

Management of Human Resource (HR) Empowerment Planning in Schools

D Sunarsi¹, Z Sukawi², A Khoiri³, R Salam⁴, D Ilham⁵

¹ Universitas Pamulang, Indonesia; denoksunarsi@unpam.ac.id

² Universitas Sains Al-Qur'an, Indonesia; zsukawi@unsiq.ac.id

³ Universitas Sains Al-Qur'an, Indonesia; akhoiri@unsiq.ac.id

⁴ Universitas Negeri Makassar, Indonesia; rudisalam@unm.ac.id

⁵ Institut Agama Islam Negeri Palopo, Indonesia; dodii@iainpalopo.ac.i

ARTICLE INFO

Keywords:

Education Management;
HR Empowerment;
Planning;
Teacher resources

Article history:

Received 2022-02-14

Revised 2022-04-12

Accepted 2022-07-09

ABSTRACT

The availability of human resources is the trigger for a quality education in addition to the cost factor and educational infrastructure. The purpose of the study was to analyze the management of teacher resource planning in an ideal school through an educational management approach. Qualitative research method with literature review on Google scholar sources totaling 15 articles that match the inclusion criteria of research objectives and can be accounted for and analyzed descriptively and concluded. The results showed that 1) teacher resource planning in schools through planning analysis based on school goals and objectives, 2) planning management using the conceptual Transactional Planning, 3) Evaluation and Monitoring in Planning based on school external goals, and 4) Analysis of Projected Needs, Provision Educators use the relationship between demand and supply of teachers. One element of planning management is not fulfilled, it is assumed that the empowerment of teacher resources is not active and less than optimal in the context of developing education in schools.

This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

D Sunarsi

Universitas Pamulang, Indonesia; denoksunarsi@unpam.ac.id

1. INTRODUCTION

Human Resources (HR) occupies the most vital position in addition to costs, facilities, infrastructure, and technology. However, the availability of resources is useless if handled by people who are incompetent and lack commitment. Efforts to plan the needs of educators (HR) in this study are teachers, holding, selecting, placing, and giving assignments appropriately has become an important concern in every competitive school (Denok Sunarsi, 2018). Likewise, compensation policies (salary and welfare) and performance appraisals that are carried out fairly and appropriately can give birth to achievement motivation in educators and education staff. Such human resource management functions are still not sufficient if they are not accompanied by a systematic policy of developing and empowering

educators and education personnel (D. Sunarsi, 2019). The fact in the field is that there are still many teachers' incomes that are not in accordance with work demands, and vice versa the teacher's obligations in carrying out their duties are less than optimal due to ineffective education management in schools (Haji, 2019).

Human resource management aims to formulate the needs of teachers to develop and empower them to obtain optimal benefit values for the individual educators concerned, the schools, and the communities they serve. HRM is implemented to realize healthy schools, namely schools that have the number and qualifications of educators in accordance with the school's burdens and tasks. HRM must support the level of school resilience, growth, productivity, and competition. Several factors that affect the quality of teacher competence include (1) the lack of interest of teachers to add insight as an effort to improve their pedagogical competence, (2) the number of students who are quite large in one class, and the burden of teachers is quite large in one week, (3) the pedagogic competence of teachers which has not been developed, every teacher should show a competent attitude as an educator not only as a teacher, and (4) the teacher's low interest in the world of writing.

Even though the effectiveness of teacher learning management can be increased through the development of work culture and organizational commitment as well as from the components of the effectiveness of teacher learning management itself (Kamaludin et al., 2019), teacher HRM management is very important to improve in schools. The successful implementation of school-based management requires socialization, openness, motivation, and unification of vision (Setyaningsih et al., 2021; Yuyun EP, Agus I, P, 2019). The reasons for the need for school-based management are: 1) Central-based management has many weaknesses, 2) Schools understand the problem best, 3) Change will occur if all school members participate in planning and formulating school policies, 4) For a long time, bureaucratic arrangements have been more dominant. rather than professional responsibility (Hamid, 2018).

HR currently facilitates the actualization and development of the competence of educators through development and empowerment programs that are carried out systematically (Niswati & Sayekti, 2020). Human resource development and empowerment is part of HRM which has a function to improve the competence, adaptability, and commitment of educators. In this way, schools have the power not only to survive (survival), but to grow (grow), be productive (productive), and competitive (competitive). Strong human resource support gives birth to schools that have adaptability and self-renewal capacity, but the facts on the ground show that the needs of teachers are prioritized on quantity needs not on quality in improving teacher soft skill competencies, although there are some schools that are oriented towards improving teacher competence but not yet optimal (Haji, 2019). This is assumed by researchers because of the lack of management planning for teacher resource empowerment in schools, so the purpose of the study is to analyze the management of teacher resource empowerment in schools based on marginal needs, planning analysis, monitoring, and evaluation are effective.

2. METHODS

This type of literature study uses a systematic review approach (Dixon-Woods, 2011). The seven steps of a systematic review began with inclusion criteria, then filtered out relevant sources and mapped them out based on research objectives. The synthesis of literature study findings provides conclusions and research recommendations.

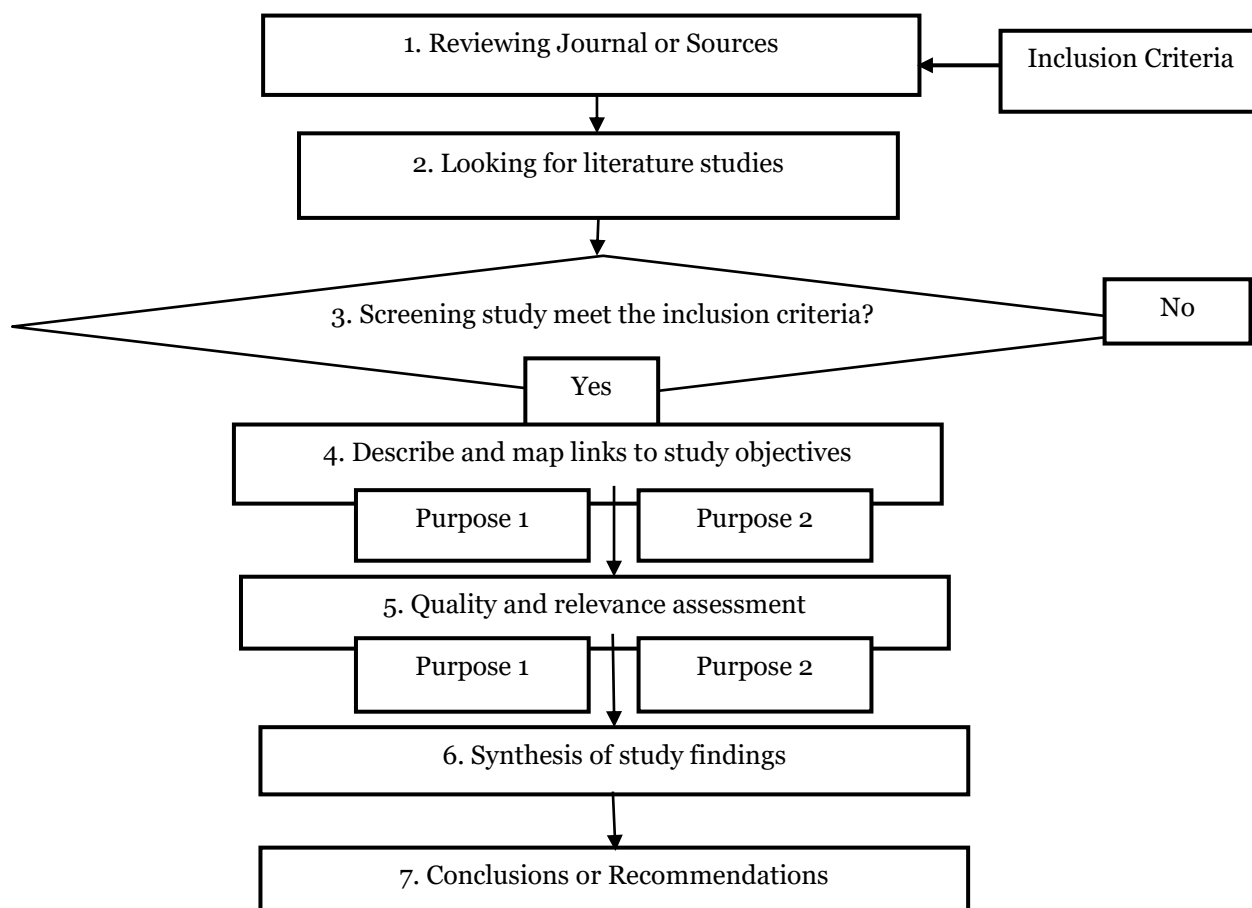


Fig. 1. Literature Review Process (Dixon-Woods, 2011)

Literature review regarding sources of planning analysis, planning management, evaluation, and monitoring of planning, as well as analysis of projections and teacher supply, needs to become the inclusion criteria of the study.

Literature study based on the search for scientific article journal sources from Google Scholar from 2011-2021. Based on the search, more than 57 articles were found, but only 15 articles that met the inclusion criteria for the research objectives. The 15 journals are presented in Table 1.

Table 1 Literature Review

Author	Year	Finding
Amirudin, A., Rochanah, S., & Suryadi, S.	2021	Evaluation of Distance Learning at Public Middle School Jakarta is a good category if it is carried out continuously and in a planned manner
Hakim, L.	2021	The role of the Madrasah Principal in Supervision of Teacher Performance is very important towards school quality
Maretha, S., Hidayat, N., & Hidayat, R.	2021	Increasing the Effectiveness of Teacher Work Through Strengthening Pedagogic Competence and Organizational Climate is very much needed and important to be instilled

from an early age

Rahmi, Q., Santosa, H., & Zulaikha, S.	2021	Managerial Competency Model for the Management of Equality Educational Institutions in the Global Era
Setyaningsih, R., Suci, A. N., & Puspasari, F. A	2021	Implementation of School-Based Management (Study at Al-Azhar 37 Islamic Junior High School Pekanbaru) in very good category
Niswati, F. I., & Sayekti, I. C.	2020	Pedagogic Competency Analysis of Prospective Elementary School Teachers in Microteaching Courses shows good results with evaluation and modeling programs
Rahman, A.	2020	Lecturers' Performance in Increasing of Learning Quality Through Self-Monitoring Evaluation
Haji, S.	2019	Problems of Human Resources (HR) in Elementary Schools Located in Remote Areas must be resolved with professional teacher quality programs
Kamaludin, K., Setyaningsih, S., & Yusuf, A. E.	2019	Increasing the Effectiveness of Teacher Learning Management through the Development of Work Culture and Organizational Commitment.
Yuyun EP, Agus I, P, Y. R.	2019	Improving Education Quality Through School-Based Management Policy And Its Challenges.
Efni Ramli	2018	Make Quality Management Process effective and efficient
Hamid, H.	2018	School-Based Management is very important to be implemented to improve the quality of schools
Ginting, M., Patana, P., & Purwoko, A.	2016	Supply and Demand Analysis of Ecotourism Potential in the Linting Lake Area, Sibunga Bunga Hilir Village, STM Hulu District, Deli Serdang Regency
Sen, C.	2012	A Framework for Analyzing Demand and Supply of Faculty and the Quality of Higher Education.
Ozturk, G. B.	2011	Supply and Demand Factors in Understanding the Educational Earnings Differentials West Germany and the United States

3. FINDINGS AND DISCUSSION

The structure of the teaching staff has a specification of tasks that require the competence of the perpetrators, the support of appropriate and adequate facilities, and conditions conducive to the implementation of the duties of the educators. The specification of school assignments describes the specification of the ability of educators who support the implementation of the duties of educators. Analysis of educators (job analysis), then the position of HR in schools can be presented in Figure 2 model.

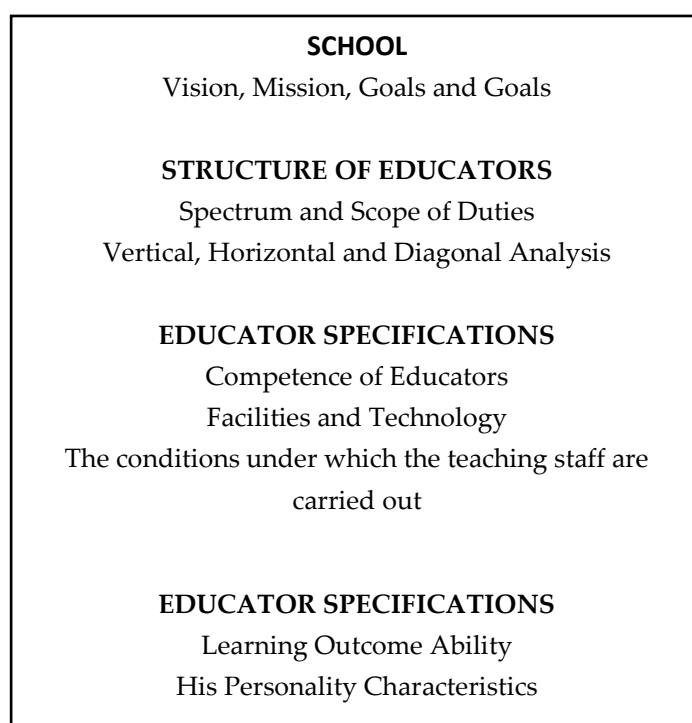


Fig 2. HR position in school

Core competencies of Educators (in this case teachers) as professionals include:

- ✓ Understand the principles of learning according to the characteristics of students (pedagogy and andragogy)
- ✓ Mastering teaching materials (maps/structures of scientific studies)
- ✓ Able to design instructional design
- ✓ Able to implement Instructional design
- ✓ Understand the principles of reinforcement in the learning process.
- ✓ Able to assess the effectiveness of learning implementation.

The potential of students includes the conditions of intellectual, emotional, social, moral-spiritual, and physical intelligence. This potential is influenced by the pattern of parenting and the socioeconomic status of the family. The professionalism of education personnel is related to the competence to perform professional duties and services (Amirudin et al., 2021). Professional capacity is mainly formed in the process of pre-service education (pre-service education). Educational facilities include facilities, infrastructure, and other equipment needed to support the implementation of education, such as laboratories, libraries, and practice facilities. The culture of educational institutions is reflected by the psychological response of campus residents to institutional policies, patterns of social relations, and conditions of campus arrangement that give birth to security, cleanliness, beauty, and comfort.

The main professional characteristic is the capacity for professional autonomy, namely the capacity to determine the best course of action to serve students. Another main feature is the ability to adapt through continuous learning so that educators can renew themselves (self-renewal capacity)

Planning Analysis

Educational planning is centered on three main components, namely:

- ✓ What is to be achieved?
- ✓ How did the planning begin?
- ✓ How to achieve what must be achieved?

The first question questions the goal which is the point of effort that must be achieved. Goals are directions that unite development activities, without goals, educational development activities will be undirected and uncontrollable. Goals are ideals and are absolute and non-negotiable.

The second question questions the starting point of development because development must start from a definite starting point in the sense that it does not start from zero at all but starts from the level that has been achieved so far. The starting point must be determined based on an evaluation or study of what has been done, not what should be done.

The third question is an alternative way or effort to achieve the goal from the predetermined starting point. This effort can take the form of an approach, policy, or even a strategy whose possibilities are very much dependent on the ability to choose which one is the most appropriate and effective to achieve these goals.

Planning Mechanism

Educational planning consists of several types depending on the point of view. From a review of the scope, there are educational plans that are national or macro, some are regional or regional, some are local and some are institutional or institutional. Education planning at the national level includes all educational efforts to educate or build the nation, including all levels, types, and contents. The development of the education sector in Indonesia is regulated in this national education plan.

Regional education planning is planning at the regional or provincial level that includes all types and levels for the region or province. The education system in Indonesia is known as the regional system if the region operationally covers a certain region or province. Local education planning is educational planning that includes various activities for a particular City or District only. Institutional education planning is educational planning that includes only one particular educational institution or institution, such as school planning, or certain university planning.

Judging from the position and nature and characteristics of planning, there are educational plans that are integrated, and which are comprehensive, some are transactional and some are strategic.

Integrated education planning or Integrated Educational Planning means that education planning covers all essential aspects of education development in the basic pattern of national development planning. Education planning at the macro or national level is only an integral part of the overall national development planning. The position of education planning is the same as the position of economic development planning or other development planning sectors. The integrated mindset described in the planning applies the concept of General Systems Theory which views development efforts as a system consisting of various components of the development sector. The development of each sector must be integrated and have close interrelationships so that the resources used can be optimally regulated in their utilization so that they are effective.

Comprehensive educational planning contains an overall concept that is structured systematically and systematically. All important aspects of education include and are arranged in an orderly and rational manner to form a complete and perfect whole. Completeness and regularity in this systemic basic pattern are the main characteristics of comprehensive educational planning.

Strategic planning is planning that contains an approach to Strategic Issues faced in an effort to build education. The main issue of education development is about Quality Declining, then education planning takes the focus or priority of developing the quality of education, the planning developed to realize the priorities is called strategic planning for education development. This strategic education plan starts from the idea of tackling National Emerging Issues and starts from the thought that these resources are very scarce, therefore their use must be regulated as carefully and efficiently as possible so that the expected output is indeed an effective output.

Based on Law Number 20 of 2003 Article 39 Paragraph 2, education is a professional staff who will be tasked with planning and implementing the learning process, assessing learning, conducting guidance and training, as well as conducting research and community service, especially as educators (Haji, 2019).

In terms of methodology, educational planning is called Rational or Systematic Planning using the principles and techniques of systematic thinking and scientific rationale. Schiefelbein's Comprehensive Planning Model, Integrated Planning according to the Asia Model can be referred to as Systematic Planning or Rational Planning which is characterized by attachment to rational and accurate calculation rules and regulations.

Planning that tries to create a strong and harmonious linkage between the predetermined design and the reality of the implementation of the design by the administrator is called Transactional Planning. Transactional Planning according to Warwick (1980) is: "To forge strong links between the planning and implementation of development programs. Transactional Planning is chosen to highlight the essentially interactive and political nature of effective development planning and program implementation"

In most developing countries there is a gap between The Myth Planning and The Reality of The Plan. This gap is mainly due to the reluctance of administrators and politicians to be too attached to existing plans because Rational Planning turns out to be too tight and planning loses its ability to respond to emerging challenges. Transactional Planning tries to accommodate the aspirations of administrators and politicians to try to create a real relationship between Planning Theory and Planning Practice.

Conceptually, Transactional Planning consists of three parts, namely: First, the environment component which also consists of the remote environment, proximate environment, and operating environment. Second, plan formulation which includes process and contents. And Third, plan implementation which includes facilitating conditions and impeding conditions. The relationship between the three components or parts is presented in Figure 3.

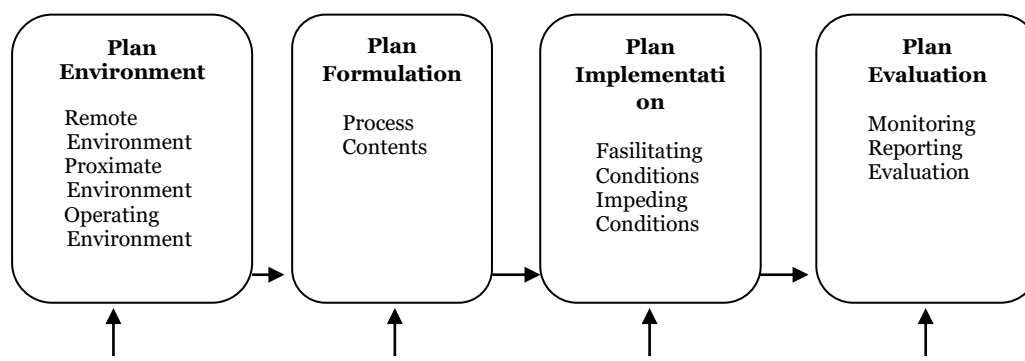


Fig. 3. Transactional Planning (Directorate & Educators, 2008)

Basic data or baseline data for educational planning has a very important function because without planning data or planners it is impossible to develop the necessary educational plans. The basic data includes various aspects not only about education but also data outside of education that has a close relationship with education. The characteristics of the data needed for the development of educational planning are by the multidisciplinary nature of educational planning.

Evaluation and Monitoring in Planning

Planning has long had an important function in policy formulation in various forms, but as a field of specialization, it has only emerged in the last twenty-five years, especially when it is associated as a tool for educational development. According to several survey results from OECD countries, until now there is a natural evolutionary process of thinking about planning from one stage to another.

- ✓ External educational objectives are:
- ✓ Meeting the needs of educators and education personnel.
- ✓ Equal distribution of educational opportunities.

- ✓ Increase efficiency.

Evaluation of planning is also carried out after each activity process is completed by asking for input from various related parties (Rahman, 2020).

Analysis and Projection of Needs and Provision of Educators

The need for teachers (teacher demand) is the demand for professional service users of teachers to provide educational services to students at educational institutions that use teacher services. The need for teachers to provide educational services must meet certain requirements to ensure that the services demanded are by user expectations. The requirements are so important because education providers demand professional skills that not everyone can meet these requirements.

The teacher supply is a professional effort of teacher education institutions to meet the demands for teachers from teacher service user institutions. To be able to meet the requirements of the user institution, the teacher education institution as a provider or procedure must demonstrate the professional requirements requested by the user. Therefore, even this fulfillment effort needs to be carried out professionally so that the resulting product can meet the demands of the field, then in addition to professional competence, managerial competence must also be able to use technological devices with various useful advances in managing the institution (Rahmi et al., 2021).

In the supply component, the essential elements that need attention are: what teachers and with what level of qualifications need to be prepared, is there sufficient stock of teachers available, what programs can meet the qualitative requirements of the required teacher workforce, how many teachers need to be prepared. What kind of teacher professional attitude needs to be fostered for these prospective teachers. The description above shows that the law of demand and supply in the economic field also seems to apply to the demand and supply of teachers. The relationship between demand and supply is presented comprehensively in the picture or diagram below

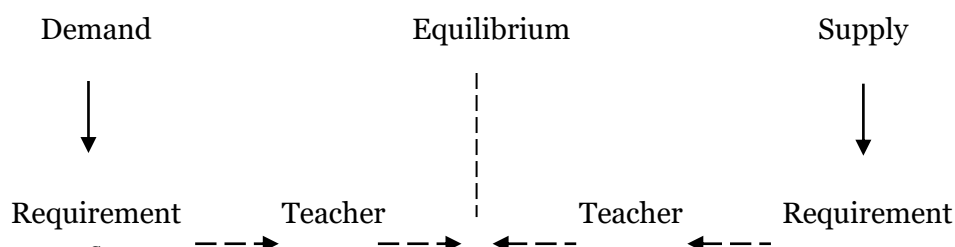


Fig. 4. Relationship between Demand and Supply Teacher (Directorate & Educators, 2008)

Perfect demand and supply are when supply meets all demand requirements both quantitatively and qualitatively. This kind of balance in the law of demand and supply is called "perfect equilibrium". The state of perfect equilibrium is very difficult to achieve because various factors are difficult to control both in the demand component and the supply component (Ozturk, 2011; Sen, 2012).

A more in-depth analysis of demand and supply is very important for planners because examining in more detail the two components can reveal various dynamic factors that affect demand and supply. Demand and supply are dynamic due to internal and external factors that dominantly influence them to continue to change and develop berkembang (Ginting et al., 2006), one of which is identified in the mastery of digital technology devices as a tool that can support educational implementation activities (Hakim, 2021).

Factors that continue to influence demand are the curriculum applied in schools as teacher users. The school curriculum must indeed be dynamic and therefore continue to grow affecting the required teacher competencies (Maretha et al., 2021). Enrollment growth also affects the quantitative aspects of demand, as well as the teaching and learning burden of students. The quality standards of education in

schools are always alive and well. This characteristic of the educational process at the school level causes dynamics in demand because teachers themselves must always be able to respond to all growing demands. There are four main rules to keep in mind (1) have a clear goal of why and how you want to use the management model, (2) assign management owners to each part or function of Baldrige, (3) define processes for activities that occur throughout the year, (4) instruct the owner to create a network with other part owners in the company or with other companies (Efni Ramli, 2018).

4. CONCLUSION

The availability of human resources is the trigger for quality education in addition to the cost factor and educational infrastructure. The purpose of the study was to analyze the management of teacher resource planning in an ideal school through an educational management approach. Qualitative research methods with literature review on sources that can be accounted for and analyzed descriptively and concluded. The results showed that 1) teacher resource planning in schools through planning analysis based on school goals and objectives, 2) planning management using the conceptual Transactional Planning, 3) Evaluation and Monitoring in Planning based on school external goals, and 4) Needs Projection Analysis, Provision of Personnel educators use the relationship between demand and supply of teachers. One element of planning management is not fulfilled, it is assumed that the empowerment of teacher resources is not active and less than optimal in the context of developing education in schools.

REFERENCES

- Amirudin, A., Rochanah, S., & Suryadi, S. (2021). Evaluation of Distance Learning at Public Middle School Jakarta. *AL-ISHLAH: Jurnal Pendidikan*, 13(2), 913–919. <https://doi.org/10.35445/alishlah.v13i2.777>
- Directorate, & Educators. (2008). *Management of the Empowerment of Educators and School Education Personnel*. Direktorat Jenderal Peningkatan Mutu Pendidik Dan Tenaga Kependidikan Departemen Pendidikan Nasional.
- Dixon-Woods, M. (2011). Systematic reviews and qualitative methods. In D. Silverman (Ed.). *Qualitative Research*. London: Sage.
- Efni Ramli. (2018). Membuat Proses Manajemen Berkualitas. *Al Ishlah: Jurnal Pendidikan*, 1(2), 1–13.
- Ginting, M., Patana, P., & Purwoko, A. (2016). Analisis Supply dan Demand Potensi Ekowisata di Kawasan Danau Linting, Desa Sibunga Bunga Hilir, Kecamatan STM Hulu, Kabupaten Deli Serdang. *Economic*, 93–98.
- Haji, S. (2019). Problematika Sumber Daya Manusia (SDM) Di Sekolah Dasar Yang Terletak Di Daerah Terpencil. *Prosiding Seminar Nasional Pendidikan Program Pascasarjana Universitas PGRI Palembang 12 Januari 2019*, 868–874.
- Hakim, L. (2021). The Role of Madrasah Principal in Teacher Performance Supervision. *AL-ISHLAH: Jurnal Pendidikan*, 13(1), 794–798. <https://doi.org/10.35445/alishlah.v13i1.711>
- Hamid, H. (2018). *Jpmipa*. v1i1. 8. (2018). Manajemen Berbasis Sekolah. *Al-Khwarizmi: Jurnal Pendidikan Matematika Dan Ilmu Pengetahuan Alam*, 1(1), 87–96. <https://doi.org/10.24256>
- Kamaludin, K., Setyaningsih, S., & Yusuf, A. E. (2019). Peningkatan Efektivitas Manajemen Pembelajaran Guru Melalui Pengembangan Budaya Kerja Dan Komitmen Organisasi. *Jurnal Manajemen Pendidikan*, 7(1), 731–739. <https://doi.org/10.33751/jmp.v7i1.958>
- Maretha, S., Hidayat, N., & Hidayat, R. (2021). Peningkatan Efektivitas Kerja Guru Melalui Penguatan Kompetensi Pedagogik Dan Iklim Organisasi. *Jurnal Manajemen Pendidikan*, 9(1), 53–59. <https://doi.org/10.33751/jmp.v9i1.3368>
- Niswati, F. I., & Sayekti, I. C. (2020). Analisis Kompetensi Pedagogik Calon Guru Sekolah Dasar Dalam Mata Kuliah Microteaching. *Profesi Pendidikan Dasar*, 1(1), 1–14. <https://doi.org/10.23917/ppd.v1i1.9128>

- Ozturk, G. B. (2011). Supply and Demand Factors in Understanding the Educational Earnings Differentials West Germany and the United States. *European Journal of Comparative Economics*, 8(2), 235–263.
- Rahman, A. (2020). Lecturers' Performance in Increasing of Learning Quality Through Self-Monitoring Evaluation. *AL-ISHLAH: Jurnal Pendidikan*, 12(2), 492–501. <https://doi.org/10.35445/alishlah.v12i2.303>
- Rahmi, Q., Santosa, H., & Zulaikha, S. (2021). Managerial Competency Model for the Management of Equality Educational Institutions in the Global Era. *AL-ISHLAH: Jurnal Pendidikan*, 13(2), 855–860. <https://doi.org/10.35445/alishlah.v13i2.634>
- Sen, C. (2012). A Framework for Analyzing Demand and Supply of Faculty and the Quality of Higher Education. *SSRN Electronic Journal*, 1–34. <https://doi.org/10.2139/ssrn.2124907>
- Setyaningsih, R., Suci, A. N., & Puspasari, F. A. (2021). Implementasi Manajemen Berbasis Sekolah (Studi Di Smp Islam Al-Azhar 37 Pekanbaru). *Jurnal Manajemen Pendidikan*, 9(1), 18–23. <https://doi.org/10.33751/jmp.v9i1.3363>
- Sunarsi, D. (2019). *Seminar Sumber Daya Manusia*. Unpam Press.
- Sunarsi, Denok. (2018). *Buku Ajar Seminar Perencanaan Sumber Daya Manusia*. 3–214.
- Yuyun EP, Agus I, P, Y. R. (2019). Meningkatkan Kualitas Pendidikan Melalui Kebijakan Manajemen Berbasis Sekolah Dan Tantangannya. *Jurnal Manajemen Pendidikan V*, 7(2), 800–807.