

## Implementation of Human Resources Management in Improving the Competence of High School Teachers and Employees in Tangerang City

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### Abstract

This research aims to find out the implementation of HRD Management, including the following: Human Resource Planning, HR training, and Human Resource development. The research method uses a qualitative descriptive analysis approach. Data collection techniques include field observations, in-depth interviews, and studying documentation to complete the data. Data analysis uses data reduction, data presentation, and data verification. The research results in the Implementation of HR Management are not focused on the school principal, but also on the people appointed as a team. are: (1). The HR planning system is carried out by analyzing all work activities that must be carried out by all school components. Then it is stated in the Main Duties and Functions, determining positions and jobs, as well as placing personnel in positions according to capacity, capability, work experience, and example (2). The training and human resource development that is carried out is still a formality, limited to whether the training is successful or not, it is not yet oriented towards the impact of the training carried out in changing organizational behavior.

**Keywords:** Management, HR, competence, Teachers, Employees

### 1. Introduction

That's why every human resource in an organization must have characteristics, including (1). Know duties, responsibilities, and authority. (2). Have the necessary knowledge, related to the full implementation of their duties. (3). Able to carry out the tasks he carries out because he has the required expertise and skills. (4). Be creative, productive, innovative, able to work with other people, trustworthy and loyal. In the current era of globalization, conditions are changing in various fields, including education. This condition must be responded to proportionally, especially regarding the issue of human resources with qualifications that are

in line with actual developments, to produce quality education according to the needs of the times.

The educational process not only provides knowledge and understanding to students but is also expected to help shape students' attitudes, behavior, and personality, as stated in the National Education System Law Number 20 of 2003 Article 3, "National education functions to develop abilities and forming a dignified national character and civilization to make the nation's life more intelligent, aiming to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become citizens of the country. democratic and responsible.

Education is also a strategic means to preserve the value system in social life, so in every educational environment, ideally, all students are positioned as educational subjects, and at the same time teachers must also adapt to the potential of students.

Teachers and school staff are two important elements in educational activities who have a big responsibility to lead students toward their dreams. The success of educational programs through the teaching and learning process is greatly influenced by many factors, one of which is the availability of adequate, competent, and professional educators and education staff. Educators and educational staff are the important and main resources in supporting the learning process in schools, for this reason, it is necessary to increase empowerment and continuous professional development so that school goals can be achieved optimally.

## **2. Research Methods**

This research is qualitative field research that aims to understand the phenomena experienced by the research subjects, for example, behavior, perceptions, motivations, actions, and so on, completely and descriptively in a special natural context and by utilizing various scientific methods (Moleong, 2018:16).

### **2.1. Data Collection Technique.**

To get an overview of data about Human Resource Management to improve the quality of education at SMA Nusantara Tangerang City, several stages were carried out in data collection, namely as follows:

- a. Observation through observation is collecting data by observing ongoing activities (Sugiyono: 120). Observations are carried out by researchers by actively involving themselves in the activities carried out by the research subject, and then recording the behavior or events and physical conditions that occur.
- b. In-depth interviews are data collection to obtain information by asking respondents directly. As a form of data collection that is widely used in qualitative descriptive.
- c. Documentation study is a data collection technique by collecting data, which is collected according to the objectives and focus of the problem.

## **3. Results and Discussion**

The discussion of research findings at Tangerang City High School is presented based on observations, interviews, and documentation carried out directly by researchers. The discussion of the research findings is as follows:

### **3.1. Human Resources Planning at SMA Nusantara**

Planning is part of the process that must be done, and can help with the uncertainty of work in the future. With good planning, you can carry out good implementation and become the best decision maker. Regarding resources to achieve goals on target. This is very important in planning Human Resources Management (HR), because it can determine various HR activities such as recruitment and job placement, carrying out development, evaluating, providing compensation, which are the responsibilities including the following:

- a. Job and Position Analysis at SMA Nusantara Plus, which includes all activities or work that must be carried out by all components from the highest position to the lowest position. The results of the analysis are outlined in writing that matches the main tasks and functions, such as workload, with position analysis and job descriptions.
- b. Analysis of HR needs, as a result of the research, a picture was obtained of the existing HR planning at Nusantara High School which was handled by the principal and the team on HR needs, based on the number and workload sourced from the school's strategic plan or operational plan. Determination of HR needs for the short and long term, in the School Budget Meeting which is approved by the principal, deputy principals, teacher council, and head of administration.
- c. The SMA Nusantara Implementation Program has implemented management functions, starting from planning, organizing, implementing, and controlling. Implementation of training and human resource development activities at SMA Nusantara, starting from planning training and development, forming a training and development team, implementing training and development, as well as post-activity evaluation. HR training and development activity program, which aims to improve the competence of teachers and employees, so that they can produce quality school graduates.

### **3.2. Implementation of Human Resource Development for SMA Nusantara**

In principle, HR training is an activity aimed at maintaining and improving current work performance. Meanwhile, human resource development is aimed at improving future work performance namely:

- a. Humans are the main and most important asset in educational institutions.
- b. Human qualities most determine the success of organizational goals.
- c. The human element is the largest controlled variable in the institution.
- d. Most of the problems that occur in an institution are often related to problems with the performance/appearance of the people who work or interact within it.

The principal first designs the concept and plans the HR Training and Development program, then involves his deputies to discuss the concept and operational technical plans that he has prepared.

- a. Principles of HR Training & Development SMA Nusantara Plus prepares a human resource development program for teachers and employees with three analysis steps, namely: performance analysis (by looking at and comparing the real performance of teachers or employees with the performance standards that have been set, whether they are in accordance or not with predetermined performance standards), needs analysis (by ensuring the school's needs and interests need to be realized together), and resource analysis (by ensuring the availability of costs, facilities and potential participants).
- b. All teachers and employees have the same right to take turns taking part in HR training both inside and outside the school. with the aim of equal distribution of HR competencies so that all can have equal experience and knowledge. After participating

in training and human resource development activities, teachers or employees who take part will be asked for an accountability report which will then be followed up with real work or socialization of the results of the training.

### 3.3. Evaluation of training programs

The final step in the training process is the evaluation of the training program. Training program evaluation is an activity carried out to assess whether a training program that has been implemented effectively can achieve the desired targets. Misperceptions often occur, namely, that training program evaluations are only used to measure and assess the level of success or failure in the training activity, not to assess whether there has been a change in participant behavior after attending the training, or whether the teacher or employee being trained uses the training material in their work.

Preparation of the Program Concept Stages of Implementation of the HR training and development program at SMA Nusantara Plus is carried out in several steps, namely:

- a. Prepare HR development plans by first determining targets, policies, procedures, budget, participants, curriculum, and implementation time.
- b. Determining needs at SMA Nusantara Plus based on analysis of current and future needs, and adjusting to the budget.
- c. Determining development goals, namely improving the technical, theoretical, conceptual, and moral abilities of teachers and employees by the needs of the job or position through existing development facilities.
- d. Determining HR targets, namely determining who can take part in activities and determining what terms and conditions must be met.
- e. Identify training and HR development content, including goals, targets, policies, procedures, budget, participants, curriculum, resource persons, learning tools/media, and implementation time.
- f. Implementation of HR development programs, namely implementing or involving teachers and staff in a program that is tailored to the needs and interests of the school.
- g. Assessment of the implementation of the HR improvement program, namely carrying out assessments and evaluations of participants by ensuring that they carry out their duties after participating in the program.

Evaluation is also used to make decisions about a process as a whole (input, process, output). Program evaluation is a process of providing information that can be used as a consideration to determine the goals to be achieved, design, implementation, and impact to help make decisions, assist accountability, and increase understanding of the phenomena that occur. Program evaluation is also an ongoing systematic process of collecting, describing, interpreting, and presenting information to be used as a basis for making decisions, formulating policies, and developing future programs.

## 4. Conclusions and Suggestions

### 4.1. Conclusion

Based on the research findings and overall discussion, several conclusions can be drawn, including the following:

- a. HR mapping management at SMA Nusantara, in school management, requires that the principal relies on policy-based sources and regulations set by the State through the Ministry of Education and Culture, as well as decisions made by the school. All policies set by the school principal must be aligned with the interests of the Foundation

as the school owner. The school principal has so far been able to adjust school management governance by applicable State Laws and Regulations, relating to the implementation of educational activities and all aspects surrounding them. So that the school can run in harmony with all stakeholders and school stakeholders.

- b. HR planning at SMA Nusantara, through the leadership of the Principal, assisted by his deputies, has carried out the planning and implementation process according to the needs and interests of the school. The designer of planning and at the same time controlling all school activities, including management activities at the school, is the Principal, who also supervises and evaluates all implementation of activities at the school. Then a decision is made on whether to add new human resources or not.
- c. Training and Development HR training and development at SMA Nusantara is carried out using two models, namely on-the-job training and off-the-job training) can generally be carried out well. Information about training and human resource development programs that will be implemented by the school is always disseminated openly to all teachers and staff. Apart from conducting training within the institution itself, it also involves teachers or employees taking part in training and development outside of school by training invitations at either the City/Regency or Provincial level.

#### 4.2. Suggestions

Based on the discussion and conclusions, several things need to be recommended in the form of suggestions, including the following:

- a. For School Principals regarding HR management and Mapping, it is best to make integrated, integrated efforts as part of the HRM strategy to achieve various organizational goals, including: (a). Objective planning and mapping of selective human resources. (b). Prepare human resources with the information they need for work, so they know organizational rules, habits, and organizational goals. (c). Motivate HR by providing support and appreciation. (d). Maintaining the spirit of human resources by building a work climate that is healthy, comfortable, communicative, fair, fair, and inspiring so that every human resource feels at home and stays working at SMA Nusantara.
- b. For school principal teachers, in carrying out their duties and functions as school leaders, they should have various solutions and continue to innovate to develop competencies to improve the quality of education. School principals as educators, managers, administrators, supervisors, leaders, work climate creators, and entrepreneurs, have a very strategic role in improving teacher competency. The Principal provides opportunities for all existing human resources to take part in training/education/seminars that increase the insight and skills of the human resources concerned. School principals must be able to optimize all the roles they carry out, directly or indirectly
- c. Principals are expected to always ensure whether school employees concerned so that they can work according to their main duties and functions. Apart from that, the Principal must be able to establish cooperative relationships with teachers and staff through comfortable communication, provide guidance or input in completing tasks, provide encouragement, give sincere appreciation and appreciation to outstanding human resources, provide opportunities to take part in training, education, seminars that broaden their knowledge. and skills, as well as creating a warm, pleasant working climate among all existing human resources.

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