THE DEVELOPMENT OF EDUCATIONAL HUMAN RESOURCES THROUGH INDONESIA’S EDUCATION SYSTEM

Ayu Rahma Ningsih, Sri Mentari, Rio Julyanto, Safrudin, Santi, Oktia Sri Dewi
Rokania College of Teacher Training and Education, Indonesia

Received: December 2021
Revised: January 2022
Approved: January 2022

Background: Human resources (HR) is one of the important factors in development. Macro-terms, development input factors, such as natural, material and financial resources will not provide optimal benefits for the improvement of people's welfare if not supported by adequate availability of HR factors, both in quality and quantity.

Aim: This research aims to develop human resources, in essence directed in order to improve quality which in turn will be able to increase productivity.

Method: This study was carried out through the method of collecting secondary literature data, and the results of relevant previous studies, data and information sourced from secondary data and studies which are then analyzed using a conceptual approach, human resource management.

Findings: Human resource development can be done through training, education, performance assessment, and career development. The model of the development of educational human resources in the context of the national education system should refer to the achievement of standards of educators and education personnel.

KEYWORDS Human Resources, Educators, Education Personnel

INTRODUCTION

Human Resources (HR) is one of the important factors in development. Macro-terms, development input factors, such as natural, material and financial resources will not provide optimal benefits for the improvement of people’s welfare if not supported by adequate availability of HR factors, both in quality and quantity (Simanjuntak, 1985). The lesson that can be learned from various developed countries is that the progress achieved by the nations in those countries is supported by quality human resources (Dertouzas, Lester, & Solow, 1989). Japan, for example, as a late comer in industrial and economic progress began its pursuit of countries that had already achieved economic and industrial progress (Fore runners) such as Germany, France and America by spurring the development of human resources.

The development of human resources is essentially directed in order to improve its quality, which in turn will be able to increase productivity (Gilley & Eggland, 1989). The results of various studies show that the quality of human resources is a determining factor in productivity, both macro and micro. Human Resources (HR) macro is a citizen of a nation, especially those who have entered the age of the labor force that has the potential to behave productively (With or without formal education) that is able to meet the needs of their own lives and their families that affect the level of welfare of the people in the nation or country (Meggginson, Joy-Matthews, & Banfield, 1993).

Macro HR quality is strongly influenced by the quality of health (Physical and psychic), the quality of informal and formal education (Related to skills/work skills), personality
especially moral/religion, the level of welfare of life and the availability of relevant employment (Jones & Walter, 2008).

Microcontextually, human resources are people who work in the environment of an organization called employees, employees, personnel, leaders/managers, workers, labor, labor employers etc. In the organizational environment of education are all administrative employees, educators/teachers, lecturers and other education personnel.

The school as an organization in which groups of people are gathered, each of which is both individually and in groups to cooperate with each other to achieve the goal. The human groups in question are human resources consisting of principals, teachers, administrative personnel/staff, learners, and groups of parents of students.

Schools have resources that can be utilized to achieve educational goals. Educational resources in schools can be grouped into: a) Non-human resources, which include school programs, curriculum, b) Human resources (HR) which includes principals, teachers, staff, other education personnel, students, parents of students, and communities that have concern for the school, c) Physical resources (SDF) that include buildings, rooms, equipment, educational props, study time, and physical appearance of the school, and d) Financial resources (SDK) which includes the entire school management fund received from both the government and the community (Suryadi, 1995).

The school is the determining institution in the work of educational development, because of the bureaucratic rows associated with the development of education, the school as the implementer of all planned educational programs from the central level to the operational level in the school (Suryadi, 1995). The back and forth of education is largely determined by the implementation that is in the hands of educators in schools. Therefore, without ruling out the importance of other factors that also affect the quality of education, educators and education personnel in schools must get optimal management and development. This is in line with the efforts that have been made by the government in order to improve the quality of education with the creation of various policies related to the element of security in schools.

Policies in order to improve the quality of education that have been made by the government include the 1945 Constitution, Law No. 20 of 2003 on The National Education System, Law No. 14 of 2005 on Teachers and Lecturers, Government Regulation No. 19 of 2005 on National Standards of Education, Permendiknas No. 12 of 2007 on Competence of School Supervisors, Permendiknas No. 13 of 2007 on Competence of Principals, Permendiknas No. 16 of 2007 on Teacher Competence, Permendiknas No. 19 of 2007 on Educator Management Standards and many more government policies aimed at the development of education.

These policies are very important as a basis for carrying out various educational activities in schools. However, it needs to be realized to bring success in achieving educational goals, the key remains in school. Whatever the government's provisions for developing education, but without the implementation of educational programs at the school level, these policies will become less meaningful for the development of education. Therefore, as a continuation and is a very important operational policy is the existence of good implementation at the school level. This is also certainly related to the School policy which is the result of mutual agreement of all educational stakeholders in the school environment with regard to the rules in carrying out the
learning process and everything needed to support the success of the school in carrying out its functions.

The main key so that the planning and educational development programs in schools run optimally are in the hands of educators and education personnel in schools (Suryadi, 1995). Thus, it is clear that the problem of improving the professionalism of the military is very important to note. This professionalism is reflected in the competence possessed by education personnel.

Competencies that must be met include 4 competencies, namely pedagogical competence, personality competence, professional competence, and social competence. More detailed provisions are outlined in Permendiknas No. 16 of 2007, namely on Academic Qualifications and Teacher Competence. Regarding the duties of teachers described in Law No. 14 of 2005 article 1 as follows: "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating learners."

This provision should be able to encourage and spur teachers to be able to hold the title and worthy with a solid as a professional. Therefore, human resources are needed by every community institution and organization. Various community institutions, such as family institutions, economic institutions, and religious institutions, human resources are an important element in their construction and development. Similarly, in organizations, human resources play a very important role in their development, especially when they are desired to achieve optimal goals. If the ultimate goal of every development activity, both in macro and micro contexts, is to improve the standard of living, then the optimization of the achievement of that goal is the fulfillment of optimal needs. Based on the above concept, quality HR support determines the optimal success of achieving that goal.

The importance of improving the quality of education through the capacity development of educators and education makes the study of the development of educational human resources a necessary thing to do. Then this study discussed the concept of human resource management development in the context of the national education system.

**METHOD**

This study is conducted through the collection of secondary data, literature, and the results of relevant previous studies. In this study, data and information are sourced from data and skunder studies which are further analyzed using the approach of human resource management concepts. The main focus is the concept of developing human resource management education based on the national education system.

**RESULTS AND DISCUSSION**

**Educational Human Resource Management**

Human resources are the unified ability of the thinking and physical power that an individual possesses, his behavior and nature are determined by his or her ancestry and environment, whereas his work performance is motivated by a desire to fulfill his or her needs. Human resources are assets in all aspects of management, especially those concerning the existence of organization.

Human resources or commonly shortened to HR is the potential contained in humans to realize their role as adaptive and transformative social creatures that are able to manage human
beings and all the potential contained in nature towards the achievement of the welfare of life in a balanced and sustainable order. In a practical everyday sense, HR is better understood as an integral part of the systems that make up an organization. Therefore, in the field of psychological studies, HR practitioners must take the direction of industry and organization.

Based on human resources education, it can be interpreted that the organization in question is an organization that focuses on educational activities starting, both formal education and informal education. Then educational human resources can be interpreted as the potential of human beings who carry out functions in an educational organization.

Today, the latest developments view HR not as a mere resource, but rather in the form of capital or assets for institutions or organizations. Therefore, a new term emerged outside HR, namely HC or Human Capital. Here HR is seen not only as a major asset, but an asset that is valuable and can be doubled, developed (Compared to an investment portfolio) and also not the other way around as liability (Load, cost). In this case, the HR perspective as an investment for institutions or organizations is more presented.

Based on the statements above, HR holds a very important value in organizational management. Although technology is widely involved in the wheels of the organization, but still the organization needs human resources as a driving force from other resources owned by the organization. More clearly, the elements of management of educational personnel are mentioned above by E. Mulyasa (2006) is described as follows.

Planning

Education personnel planning is carried out to determine the needs of education personnel, both in terms of number and quality in accordance with the existing field of work.

Procurement

Procurement of education personnel is an activity carried out in order to meet the needs of energy. Its activities are through recruitment and selection. Recruitment is intended to look for as many candidates who meet the requirements, and then the selection is carried out through selection.

Construction and development

The construction and development of educational personnel is carried out to improve, maintain, and improve the performance of educational personnel. This activity can be done by way of on the job training and in service training.

Promotion and mutation

Promotion is carried out in order to determine the candidate of education personnel to be a member of a legitimate organization, namely through appointment. With this promotion the personnel will become a legitimate member accompanied by their rights and obligations as educational personnel. While mutations are carried out with the aim that the personnel concerned obtain job satisfaction, provide work performance, eliminate saturation through the transfer of functions, and responsibility in new situations.
**Discharging**

Personnel discharges may occur at their own request, dismissal by service, and dismissal for other reasons.

**Compensation**

Compensation is the return of services provided to personnel. Compensation provided must be balanced with the burden and work performance of the personnel concerned. This form of compensation can be in the form of salaries, tujangan, housing facilities, vehicles, and so on. With fair and decent compensation this will be able to encourage the spirit of work and dedication of school personnel.

**Valuation**

Assessment is usually focused on an individual's achievement and his or her participation in school activities. Important personnel assessors are carried out in the framework of decision-making of various things such as identification of school program needs, admissions, selection, introduction, placement, promotion, reward system, and other aspects of the overall human resource development process. The results of the assessment are utilized as a data source for the planning of educational personnel, advice that needs to be conveyed to personnel, tools for feedback, one way to establish expected performance, and information materials in decision making related to education personnel.

**Human Resource Development**

One of the important areas in education management is related to the human resources involved in the educational process. The intensity of the world of education related to humans can be viewed as an important difference between educational institutions and other organizations. The fact is in line with the statement of Sergiovanni, et.al, who stated that: "Perhaps the most critical difference between the school and most other organization is the human intensity that characterize its work. School are human organization in the sense that their products are human and their processes require the socializing of humans" (Sergiovanni, 1984). This shows that the problem of human resources becomes a very dominant thing in the education process, it also means that managing human resources is a very important field in carrying out the education process in higher education institutions.

The educational human resources referred to herein are those that include: (1) Educators, consisting of supervisors, examiners, teachers/lecturers, and coaches; (2) Educational functional personnel, consisting of inspectors, supervisors, researchers and developers in the field of education, and librarians; (3) Educational technical personnel, consisting of workers and technicians of learning resources; (4) The management personnel of the education unit, consisting of the principal, director, chairman, rector, and head of the out-of-school education unit; and (5) Other personnel who deal with managerial or administrative matters of education.

Mulyati (2012), who cited the opinions of Mondy, Noe, and Premeaux, stated that hr development includes: (1) Training, (2) Development, (3) Career Development, and (4) Performance assessment.

First, training is an activity designed to provide learning opportunities to increase the knowledge and expertise needed on the work that is being undertaken or related to the work.
Development includes learning opportunities that aim to further improve the knowledge and expertise needed in the work that is being undertaken. Development is more focused on the long term. Career development is a formal approach that organizations use to ensure that people with appropriate and experienced qualifications are available in times of need. Performance assessment is a formal system and periodic review and evaluation of individual or team performance (Mulyati, 2012).

Training usually begins with orientation, a process in which employees are informed and informed about the wisdom of personnel, organizations and expectations for a particular performance. In training, an environment is created where employees can acquire or learn skills, specific behaviors related to labor in order to improve employee performance in the position they occupy now (Handoko, 2000).

The improvement of human resources of educational institutions must be done with various constructive steps in accordance with their needs, but to simplify the construction, it can at least be underlined as follows, namely with the steps of Education and Training to improve management and human resource competence.

Second, human resource development is related to the availability of opportunities and learning development, creating training programs that include planning, organizing, and evaluating these programs (Armstrong, 1994).

Another definition of development is that it represents a future-oriented investment in an employee. Development is based on the fact that an employee needs a growing set of knowledge, expertise, and abilities in order to work well and successfully the position encountered during his or her career.

According to Murti Sumarni and John Soeprihanto (2000), there are two methods of exercise and development, namely:
1) Training. Exercise is an activity to improve the ability of an employee by improving the ability and skills of employees in carrying out a job.
2) Education. Education is an exercise to improve an employee's training in general knowledge and economic knowledge in general, including increasing mastery of theory and decision-making skills in dealing with organizational problems.

Leaders have responsibility for the general policies and procedures needed to implement the training and development program. Therefore, the commitment of the leadership is very important so that the training and development of employees takes place effectively, both from planning, processes and goals of training and development can be achieved. The objectives of training and development are as follows (Sulistiyani & Rosidah, 2003):
1) Improve performance.
2) Upgrade the expertise of employees in line with technological advances.
3) Reduce the learning time of new employees in order to become competent in employees.
4) Help solve operational problems.
5) Prepare new employees for promotion.
6) Orient employees to the organization.
7) Meet personal growth needs.
8) To increase the efficiency and effectiveness of employee work in achieving the goals that have been set.
While the benefits of exercise and development are as follows (Sulistiyani & Rosidah, 2003):
1) Improve quality and productivity.
2) Create more profitable attitudes, loyalty and cooperation.
3) Meet the needs of human resource planning.

From the above exposure, it can be said that hr development is all activities carried out by the organization in facilitating employees to have the knowledge, expertise, and / or attitude needed in handling current or future work. The activity in question, not only in the aspect of education and training, but concerning aspects of career and organizational development. In other words, human resource development is closely related to efforts to improve the knowledge, abilities, and / or attitudes of organizational members and the provision of career paths supported by organizational flexibility in achieving organizational goals.

Third, career development, According to Prof. Dr. Veithzal Rivai, In his book HR Management for companies, a career is the entire position that someone occupies in his or her working life. While luck only occurs when there is a common ground between opportunity and preparation. In order for a career to develop, career planning is needed, which is the process so that one can choose career goals and paths to achieve those goals. Career development consists of personal improvements that a person undergoes to achieve his career plan and this becomes the responsibility of the employee. Career development is very helpful for employees to analyze their abilities and interests to be more tailored to hr needs in line with the growth and development of the institution.

Fourth, performance assessment as one of the HR management activities has a very broad purpose because of its relatedness to many other HR management activities. Nawawi groups performance assessment goals into general goals and specific goals (Nawawi, 2011).

The general objective of performance assessment is: (1) To improve the implementation of the work of workers, by providing assistance so that each worker realizes and uses his or her maximum potential in carrying out the mission of the organization/company; (2) To gather and prepare information for workers and managers in making decisions; (3) To compile an inventory of human resources in the organizational/company environment; and (4) To increase work motivation.

The specific objectives of performance assessment are: (1) To promote, stop wrong work, enforce discipline, determine awards; (2) As a criterion in making tests of high validity; (3) As feedback for workers to improve work efficiency and correct errors; (4) To identify the needs of workers in improving their work performance; (5) Provide job specifications; (6) To improve communication in an effort to realize human and harmonious relations.

The development of performance-based educational human resources is an activity to increase the competence of education personnel based on their performance or performance to improve the effectiveness of institutions in realizing established goals. Thus, educational human resources that have performance in accordance with standards or above the standards determined by the institution have the opportunity and opportunity to obtain a response from the institution in accordance with the provisions applied.

The development of performance-based education personnel can improve the conducive atmosphere in work, so that hr development goals can be achieved, namely: (1) Increase work productivity; (2) Achieving efficiency; (3) Minimize deficiencies/weaknesses; (4) Improving service; (5) Maintaining the morale of the officer; (6) Increased career opportunities; (7)
Improve conceptual capabilities; (8) Improve leadership; and (9) Increased reciprocity (Yustiono, 2007).

The achievement of the HR development objective has an impact on achieving the superior quality of the institution, in this case the school. This advantage is apparent in all aspects and thoroughly covers all components because the advantage is multidimensional and holistic (Sergiovanni, 1984).

The success of educational institutions in carrying out their mission is largely determined by the quality of the internality of systemic elements that contribute to improving the quality of the transformation process and the quality of the work of educational institutions, such as education personnel, facilities and infrastructure, costs, students, communities, and supporting environments (Boediono, 1994). Of the many subsystems that contribute to the quality of educational processes and outputs, in the sense of educational outcomes, educational energy subsystems have played the most essential role (Danim, 2002).

Quality HR Characteristics

Man is god's most perfect created creature with the best physical and spiritual structure among other beings. Muzayyin Ariffin said that in the physical and spiritual structure, God provides a set of basic abilities that have a tendency to develop which according to the psychological school of behaviorism is called pre potency reflex (Basic ability that automatically develops).

These basic abilities are then known as human resources or abbreviated as HR. Human Resources (HR) conceptually views humans as a physical and spiritual unity. Therefore, the quality of human resources owned by a nation can be seen as synergistic between the spiritual and physical qualities possessed by individuals of the citizens of the nation concerned. These physical and spiritual qualities by Emil Salim, as quoted by Anggan Suhandana, are referred to as physical and non-physical qualities. Furthermore, the form of physical quality is displayed by posture, strength, endurance, health, and physical freshness. From the point of view of educational science, non-physical human qualities cover the cognitive, affective, and psychomotor domains. The quality of the cognitive realm is described by the level of individual intelligence, while the quality of the affective realm is described by the level of faith, ethics, personality integrity, and other characteristics of independence. Meanwhile, the quality of the psychomotor realm is reflected by the level of skill, productivity, and proficiency to use the opportunity to innovate.

The era of globalization, characterized by transparency in all areas of life, has demanded quality human resources that have an adequate set of knowledge and skills balanced with certain values in accordance with the character of the new world. It is a borderless world that means communication between people becomes so easy, so fast, and so intensive that the boundaries of space disappear. These values include professionalism, competitiveness, effective and efficient in the working system, so that the function of education is not only as an "agent of knowledge" but must be able to accommodate the experience, skills and values of globalization in one package of education. Thus the orientation of education must be related and commensurate 'link and match' with the needs of a society that continues to grow with various sectors of needs, especially the industrial world and the business world. So there needs to be a new view of quality human beings in education in this century of globalization.
The picture as stated above is a characteristic of mental values that must be seen in the profile and performance of human resources (HR). The characteristics of modern man as formulated by Alex Inkeles as quoted by Syahrin Harahap, namely: the tendency to accept new ideas, willingness to express opinions, sensitivity at times and more concerned with present and future times than in the past, a sense of timeliness is better, greater concern for planning organization and efficiency, respecting the power of science and technology and the belief that justice can be served.

Nanang Fattah mentioned that HR consists of two dimensions, namely qualitative dimensions and quantitative dimensions. Qualitative dimensions include various potentials contained in every human being, including thoughts (Ideas), knowledge, attitudes, and skills that affect the capacity of human ability to carry out productive work while the quantitative dimension consists of the achievement of the world of work that enters the world of work in the amount of study time. If the expenditure to improve the quality of human resources is increased, the productivity value of the HR will result in a positive rate of return.

The high quality of human resources, among others, is characterized by the existence of elements of creativity and productivity realized with good work or performance individually or group. This problem will be overcome if human resources are able to display productive work rationally and have knowledge, skills, and abilities that can generally be obtained through education. Thus, education is one solution to improve the quality of human resources.

**Development of Educational Human Resources in the Context of the National Education System**

The national education system aims at the creation of good quality education. Of course, this quality is measured by existing standards in order to be a reference to the expected quality of education. So in this case the national education system will be discussed through the eight pillars of national standards of education.

National standards of education are regulated in Government Regulation of the Republic of Indonesia Number 19 of 2005. The scope of this national standard of education includes content standards, process standards, graduate competency standards, standards of educators and education personnel, standards of facilities and infrastructure, management standards, financing standards, and educational assessment standards.

The development of educational human resources should refer to the standards of educators and education personnel. This standard must be used as a reference because the standards can maximize the performance of educational human resources in achieving other standards. Any type or form of development given to educational human resources should pay attention and rely on these standards. The achievement of educational standards in this hr element should be able to be a consecutive effect on the achievement of other standards so as to create quality national education. The pattern is presented in figure 1.
Figure 1. HR Development Pattern in the Context of the National Education System

Based on figure 1, it can be seen that in order to create quality education it is necessary to develop hr education first. The development model must be driven by the achievement of standards of educators and education personnel. Quality human resources allow the management of school functions in carrying out educational functions.

These quality resources will ensure the achievement of other standards. In achieving these standards, human resources who have been trained and developed their ability will hold and utilize existing infrastructure facilities to achieve other standards. If all existing standards have been met, then there will be an effect on the ability of graduate competence. Graduates who are standardized competence is what then becomes a symbol of the quality of an education.

The standards that must be achieved in the development of primary and secondary education human resources by each element of educators and education personnel are described in the Regulation of the Minister of National Education. The details are shown in figure 1.
CONCLUSION

This study has shown how important quality educational human resources are in flying the ideals of quality education. Human resource development can be done through training, education, performance assessment, and career development. The model of the development of educational human resources in the context of the national education system should refer to the achievement of standards of educators and education personnel.

REFERENCES


