, namely macro and micro human resources. The definition of macro human resources is the number of productive age population in a country, while the definition of micro human resources is more focused on individuals who work in an institution. Meanwhile, the definition of human resources according to experts has a more diverse meaning. According to (Shomedran & Nengsih, 2020), human resources are an integrated ability of the individual's intellectual and physical abilities. The ability of human resources cannot be seen from one side only, but must cover the whole of the mind and also the physical strength.

An employee for example, as a human resource working in an office, of course he must use the ability to think to solve all the problems at work. This activity must also be supported by his physical ability to be able to overcome fatigue when he has to sit for about 8 hours in front of the computer.

Human resources are now increasingly playing a major role in the success of an organization or company, because the human element contained therein can provide competitive advantages such as making goals, strategies, innovations, and achieving organizational or company goals (Nawaki & Rusandy, 2022).

Human Resource Development

(Harsoyo, 2021) defines that development is an effort to improve the technical, theoretical, conceptual, and moral abilities of employees in accordance with the needs of

the job or position through education and training. Education increases the theoretical, conceptual and moral skills of employees while training aims to improve the technical skills of employees' job implementation.

The development of new and old human resources needs to be carried out in a planned and sustainable manner. Human resource development programs should be carefully structured and based on scientific methods and guided by the skills needed by the institution now and for the future.

The main objective of the human resource development program is to improve the capabilities, skills, attitudes and responsibilities of human resources so that they are more effective and efficient in achieving program goals and organizational goals.

It is undeniable, the ever-changing times also require humans to change. For this reason, humans must continue to strive to develop themselves, in order to live a life full of competition. To develop the quality of employees, of course requires the development of human resources in accordance with the needs of the company. Also adjusted to the characteristics of the company and the employees who work in it (Kastawi & Yuliejantiningih, 2019).

Improving the Quality of Educators and Education

(Mansir, 2020) states that quality is the degree to which something is good or bad. It can also mean the degree or level of intelligence, skills, and so on. Quality is something that must be considered and strived to achieve. Because education will be useless if the quality of the process and graduates is low, the spirit of independence and creativity is not awakened.

Quality and superior education is having a clear vision, mission and goals, having education and learning programs oriented to the needs of the community, being innovative and developing science and technology, having professional resources, having professional and responsible management. Graduates have adequate cognitive competency standards, have elegant affective abilities, namely having high personality and morals, being honest, responsible, and enthusiastic to innovate, have high psychomotor abilities, have the skills to answer need community, carry out activities skillfully, and have the ability to act, namely to produce something concrete and produce services, and can be absorbed by the market or education users.

The quality of education can be seen in two ways, namely referring to the educational process and educational outcomes. The educational process quality when All components of education are involved in the educational process itself. Factors in the educational process are various inputs, such as teaching materials, methodologies, school facilities, administrative support and infrastructure and other resources and the creation of a conducive atmosphere. Whereas Education quality in the context of educational outcomes refers to the achievements achieved by schools at any given time (Jf & Latif, 2020).

The definition of an educator is a person who educates. educators are people who carry out activities in the field of education. Educators in English are called Teacher, in Arabic they are Ustadz, Mudarris, Mu'alim and Mu'adib. In other literature, we know teachers, lecturers, instructors, tutors, lecturers, educators, trainers and so on.

While educational staff are members of the community who devote themselves and are appointed to support the implementation of education. Power education tasked with carrying out administration, management, development, supervision, and technical services to support the educational process in educational units.

Everything Activity carried out by educators and educational staff must lead to the success of learning experienced by their students. Various forms of administrative services carried out by administrators are carried out in order to support the smooth running of the learning process carried out by teachers, management and development processes and other technical services carried out by school managers must also encourage a quality and effective learning process (Adilah & Suryana, 2021). What's more, educators (teachers) must be able to design and carry out the learning process by involving the various components that will be involved in it.

METHOD

This research is descriptive research with a qualitative approach. (Dewi & Suryana, 2020) revealed that qualitative research was carried out because researchers wanted to explore phenomena that cannot be quantified that are descriptive in nature, such as the process of a work step, the formula of a recipe, the notions of a various concepts, the characteristics an item and services, pictures, styles, ordinances of a culture, the physical model of an artifact and so on.

In this research design, researchers have guidelines or directions in collecting data, analyzing and interpreting or translating the collected data and then making conclusions. This research begins with a focus on the problem of developing human resources in improving the quality of teaching and educational staff at the Ar-Rachmat Foundation.

In this study, researchers used types and sources of primary and secondary data. In this study, the primary data source was from direct interviews with informants. And secondary data, namely from regulations, books, articles and journals related to educators and education and human resources. Data analysis on research qualitative carried out through logical and systematic data management. In this case the technique used is SWOT analysis

RESULT

Model of Human Resource Development in Improving the Quality of Educators and Education with Focus Group Discussions

In this discussion the research was carried out descriptively using qualitative methods, collecting data through in-depth interviews and FGD (focus group discussion). This research was conducted after obtaining research permission. By using a structured and limited FGD, the researcher asked several questions related to the appropriate development model for development resource educators and educational staff.

Dwi Putra Vocational School Principal Representative Dra.Kanaah Djamal, MM, said that the development model between educators and education staff is definitely different. In my opinion, the teacher development model is more effective using the On the Job model Training because the training is direct with the conditions or atmosphere in the classroom, while for staff, both financial and operators, it is more efficient to use Off the Job Training because it was done outside working hours so no bother activity during working hours.

The difference before the training is as follows, human resource development is very important for both teachers and school operational staff. Usually, participating in the training can add insight or expertise. Because it's never too late in human resource development, it's good to have training with official institutions or non-official both for workshops, training and seminars.

After the training he stated: the competencies possessed by both teaching staff and education experienced a gradual improvement in mastering material, media learning for teachers and expertise in completing assignments, both financial data and dapodik data for staff.

And from the results of joint decisions in the Focus Group Discussion Through questionnaires and interviews for the proper development model, educators use the on the job training model where participants are trained directly where they work. Meanwhile, the proper development model for educational staff uses the individual training model (off the job training).because of training outside working hours and hands-on training using computer simulations.

Development of Human Resources in Improving the Quality of Manpower Educator and Education at the Ar-Rachmat Foundation With SWOT Analysis

By using analysis SWOT, this analysis describes every strength, weakness, opportunity and threat in the Ar-Rachmat foundation.

1. Strength. The Ar-Rachmat Foundation has strength from the level of education it has, starting from the existing SMP, SMA and SMK at one foundation roof. The building that is owned also belongs to the foundation, which means it is not a land lease. The status of the school that is owned has also been recognized by the State or the education service, the teaching and education staff that are owned also meet the educational criteria.
2. Weakness. The downside become weaknesses in the Ar-Rachmat foundation in resource development man that is, there is still a lack of competence of teaching and educational staff both in attendance, seriousness in participating, there is still a lack of facilities and infrastructure (facilities) owned, foundations are very selective in funding when conducting training that is not covered by an institution.
3. Opportunity. Opportunities or opportunities that exist at the foundation Ar-Rachmat is an educator and educational opportunity become parent teacher according to the requirements given by the foundation, usually if there is training covered institution education, the school principal immediately sends teachers or staff to take part in the training, the foundation always conducts annual evaluations both for school operations, human resource development, and quality which are owned.

4. Threat. The threat experienced by the foundation is that there are many other schools in the same area, because of that the foundation always monitors and carries out various promotions to the community around the school area.

SWOT Analysis

From the results of the SWOT matrix determine a strategy that can be used as a model strategy for developing human resources in improving teaching and educational staff is using the GROWTH Offensive Strategy. The growth of an offensive strategy is a strategy that continues to develop and find existing opportunities which will later become a source of strength in utilizing competitors in achieving goals.

And the result of selecting the model that gets the highest points is the "Off The Job" development model, which is training that has a high level or is most recommended to improve the quality of teaching and educational staff, taking into account effectiveness and efficiency both in terms of budget, place, time. The proper development model for teaching staff uses the on the job training model where participants are trained directly where they work. Meanwhile, the proper development model for educational staff uses the individual training model (off the job training).because of training outside working hours and hands-on training using computer simulations.

CONCLUSION

The right human resource development model for educators uses the on the job training model where participants are trained directly where they work, wherein the training is with senior teachers and interacts directly with students.

The appropriate development model for educational staff uses the individual training model (off the job training) because training outside working hours and direct training uses computer simulations.

Strategic analysis of the human resource development model in increasing teaching and educational staff, namely using Offensive Growth Strategies. The growth of an offensive strategy is a strategy that continues to develop and find existing opportunities which will later become a source of strength in utilizing competitors in achieving goals. In the dynamic and competitive field of education, the growth and development of teaching and educational staff play a crucial role in achieving organizational goals and maintaining a competitive edge. Implementing offensive growth strategies in the human

resource development model can effectively leverage existing opportunities to strengthen the organization's workforce and outpace competitors. This strategic analysis focuses on how offensive growth strategies can be applied to boost the recruitment, retention, and development of teaching and educational staff.

REFERENCES

- Adilah, H. G., & Suryana, Y. (2021). Strategic Management in Improving the Quality of Madrasah Ibtidaiyah Education. *Jurnal Isema: Islamic Educational Management*, 6(1), 87-94.
- Aliyyah, R. R., Widyasari, W., Mulyadi, D., Ulfah, S. W., & Rahmah, S. (2019). Teachers with Outstanding Human Resources Development of Indonesian Education Quality. *Alignment: Journal of Administration and Educational Management*, 2(2), 157-165.
- Bahri, S. (2022). Improving the Management Quality of Islamic Education Institutions Through Human Resources in the Pandemic Era. *Munaddhomah: Journal of Islamic Education Management*, 3(1), 43-56.
- Dewi, I., & Suryana, D. (2020). Analysis of the performance evaluation of early childhood educators in PAUD Al Azhar Bukittinggi. *Journal of Obsession: Journal of Early Childhood Education*, 4(2), 1051-1059.
- Faisal, F., Ali, H., & Rosadi, K. I. (2021). Management System for Simdik-Based Educators and Education Personnel in Islamic Education Management. *Journal of Applied Management Science*, 3(1), 77-85.
- Feriyenci, A., Suryana, E., & Zainuri, A. (2020). Management of Human Resource Development in Creating Model Schools at SD Nurul Ilmi, Banyuasin Regency. *Journal of Intellectuality: Islam, Social and Science*, 9(2), 221-224.
- Harsoyo, R. (2021). Education Quality Development Model (Kaoru Ishikawa Quality Concept Review). *Southeast Asian Journal of Islamic Education Management*, 2(1), 95-112.
- Jf, N. Z., & Latif, M. A. (2020). Improving the Quality of Management of Educators and Education Personnel in Early Childhood Education. *Indonesian Journal Of Early Childhood: World Journal Of Early Childhood*, 2(1), 1-16.
- Kastawi, N. S., & Yuliejantiningih, Y. (2019). Continuous Professional Development of Teachers to Improve Education Quality. *Manage: Education Management Journal*, 6(2), 157-168.
- Mansir, F. (2020). Teacher Welfare and Quality as the Spearhead of Digital Era National Education. *Journal of IKA PGSD (PGSD Alumni Association) Unars*, 8(2), 293-303.
- Nawaki, K., & Rusandy, D. S. (2022). Principal's Strategy in Developing Teacher Professional Competency to Improve the Quality of Education at Al-Huda Grogol High School, Kediri. *Autonomy*, 22(1), 200-210.
- Rezky, M. P., Sutarto, J., Prihatin, T., Yulianto, A., & Haidar, I. (2019). Millennial Generation Ready to Face the Digital Revolution Era (Society 5.0 and Industrial Revolution 4.0) in the Field of Education Through Human Resource Development. In *Proceedings of the Postgraduate National Seminar (PROSNAMPAS)* (Vol. 2, No. 1, pp. 1117-1125).

- Shomedran, S., & Nengsih, Y. K. (2020). The Role of the Learning Activity Center (SKB) as an Out-of-School Education Unit in Building the Quality of Human Resources. *Comm-Edu (Community Education Journal)*, 3(3), 271-277.
- Warisno, A. (2019). Development of human resources in improving the quality of graduates in Islamic education institutions in the district. *Riayah: Social and Religious Journal*, 3(02), 99-113.
- Zuhri, I.M. (2021). MODEL OF DEVELOPMENT OF QUALITY OF RESOURCES OF ISLAMIC EDUCATION TEACHERS: Model Of Teacher Resource Quality Development Of Islamic Educational Institutions. *Phenomenon*, 20(1), 19-32.