The Role of Human Resource Management in Enhancing the Professionalism of Educators

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Abstract

It is important to reexamine the enhancement of human resource professionalism, particularly in the field of education, specifically for academics. The aim of this research is to determine the application of human resource management in improving professionalism and the influencing factors related to the application of human resource management in enhancing the professionalism of teachers in the Majene regency, West Sulawesi. This qualitative study investigates a social phenomenon, utilizing initial observation, interviews, documentation, and drawing conclusions from the description of the human resource role. The research was conducted in several public high schools in the Majene regency, West Sulawesi. The research findings reveal that enhancing teacher professionalism requires training and enhancing the competencies of each individual involved in teaching activities. The implications of this research can provide insights to schools to offer training for every teacher, focusing on learning attitudes, skills, specific knowledge, and behaviors related to their profession.
Keywords: *human resource development, educator professionalism, training, competence*

Abstrak

Peningkatan profesionalisme sumber daya manusia, khususnya di bidang pendidikan, bagi tenaga pendidik, yang perlu dikaji kembali. Penelitian ini bertujuan untuk mengetahui penerapan manajemen sumber daya manusia dalam meningkatkan profesionalisme dan faktor-faktor yang mempengaruhi penerapan manajemen sumber daya manusia dalam meningkatkan profesionalisme guru di Kabupaten Majene, Sulawesi Barat. Penelitian kualitatif ini menyelidiki suatu fenomena sosial, dengan menggunakan observasi awal, wawancara, dokumentasi, dan menarik kesimpulan dari deskripsi peran sumber daya manusia. Penelitian ini dilakukan di beberapa SMA Negeri di Kabupaten Majene, Sulawesi Barat. Temuan penelitian mengungkapkan bahwa peningkatan profesionalisme guru membutuhkan pelatihan dan peningkatan kompetensi setiap individu yang terlibat dalam kegiatan mengajar. Implikasi dari penelitian ini dapat memberikan wawasan kepada sekolah untuk menawarkan pelatihan bagi setiap guru, dengan fokus pada pembelajaran sikap, keterampilan, pengetahuan khusus, dan perilaku yang berkaitan dengan profesi mereka.
Kata Kunci: peningkatan SDM, profesionalisme tenaga pendidik, pelatihan, kompetensi

INTRODUCTION

Education is the backbone of a nation's enlightenment process and a crucial means to fully develop the Indonesian people. The most strategic tool in carrying out national development is through education, achieved by enhancing the quality of human resources (HR) effectively. Employees, workers, or staff are the human resources actively engaged in work or a specific job (Nurul Ulfatin, 2016:2). Humans are the most crucial resource in an organization's pursuit of success. These human resources support an organization with their skills, talents, creativity, and motivation. Regardless of how advanced technology and economics may be, achieving goals becomes difficult without the human aspect. Human Resource Management is the process of managing humans towards desired positions in the future, while human resources represent a set of activities and processes conducted collaboratively using HR management. Managers handle all

issues related to human organization. Education is the backbone of a nation's enlightenment process and a crucial means to fully develop the Indonesian people. The most strategic tool in carrying out national development is through education, achieved by enhancing the quality of human resources (HR) effectively. Employees, workers, or staff are the human resources actively engaged in work or a specific job (Nurul Ulfatin, 2016:2).

Humans are the most crucial resource in an organization's pursuit of success. These human resources support an organization with their skills, talents, creativity, and motivation. Regardless of how advanced technology and economics may be, achieving goals becomes difficult without the human aspect. Human Resource Management is the process of managing humans towards desired positions in the future, while human resources represent a set of activities and processes conducted collaboratively using HR management (Masud, A. A., Tenriyola, A. P., & Asike, A, 2022). Managers handle all issues related to human organization. Human resource management is defined as both a strategy and its operations. Thus, organizations, including educational institutions, will not be able to sustain their existence in developing and advancing in the future. Therefore, management steps are needed to ensure that the organization has the appropriate workforce for various positions, functions, and jobs according to its needs (Imron, I., Purwanto, P., & Rohmadi, Y, 2021). The goal of integrating systems is to create a predictive process for human resources arising from strategic and operational planning in a quantitative manner. Therefore, human resource management needs to align with specific strategies to achieve the primary goal of facilitating organizational effectiveness. Human resources for educational institutions are the most crucial element among other components, significantly impacting the success of achieving organizational objectives. Schools, as part of educational institutions aiming to enlighten students, must possess reliable resource competencies (Hadi, R. I., Suhirwan, S., & Simatupang, H, 2018). Human resource competencies are a crucial element to enhance in school management. This aligns with the understanding that competence is the ability needed to perform work, grounded in knowledge, skills, and work attitudes. In other words, competence refers to an individual's observable ability, encompassing knowledge, skills, and work attitudes to complete a task or job according to established performance standards.

The competencies that a teacher should possess are pedagogical, personality, professionalism, and social competencies. According to (D Madsen, J, 2016) The indicators for these competencies are as follows: (1) Pedagogical Competence: Teachers have the ability to understand students, design and implement teaching strategies, evaluate learning outcomes, and develop students to actualize their various potentials. (2) Personality Competence: Teachers should reflect a firm, stable, mature, wise, and authoritative personality, serving as a role model for students and demonstrating noble character. (3) Social Competence: Teachers have the ability to communicate and interact effectively with students, fellow educators, educational staff, parents/guardians of students, and the surrounding community. (4) Professional Competence: Teachers have a broad and deep mastery of the teaching material, including curriculum subjects taught in school, the scientific aspects underlying the material, as well as expertise in the structure and methodology of their field of knowledge. Human resources, whose role is crucial in determining the success of education, particularly teachers, serve as the primary actors in educational institutions (Lepak, D. P. 2006). Human Resource Management is a significant factor as part of school management, with teachers as a central component. Teachers are expected to be professional, as the success of the teaching process will yield quality outputs (Wardana, L. W., 2020). The tasks and responsibilities of teachers are closely linked to the required abilities to hold the teaching profession responsible for guiding students to achieve their aspirations. Within the school environment, teachers act as designers, managers, and guides for students. In a family

setting, teachers serve as family educators, while in the community, they play roles as community developers, innovators, and agents (Jamil Suprihatiningrum, 2013: 29-30).

Professional teachers prioritize quality and the quality of their service and product. Services provided by teachers must meet standards, fulfilling the needs of both society and the nation, while maximizing the potential and abilities of each individual student (Jovanova-Mitkovska, S, 2010). For a teacher to be considered professional, they should have several qualities: (a) Commitment to their learning process; (b) Profound mastery of the subject matter and how to teach it; (c) Responsibility for monitoring student learning outcomes through evaluations; (d) Ability to think systematically about their actions and learn from experiences; and (e) Involvement in the community within their professional environment. To become a professional and competent teacher, continuous education through various training, seminars, and pursuing higher education is crucial. Additionally, school facilities and infrastructure play a significant role in supporting and maximizing teaching activities (Supriadi, 2012: 11). The link between a teacher's professionalism and human resource management is inseparable. The ability to empower human resources within an educational institution leads to improvements in the professionalism of teachers (Sims, S., & Fletcher-Wood, H, 2021). One such improvement involves the development of human resource management programmed for the professionalism of teachers by the headmaster of a public high school in the Majene Regency.

RESEARCH METHODOLOGY

The method employed in this research is qualitative descriptive, as it aims to describe data related to human resources (HR), competencies, and the enhancement of HR professionalism. The approach used is a case study approach. Data sources in the research are the subjects from which data can be obtained. Several considerations are essential in selecting data sources (Suwendra, I. W, 2018). First, accuracy in data source selection is crucial; data should be obtained from the right individuals and institutions. Once the institution is appropriately identified, the next step is respondent selection. Respondents or informants should be the individuals who are most knowledgeable, have the highest expertise, and bear responsibility for the focus of the research problem. This research is conducted in several public high schools in the Majene Regency, West Sulawesi Province. The research objects are data related to the research, such as teacher profiles, teacher attendance, teacher activity reports, and teacher performance assessment reports. Observation is a technique used for data collection by directly observing ongoing activities. This method is employed as an initial step to gather the required data. To test the validity of this research, the focus is on credibility testing. According to Sugiyono (2010:121), credibility testing in qualitative research can be carried out through methods such as prolonged observations, increased diligence in research, triangulation, discussions with peers, negative case analysis, and member checks. Data processing and analysis occur simultaneously with the data collection process, involving the following stages: (1) Data Reduction: The obtained data is meticulously and thoroughly recorded. Reducing data implies summarizing, selecting key points, focusing on important and relevant aspects related to human resource management and teacher performance. (2) After data reduction, the next step involves data presentation, organizing complex information into a systematic form, making it simple, selective, and understandable. This presentation enables the possibility of drawing conclusions and taking action based on the data. (3) The final step involves verification and drawing conclusions after the analysis during and after the data collection process. During the data analysis, the researcher provides initial conclusions while collecting data and after data collection. These conclusions are then re-verified to further strengthen the findings in this research.
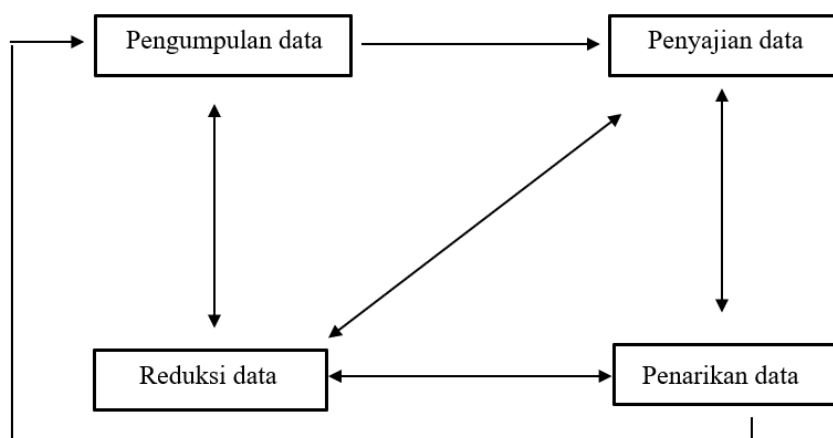
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Figure 1. The process of data analysis

RESULTS AND DISCUSSIONS

1. Description of Human Resources in Public High Schools (SMAN) in Majene Regency, West Sulawesi:

A. Educators and Education Personnel Conditions: These individuals are educational and professional staff responsible for planning, conducting learning activities, assessing learning outcomes, conducting research, and engaging in community service to enhance the quality of human resources, a fundamental process in education. Teachers play a crucial role in educational institutions. Both educators and non-educational staff are expected to possess educational qualifications, scholarly capacity, competence in their respective fields, high dedication, and professionalism. In the public high schools in Majene Regency, there are a total of 33 educators, comprising 13 males and 20 females. This description provides an overview of the educational and professional staff, emphasizing the importance of their qualifications, expertise, dedication, and professionalism in ensuring the smooth functioning of the learning process and the achievement of quality outcomes within the educational setting. Based on the data collected by the researcher, it appears that the number of educators and education personnel in public high schools in Majene Regency is sufficient. There are teachers available for all subjects with educational qualifications, including 22 teachers holding a Bachelor's degree (S1) and 11 teachers with a Master's degree (S2). Regarding the professional level of teachers based on certification, out of the total 33 teachers, 26 have already obtained their certification, while 7 teachers are yet to be certified. This suggests that there is a majority of certified teachers, reflecting a relatively high level of professionalism within the teaching staff.

B. Managerial Competencies of the Headmasters of Public High Schools in Majene Regency: Referring to the National Education Minister Regulation (Pendidikan, P. M., & Nomor, K. (67), 2013) regarding the qualification standards required for appointment as a school or madrasah principal, apart from the general and specific qualifications necessary to obtain the position, individuals must possess several competencies. These include personality, managerial, entrepreneurial, supervisory, and social competencies. This research description will depict the managerial competencies of school principals, focusing primarily on their managerial abilities. Managerial competence involves the ability to mobilize others by leveraging available resources, both human resources and other resources, to achieve the desired school objectives. Within this competency, school principals are required to plan for various organizational development levels in accordance with the school's needs, lead in optimizing existing school resources, manage

teachers and staff to optimize human resources, handle student admissions and capacity development, and oversee curriculum development and learning processes in alignment with national educational objectives. Further, regarding teacher management, particularly in directing and assigning tasks to teachers and staff, it was observed that each teacher performs well when assigned additional duties. Extracurricular activities supervised by individual teachers based on assigned tasks were reinforced by interviews conducted with students, where students commonly echoed the sentiments expressed by teachers and staff. Interview results indicated that the school principal's management of teachers and staff falls within the "good" category, as each teacher assigned additional tasks fulfilled them responsibly and effectively. Moreover, during the admission of new students, the involvement of the school principal was observed as a supervisor and advisor/accountable figure, supported by an already established committee. These interviews also revealed the school principal's strong leadership, demonstrating patience and wisdom in resource utilization. In discussions, some teachers stand out and frequently contribute ideas. If these ideas are deemed beneficial, the school principal approves them, showcasing wise and favorable leadership traits. In terms of educational development, the responsibility is handed over to individual teachers since they are directly involved with students in the learning process.

C. Professional Competencies of Teachers in Public High Schools in Majene, West Sulawesi: A person's ability or expertise is reflected in a teacher's professional competence, especially in their role as an educator. According to the standards set by the Government of the Republic of Indonesia regarding the National Education Standards, educators must possess academic qualifications and competence as educators. A teacher's professional competence can be observed through their ability to select and categorize learning materials for students (Supriyanto, A., 2019) Observations depict the professional competencies of teachers in Majene Regency, including: (1) mastery of concepts, structures, and scientific methodologies that support the subjects taught, and (2) professional development through reflective practices. Based on interview results, it is evident that teachers, in performing their duties, have a grasp of concepts, structures, and teaching methods. Therefore, it can be stated that educators meet the required qualifications, especially in terms of professional competence. The research aligns with a study conducted by Mas' ud, A. A., & Tenriyola, A. P. (2023), which highlights that Human Resources within every organization should be adept at quickly adapting to employee profiles, responding to the needs and developments of the times.

2. Efforts to Improve Teacher Professionalism in Majene Regency, West Sulawesi:
According to Purwanto as cited in Ali Muhson (2014:98), several actions are necessary to enhance teacher professionalism. The primary method to meet the demands of professional standards is continuous lifelong learning, which involves being open to new developments in their field. This can be achieved through attending training sessions, Subject Teacher Working Groups (known as Musyawarah Guru Mata Pelajaran - MGMP), webinars, seminars/discussions, and utilizing print and mass media (Sulastri, S., Fitria, H., & Martha, A, 2020). This aligns with the explanation provided by one of the teachers from a public high school in Majene during an interview with the researcher, mentioning that attending training programs is an effort to enhance their professionalism. Based on interview results, teachers have made maximum efforts to meet professional standards by attending training sessions, subject teacher working groups, seminars, and utilizing print media for learning. Teachers in public high schools in Majene have established good and broad professional relationships through professional organizations, such as the Indonesian Teachers' Union (Persatuan Guru Republik Indonesia - PGRI), the Indonesian Teachers Association (Ikatan Guru Indonesia - IGI), and Subject Teacher Working Groups

(MGMP). Teachers, as students' learning partners, have strived to develop a strong work ethic and a positive working culture in providing services (Dudung, A, 2018), although there are still some instances of negligence, such as some teachers being occasionally late, resulting in reduced teaching hours.

3. The application of Human Resource Management (HRM) in Public High Schools in Majene Regency

The implementation of Human Resource Management (HRM) practices in the Public High Schools in Majene involves various activities. Despite the theoretical framework that includes multiple practices, the actual research conducted in this school covers specific activities such as staffing, training and development, performance appraisals, and compensation. Regarding staffing, the school reports teacher shortages to the education department and awaits the placement of government-employed teachers in the school. Staff placement within the school includes assigning duties such as vice-principal, head of the library, head of laboratories, class mentors, and additional roles at the beginning of each academic year. This process involves joint discussions between the school principal and teachers, considering individual capabilities (Mutiso, C., & Kilika, J. M, 2017). Training and development programs for educators in Majene's Public High Schools are predominantly governed by the government's programs, specifically managed by the Department of Education and Culture. Schools participate as attendees, sending relevant teachers to training sessions. These programs aim to improve teaching quality, material, methodology, and school administration. In addition to government-led programs, the Subject Teacher Working Group (MGMP) serves as a forum for teachers to enhance their teaching capabilities, exchange knowledge, share experiences, discuss issues, and collectively seek solutions. MGMP functions as a space for mutual knowledge exchange and professional development. The activities reported primarily include staffing, training, and development, and participation in government-led programs, indicating a comprehensive effort to manage human resources effectively and enhance the professionalism and quality of education within the school.

CONCLUSION

The school principal, as a leader, has developed a comprehensive plan for school activities through annual work plans, medium-term work plans, and various school-related initiatives. They manage human resources, facilitate resources, create a conducive school environment, and offer guidance to the school community. The principal continuously motivates teachers by enhancing their well-being, encouraging open communication, providing enjoyable environments for discussions, involving them in training sessions, and Subject Teacher Working Group (Musyawarah Guru Mata Pelajaran - MGMP) to develop and enhance their teaching abilities. Regarding professional competency, teachers are consistently encouraged to expand their skills and utilize available opportunities, such as pursuing further education, attending educational training, seminars, and continuously developing their professional competencies. The efforts to enhance professionalism among teachers at SMAN 3 Majene have been successful. They engage in MGMP, attend webinars, seminars, discussions, and utilize various print and mass media for professional development. Additionally, teachers in Majene's Public High Schools adopt innovative uses of communication and information technologies to support the learning process, although some teachers may still lack proficiency in computer usage. The application of human resources in educational management should aim for effectiveness in all aspects of school education, fostering growth and development. Schools, as educational institutions, prioritize nurturing human resources beneficial to society, the nation, and the state.

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