HUMAN RESOURCE DEVELOPMENT IN EDUCATIONAL ORGANIZATIONS

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Abstract: Human resource development is very necessary because it has important aspects for increasing the productivity of human resources and also has certain goals that must be achieved for the progress and improvement of the performance of human resources. Human resource development is basically carried out so that each organizational personnel becomes a skilled person in carrying out their main duties, through a fundamental understanding of the vision, mission, goals, objectives and targets that have been set by the organization and must be achieved with maximum and optimal results.

INTRODUCTION

Human resource development in educational organizations plays an important role in ensuring the continuity and improvement of the quality of education. Education does not only depend on physical facilities, but more than that, the quality of educators and education personnel is the main factor that determines the success of achieving educational goals. As explained by Robbins and Judge (2013: 89), human resource development involves a strategic process that directs individuals in the organization to improve their performance, so that they can contribute more optimally to the achievement of institutional goals.

In the context of educational organizations, human resource development covers a wide range of activities, including training and development, performance management, career development, and creating a work environment that supports innovation and collaboration. Armstrong (2014: 56) asserts that human resource development is not only about improving the technical skills of the workforce, but also about strengthening the organization's capacity to adapt to external changes and challenges. This is especially relevant in the context of globalization and rapid technological development, where educational institutions need to continuously adjust to remain competitive.

Human resource development in educational organizations also involves strategic policies that focus on improving the quality of teaching staff. Mathis and Jackson (2011:

214) state that effective human resource development in the education sector aims not only to improve individual capabilities, but also to create a system that supports lifelong learning for all members of the organization. This means that formal and informal education should be combined to build the capacity of educators holistically.

Furthermore, human resource development should be sustainable and long-term oriented. This includes developing leadership capabilities among educators, improving performance management and utilizing technology to enhance teaching and learning processes. Armstrong (2014: 68) points out that investment in human resource development in educational organizations provides long-term benefits, both for individuals and organizations, as it enables educators to face greater challenges in the ever-changing world of education.

In addition, human resource development in educational institutions not only aims to improve technical skills, but also includes strengthening professional character and ethics. Programs such as teacher competency development, leadership training and competency-based performance appraisal are important elements in the human resource development framework (Mathis & Jackson, 2011: 230). This is in line with national policies that emphasize the importance of improving the quality of education through improving the quality of educators and effective education management.

In facing global challenges, educational institutions are expected to adapt through more innovative approaches in human resource development. The use of information and communication technology (ICT), for example, has opened up new opportunities for increased competence and collaboration between educators in different parts of the world. Thus, human resource development is not only local, but must also be integrated with global developments (Robbins & Judge, 2013: 112).

RESEARCH METHODS

This research uses a descriptive qualitative method to deeply understand how human resource development is implemented in educational organizations. This method aims to explore the opinions of experts and practitioners in the field of human resource management in the educational environment. This research applied a case study approach to examine human resource development practices in several schools or madrasahs. This approach is relevant because it allows researchers to explore detailed data in a real

context. According to Yin (2018), "case studies are very effective in analyzing complex phenomena such as human resource management, especially when researchers want to consider the relationships between many variables". This study uses source triangulation to increase data validity. Patton (2015) states that "triangulation can strengthen findings by combining different points of view from various data sources", so that the research results are more credible and comprehensive. The exact research location is the educational institution of Madrasah Aliyah in Medan City. Primary data sources in this research are school/madrasah principals, teachers, and staff responsible for HR management. As stated by Creswell (2014), "qualitative interviews allow researchers to explore rich and in-depth information directly from the experiences and perspectives of participants". Meanwhile, secondary data sources in this study were obtained through related documents, such as HR development policies, training programs, and teacher and staff performance reports, which were also analyzed. Bogdan & Biklen (2007) mentioned that "documents are an important source for understanding the organizational context more fully".

RESULTS AND DISCUSSION

Things that must be considered in the context of human resource development

The concept and theory of human resource development basically includes the development of a detailed description of the tasks covered in a job, by determining the relationship of a particular job to other jobs, and ensuring the knowledge, skills, and abilities necessary for a member of the organization to perform it successfully (Robbins, 2003: 257). Referring to these concepts and theories, it can be said that human resource development is basically carried out so that each organizational personnel becomes a skilled person in carrying out their main duties, through a fundamental understanding of the vision, mission, goals, objectives and targets that have been set by the organization and must be achieved with maximum and optimal results.

Human resource development is therefore determined by how the strategy set by the organization in achieving its goals, and at the same time preparing organizational personnel proportionally to be able to perform in accordance with their respective main tasks. In line with this, the efforts made by the organization in order to create the quality of human resources in accordance with the needs of the organization, is to carry out

several processes oriented to effectiveness. An effective process to improve the quality of human resources is done through: (1) selection, (2) recruitment, (3) placement, (4) coaching, and (5) continuous promotion by taking into account the performance experience of the personnel, and also how he completes his daily tasks. But no less important is to pay attention to how committed he is to the organization.

Conceptually, to find the effectiveness of organizational performance in order to improve organizational quality, three steps are taken:

1. **Job analysis**. Develops a detailed description of the tasks involved in a job, determines the relationship of a particular job to other jobs, and ascertains the knowledge, skills, and abilities required for the organization's personnel to perform the job successfully.

2. **Job description**. A written statement of what the jobholder does, how it is done, and why it is done.

3. **Job specification**. Establishes the minimum acceptable qualifications that an organization's personnel must possess to perform a particular task successfully.

An organization will be able to eliminate or at least reduce its weaknesses. This can be done if the organization makes a significant contribution to its members or personnel. The contribution made by the organization can be in the form of material or non-material for members involved in the organization. Therefore, humans as members of the organization must receive the main attention in order to feel the meaning or benefits of the organization.

In the perspective of achieving goals, many factors affect the success of the organization in achieving goals in carrying out its vision, mission, goals, objectives and targets. Such as organizational culture, leadership, reward & punishment, compensation, stress and conflict levels, commitment, morale and ethics, communication, innovation, creativity, authority, decision making and job satisfaction in the organization. One thing is certain that it is actually the members of the organization who must feel the benefits of the organization, because after all the organization exists for the benefit of members. Thus, the interests of members must be prioritized, and one way (not the only way) to prioritize the position of members in the organization is to provide opportunities for them to feel job satisfaction when they carry out their duties as members of the organization in accordance with their main duties.

However, everyone will bring their needs and desires when they enter the organization where they work or are involved. Some of these needs and wants are material and economic or whatever, some are social and psychological needs, and also due to other factors. The personal needs and desires of employees or personnel in the organization can have an important effect on any organization. The needs of each person basically greatly affect the motivation and attitude of each organizational personnel in carrying out their work.   A person with a high level of **job satisfaction** shows a positive attitude towards work, a person who is dissatisfied with his job shows a negative attitude towards work (Robbins, 1996: 170). Positive and negative attitudes will affect organizational performance, positive and negative attitudes will affect the goals and targets that must be achieved by an organization. The sense of satisfaction and dissatisfaction with work felt by members in the organization will affect the involvement of these members in achieving the goals that have been set. The **work involvement** of each member according to Robbins (1996: 170) can be interpreted as "the degree to which a person favors his job, actively participates in it, and considers his performance important to self-esteem". If job satisfaction and job involvement have been owned by a member of the organization in carrying out his duties, then the member will have **organizational commitment**, which is "the degree to which an employee sides with a particular organization and its goals, and intends to maintain membership in that organization" (Robbins, 1996: 171).

There are six general themes or substantive objectives to be achieved in the training process. These are: (1) to change attitudes and behavior, (2) to influence and convince, (3) to socialize certain information, (4) to stimulate or encourage participants' thoughts, (5) to entertain, and (6) to motivate to do something.

Improving human resources in education.

Give people a handout or a tool, and they will live a little better. Give them an education, and they will change the world. This very interesting statement illustrates how important education is for life. By realizing the importance of education, it is expected that every country will be able to set a fundamental strategy in the implementation of education. According to the World Bank, an education sector strategy is needed so that education products can adapt to their environment and be ready to face future challenges. Education, however, must be empowered proportionally. Therefore, the decentralization of education that is currently adopted must be applied consistently. The current

decentralization of education has a new paradigm, from bureaucratic to democratic. With such changes, it can be seen that there have been some significant changes in the organization of education as part of achieving national goals.

Since the reformation in mid-1998, there has been a wave of change in all aspects of life, both in society, nation and state. Fundamental changes in the life of society, nation and state today have implications for the system of governance, if it has been using a centralized paradigm then oriented to a decentralized paradigm (autonomy). One of the implications of the implementation of the decentralization paradigm is the education sector, a sector that has been neglected and considered only as part of economic and political activities. As a result, the education sector is used as a political commodity by policy makers, both executive and legislative policies, when they consider it necessary to raise educational issues that can increase public attention to them. This is how the education sector has been placed, it is not a leading sector in national human quality development planning, even though the most important mandate of this nation's independence is to educate the nation's life. All plans and activities undertaken by the government should be within the framework of educating the nation.   Until now, education will somehow be able to perform the following roles: (1) preparing and updating the psychological mental devices of citizens so that they are ready to face a more advanced and changing life in accordance with the development and demands of the times, (2) preparing citizens with the skills and work abilities needed in society or the world of work, (3), preparing citizens with a critical nature and courage to live independently regardless of dependence on others, and (4) developing creative and adaptive abilities in utilizing their potential.

The terminology of education has a broad scope, including school education and out-of-school education, or in other languages called formal, non-formal and informal education. However, reality shows that the main focus in developing human resources through education is on school education. Therefore, current education reform efforts are aimed at how to improve the school education system in order to significantly improve the quality of graduates. This reform is part of a comprehensive national system change.

One of the national systems that requires special attention today is education (without intending to ignore other systems), and if we talk about education as a system, then the strategic but crucial sub-system in education so far is the education personnel

sector, especially teachers. Teacher education personnel have tended to be neglected as the most important part in improving the quality of education. Whereas teachers as a profession who carry out learning tasks and interact with students at all times, require various tools that allow them to perform highly and productively in carrying out their teaching tasks. Therefore, to improve the quality of education, it is necessary to renumerate teacher education personnel, namely efforts to improve the welfare of teacher education personnel as a whole that touches on educational interests.

As an education worker, whether he is an educator (teacher), education unit manager, supervisor, supervisor, researcher and developer in the field of education, librarian, laboratory, learning resource technician, and examiner, his skills and competencies will determine how far he is able to carry it out in accordance with the demands of the performance of the tasks he carries. Competence or professionalization of duties is a demand in carrying out their respective jobs. The proportional task demands of each educational staff will be carried out properly and effectively if they have competence or professionalism in accordance with the demands of task performance.

The principles contained in the new direction of national education development are: (1) equality of treatment of the education sector with other sectors, (2) social reconstruction-oriented education, (3) education in the context of national empowerment, (4) empowerment of social infrastructure for the advancement of national education, (5) the formation of independence and empowerment to achieve excellence, (6) the creation of a conducive climate for the growth of tolerance and consensus in diversity, (7) integrated planning horizontally and vertically (inter-level - bottom-up and top-down planning), (8) learner-oriented education, (9) multicultural education, and (10) education with a global perspective (Sumarno, et al in Jalal and Supriadi, 2001: 5).

Currently, the education personnel who are the center of attention are teachers. Teachers are one of the education personnel who are considered popular because they deal directly with students. Teacher performance, which has been a discourse in improving the quality of human beings or superior human resources, makes teachers one of the central issues in the field of education. The problem of teachers is the problem of education, the problem of education is the problem of the nation. That's how education practitioners lead the issue of teachers in an effort to improve teacher professionalization. Therefore, at this time an awareness has emerged to pay attention to teacher education

personnel. Moreover, whenever talking about education, the direction that is always discussed today is about teachers, teachers become a national issue. Unlike other education personnel, teachers have a strategic position in improving the intelligence and readiness of students to face their future. The success of students is considered a teacher's success, but the failure of students is also considered a teacher's failure.

The issue of teachers is indeed complex, not only concerning the quality of teachers, but also other matters. These include professionalization, recruitment, coaching, welfare, remuneration and more. As one of the most important elements in the education workforce, the issue of teachers is important because the demands of education stakeholders have led to quality. Quality as a demand has become an issue in education, because the community of education service users considers that good quality education will guarantee graduates to be able to continue their education to a higher level and get a decent job. The various demands of education stakeholders have changed the constellation of education in schools, the readiness of schools to face this reality has forced schools to make improvements in all fields, such as management, curriculum, facilities, and most importantly the teachers themselves as the frontline in serving the interests and needs of education stakeholders.

Teachers become excellent when education is considered as an instrument in empowering the improvement of human quality. Within this framework, the education system for prospective education personnel was also changed, starting from the pattern of education in teacher education institutions (such as LPTK in Indonesia), recruitment, welfare, coaching, to a sustainable remuneration system for the teacher. These experiences should be the concern of teacher development policy in Indonesia, unfortunately we have made teachers only part of the government apparatus, which performs tasks in accordance with the bureaucracy that tends to be hierarchical. Even today, after reformasi, teachers are still controlled by regional autonomy bureaucrats. Coaching is still hierarchical and bureaucratic, instead of using a new paradigm with a democratic and collegial orientation. As a result, teachers are still co-opted by the bureaucracy, in addition to the giddy and nervous behavior of school principals due to the presence of school committees as partners in decision-making and school policies. All these problems have implications for the identity of teachers as educators and mentors in schools.

Teachers have been treated as a profession, but the treatment given to teachers does not reflect that teaching is a profession. This can be seen from the various sufferings experienced by teachers in carrying out their duties. The teaching profession is not valued as a professional, even though the roles and tasks it performs have fulfilled the requirements or characteristics of a professional, namely:

1. A position that has a decisive (crusial) function and social significance,

2. A position that demands certain skills/expertise,

3. The skills/expertise required by the position are obtained through problem solving using scientific theories and methods,

4. The position is based on a clear, systematic, explicit body of scientific discipline, which is not just a public opinion,

5. The position requires university-level education for a considerable amount of time,

6. The educational process for the position is also the application and socialization of professional values,

7. In providing services to the public, members of the profession adhere to a code of ethics controlled by professional organizations,

8. Each member of the profession has the freedom to give judgment on the professional problems he faces,

9. In their practice of serving the public, members of the profession are autonomous and free from outside interference, and

10. This position has high prestige in society, and therefore receives high rewards as well (Sanusi, et al, in Soetjipto and Kosasi, 1999: 17).

Various efforts have been and are being made to improve education and the national education system, including teachers. The efforts made are comprehensive and integrated so that they are expected to empower teachers to become more competent and professional. In an effort to improve the education system so that teacher professionalization is achieved, various aspects of these efforts must be prioritized. The priority scale in building and making changes to the education system as part of education reform is to make various reforms in its various aspects.

The three basic aspects that need to be updated are regulatory aspects; professional aspects; and management aspects (Zamroni, 2001: 11). These three aspects are believed to be able to empower the entire education delivery system, and these three

aspects are basically neglected in the education delivery system rationally so that it has broad implications for the quality of its implementation, especially the quality of teachers and students. The regulatory aspect is closely related to various laws and regulations that can absorb everything related to improving teacher professionalism, including the remuneration system so that teachers are protected and guaranteed security in carrying out their duties. The professional aspect is a substantive aspect of the teaching profession, one of the efforts to achieve reform in the education sector is to improve the professionalization of teachers in accordance with the standards of their skills and services, so that teacher performance can be seen how far they are able to perform their duties in accordance with the demands of the teaching profession.

The presence of Law No. 20 of 2003 dated July 8, 2003 concerning the National Education System, which is a revision of Law No. 2 of 1989 dated March 27, 1989, brought fresh air to improve the professionalization of education personnel, especially teacher education personnel. Likewise, Law No. 14 of 2005 concerning Teachers and Lecturers has provided comfort for the development of education personnel, especially teachers. The presence of the law will then be followed up by government regulations (PP) in elaborating operationally the revised 2003 education law. In fact, it is the government regulations that will show whether the commitment to make changes to the education workforce is really realized as part of what has been announced by various parties.

The above regulations are expected to technically have implications for various efforts to improve the quality of education, especially education personnel, including:

1. Improving the quality of educational personnel resources and users of school/madrasah educational services, which include principals, teachers, supervisors and supervisors and school committees proportionally.

2. Increasing awareness of the school/madrasah service system to the wants and needs of education stakeholders.

3. Unifying the vision and mission of school/madrasah organizers in creating students who are able to absorb teaching materials during the learning process in schools/madrasas, as well as providing a stimulus for graduates to continue their education to higher levels of education with varied types of education.

4. Encourage all personnel involved in managing schools/madrasas to create synergy

and improve their performance so that the learning process takes place properly by using all available resources.

The implications listed above require a more specific atmosphere in which school education is conducted. In this case, it is necessary to pay attention to the following points:

1. Create an atmosphere conducive to the learning process in accordance with the demands of learning management performance.

2. Developing a tradition of good service from every school/madrasah management and implementation personnel (school/madrasah principals, teachers and administrators), thus ensuring the realization of the needs of education stakeholders.

3. Increased awareness of school/madrasah teachers in helping and guiding students to achieve proud achievements.

4. Making the leadership patterns of school/madrasah principals a role model in taking action, both managerial and technical actions.

What cannot be ignored at this time is how to make education personnel such as teachers, must have strong competence in carrying out their main duties as educators. Teachers must have four competencies that are attached to them at all times, namely professional competence which will ensure the effective implementation of education. Professional competence includes four teacher competencies, namely (1) pedagogic, (2) professional, (3) personality, and (4) social, as stated in Law No. 14 of 2005 concerning Teachers and Lecturers. The success of teachers in improving their professional competence is a universal need. This is because quality teachers are not only for the benefit of the teacher, but also for the benefit of students as part of the community. Quality teachers, of course, are the hope, because quality teachers will be able to build themselves, and build other humans who are their responsibility in the process of education and learning.

The encouragement to improve the quality of teachers does not only come from outside, but it must also come from the teacher's self-awareness to be able to improve his ability to carry out educational and learning tasks. The ability to improve professional competence is a necessity that cannot be rejected by teachers. This can be done with careful planning from the education unit or supervisory unit, but no less important is the effort of the teacher himself with a strong initiative to be able to improve

his professional abilities.

Professional competence is not only built on a unilateral or single basis, it is an activity that is carried out systemically which allows involving anyone who has a relationship with the professional competence. Of course, this involvement must begin with the teacher himself, then from the education unit which has an interest in improving the competence of its education personnel.

CONCLUSION

Organizational human resources, especially educational organizations, are resources that have duties and responsibilities in accordance with the main tasks that are their burden and authority. Therefore, organizations need to improve the quality of the organization's human resources based on what the educational organization will achieve. In this regard, every organization, especially educational organizations, need to identify personnel needs according to the needs of the organization and these personnel.

What needs to be understood by the organization's top leader is that the organization's human resources are assets that cannot be ignored in achieving the organization's vision, mission, goals, objectives and targets. The whole series of whatever is done in the context of realizing organizational planning, requires organizational human resources who have the capacity to carry out their main tasks.

One of the human resources that have effective capacity in carrying out tasks in the context of educational organizations is educators or teachers. Teachers as human resources have considerable and strong authority in carrying out educational and learning tasks. Therefore, various things are done in coaching and developing teacher education personnel.

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