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Analysis Human Resource Development Management to Improve Learning Quality in Vocational Schools

Parlaungan Lubis

**University of Negeri Medan, Jl. Willem Iskandar, North Sumatera,
Indonesia**

email: *Parlaunganlubis72@gmail.com*

Abstract

In the education process, teachers have a very important and strategic role in guiding students towards maturity, maturity and independence, so that teachers are said to be the spearhead of education. The purpose of this study is to reveal how the success of schools in managing resources in schools at SMK Negeri Rantaupratat. This research is a qualitative research. The samples in this study were principals and teachers at SMK Negeri Rantaupratat. The sampling technique used was purposive sampling with data analysis techniques using the Miles and Huberman Model. The results showed that (1) Planning for improving teacher competence through needs analysis, educator ability analysis, (2) determining the programme and schedule for improving teacher competence at the central/school level. Teacher competency development is carried out through education and training (Teaching and Subject Teacher Consultation as a forum for sharing knowledge and new information related to the teaching profession.

Keywords: *Human Resources, Management, Vocational School*

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INTRODUCTION

In the education process, teachers have a very important and strategic role in guiding students towards maturity, maturity and independence, so teachers are said to be the spearhead of education.. (Fatimah and Nurkolis, 2023). In the education process, teachers have a very important and strategic role in guiding students towards maturity, maturity and independence, so it is said that teachers are the spearhead of education. (Setiyowati, 2021). School institutions are indispensable in education and learning activities because as a medium for interaction between teachers, there are indirectly many stages and processes so that schools are built infrastructure and school management in every educational institution, both public and private (Samsuardi, 2016).

Human Resources (HR) is a central factor in an educational institution. However, the fundamental phenomenon that currently tends to occur in educational institutions is that there are still educators and education personnel (HR) who lack quality. National education has not been able to produce superior human resources, both in terms of intellect, morality, spirituality, professionalism, and national competitiveness. (Agustika et al., 2023). Quality has become an important component in every organisation including educational organisations and will remain an important part of continuous investigation to improve performance. (Soe'oed et al., 2022).

Vocational High School (SMK) as one of the forms of vocational education units as confirmed in the explanation of article 15 of the National Education System Law, is a secondary education that prepares students especially to work in certain fields. The substance or material taught at Vocational High Schools is presented in the form of various competencies that are considered important and necessary for students in living life in accordance with the times. Vocational education aims to equip students to have behavioral competencies in certain vocational fields so that they are able to work (excel) for their future and their nation. In vocational education, learners are equipped with theoretical knowledge and practical skills, as well as social patterns and behavior and national insight. (Hawirah, et al., 2021). If the number of schools in Indonesia is increasing along with the number of vocational schools, then education in Indonesia should be showing good quality development. At a limited meeting on human resource development for economic acceleration in 2018, President Joko Widodo focused on vocational education and skills enhancement in order to improve the quality of Indonesia's human resources. (Adawiyah and Rifqi, 2022).

The Central Bureau of Statistics stated that in the last 5 years the percentage of unemployment in vocational schools has decreased. As in August 2018 the number of unemployed SMK graduates was 11.24%, then experienced a decrease in percentage in August 2019 to 10.42%. Despite the decrease in the percentage of unemployed SMK graduates, this number is the highest of the total percentage of open unemployment of 7.05 million people. The number of unemployed people consists of all graduates of education levels, namely elementary school, junior high school, high school, and vocational school. Suhariyanto, Head of the Central Bureau of Statistics, stated that SMK was the largest contributor to unemployment in Indonesia in 2019. (Agustiyani, 2019). The education system implemented in SMK focuses on skills that are directed at the output produced and graduates who are ready to work. Education that focuses on the expertise of the output is education by applying productive subjects in each field of expertise found in Vocational High Schools. (Rismita & Istaryatiningtias, 2020). The success of students certainly cannot be separated from the role of school management in improving the quality of learning so as to create a conducive learning climate that encourages students to be enthusiastic about learning in improving achievement in developing students' interests and talents. To reveal how the school succeeds in managing resources in schools at SMK Negeri Rantauprapat.

METHODS

This type of research is qualitative, an approach that emphasises more on aspects of in-depth understanding of human resources. This research was conducted at SMK Negeri Rantauprapat in Labuhanbatu Regency, North Sumatra. The existing human resources also have good potential. In this study, the research subjects and respondents were: (1) Principal, the principal as the highest leader in his school. (2) Head of Administration, is a figure who organises all kinds of school administrative affairs.

Data collection techniques are the means used by researchers to obtain the necessary research data. The data collection process in this study was carried out by means of: observation, in-depth interviews, and documentation. In testing the validity of the data, researchers used the Triangulation technique, which is a data validity checking technique that utilizes something other than data for the purpose of checking or comparing data. This means validating, by examining programme documents and other written evidence. In this study, the Triangulation method is used, which uses two strategies, namely: (1) checking the degree of confidence in research findings using several data collection techniques; (2) checking the degree of trust in several data sources using the same method. The steps taken by the author to analyse the data that has been obtained from observations, interviews, and documentation are to use the Miles and Huberman data analysis model as quoted by Sugiyono, namely data reduction, data presentation and conclusion drawing/verification.

RESULTS AND DISCUSSION

Human Resource Planning

Planning is the first step that a formal organisation must take. Planning should refer to the vision, mission and goals of the education organisation. The power of planning lies in the mutually agreed goals of the educational organisation. The results of the interview with the principal stated that the steps taken by the school in preparing the plan were to collaborate with industrial partners such as computer training institutions, health clinics, and other institutions that are competent in improving human resources and the quality of education in vocational schools.

The HR planning process at SMKs in Labuhanbatu Regency is carried out by the Principal together with a team in determining workforce needs based on the number and workload sourced from the strategic plan and operational plan. Then it is put together in the School Budget Meeting which is attended by the principal, committee management, head of administration and school treasurer. From the results of this meeting, it will be decided whether to add and increase the workforce or not. Based on (Miftah et al., 2019) The steps in preparing the plan are carried out by the principal as the top manager, by involving several competent and related parties, such as vice-principals, teachers, committee members, experts and training institutions that are considered competent..

Thus SMK Negeri Rantauprapat in planning human resources follows the pattern developed by Hadari Nawawi who divides HR planning into two (2) parts: 1) Activities to analyse work volume and workload. This analysis activity consists of three activities as follows: a) Making efforts to ascertain the reasons for labour needs based on volume and workload sourced from strategic plans and operational plans. b) Selecting forecasting or prediction techniques that will be used to determine labour needs both qualitatively and quantitatively. c) Determining estimates of labour needs for the long and short term. 2) Activities to analyse the strengths or capabilities of the workforce owned by the institution or organisation. This activity consists of two activities as follows: a) Conducting a workforce analysis to determine the number and skills or expertise possessed by the organisation or company. In addition, it also analyses the labour market outside the institution or organisation, to find out and see the workforce that can be recruited. b) Formulate an estimate of the availability of labour both from within and from outside the institution or organisation based on the above analysis.

The planning process also requires the analysis of job descriptions that need to be formulated for human resources. These activities are analysed by SMK Negeri Rantauprapat which includes all activities that must be carried out by all school components from the highest position to the lowest position. The results of the analysis are outlined in the Main Tasks and Functions. After the analysis, it is known whether or not additional teachers and staff are needed. The results of the interview with the principal stated that in carrying out job analysis and job descriptions that have been carried out through several stages, namely (1) preparation or design of work by a team that has been prepared by the principal; (2) discussion in the task distribution meeting; (3) task distribution meeting at the beginning of the new learning year; and (4) making and determining decisions. HR management in terms of planning carried out by SMK Negeri Rantauprapat has fulfilled its stages. This is in line with the theory which explains that there are 5 stages in conducting job analysis, namely: (1) Position analysis planning is planned before starting to collect manager and employee data. The most important

consideration is to identify the purpose of job analysis; (2) Preparing and communicating job analysis. This stage includes three activities, namely: firstly identifying the job and methodology, secondly, reviewing existing work documentation, and thirdly, communicating the job analysis..

Strategies for Improving Teacher Competence in Enhancing Competitiveness

Teacher competence must be well prepared in facing the tough challenges in the world of education. The school organisation at SMK Negeri Rantauprapat has carried out its implementation by mobilising human resources to the maximum. Based on the results of the research, the teacher competency improvement programme that has been implemented by the school is by sending teachers to participate in Education and Training in various fields, namely Education and Training in the field of Expertise Competency Test and Subject Teacher Consultation activities..

Courses in order to provide learning citizen services in the form of knowledge, skills, mental attitudes, expertise, and skills that can be used to improve the quality of life and improve the human resources of educators and education personnel at the Regional Government Vocational School Rantauprapat Secondary School are carried out formally and informally. Workshop activities are activities that are often carried out by various groups and cover various fields. Seminar in order to discuss a problem under the leadership of the chairman of the session. MGMP is a forum or forum for professional activities of teachers of similar subjects in centres and in each school which consists of two elements, namely subject teacher deliberations. Comparative studies of the business world and industry in order to keep up with the development of industrial infrastructure and competencies in line with developments. (Wayong, 2018).

Research result (Rismita & Istaryatiningtias, 2020) The operational organising function implemented at SMK Perguruan Tinggi Cikini Jakarta, by building a very strong network with industry, where students learn from industrial work practices, as well as involving the government stresses the importance of all teachers participating in school-based activities. curriculum development apprenticeship process through the learning process and organisational changes Indonesian education towards "Merdeka Belajar" to develop resources that are adaptive to the era of a borderless world, quickly adapting to modern life, so the learning process in schools struggles to keep pace with the increasing amount of knowledge.

Key Leadership Management in Activity Implementation

The role of the principal as a motivator in carrying out all activities is very necessary because the principal is the driving force for the success of improving the quality of learning, while the principal's efforts in improving the quality of learning are as follows: admission of students where prospective students are selected based on the grades and interests of students so as to obtain student participants who have a high willingness to learn, in the education process the principal seeks to improve teacher competence by involving teachers in MGMP forums, participating in seminars, workshops and education and training activities and productive teachers are included in competency test activities according to their competence. (Setiyowati, 2021).

In addition to improving teacher competence, the principal in the teaching and learning process uses the curriculum set by the government by encouraging teachers to make lesson plans by always developing learning methods and media used and using the right strategies to encourage student activeness, in learning students not only learn at school but outside school through industrial visits and Field Work Practices for 3 months, to increase interests and talents and encourage student learning, the principal through the vice principal's work program organized extracurricular activities. (Vidhia, 2022). In addition to increasing the competence of principal teachers in the teaching and learning process using the curriculum that has been determined by the government by encouraging teachers to make lesson plans by always developing the learning methods and media used and using appropriate strategies to encourage student activity, in learning students do not only learn in school but outside the school through industrial visits and Field Work Practices for 3 months, to increase interest and talent and encourage student learning, the principal through the work program of the vice principal of the school organizes extracurricular activities (Wijayanti, 2023).

Implications of Improving Teacher Competence Structured Learning Training Programme

Based on several previous studies such as M. Noor Sembiring's research which concluded that the implementation of training can affect employee professionalism if several elements in the training implementation structure can meet standards and quality, such as adequate infrastructure, appropriate training materials, and competent presenters and instructors. (Soe'oed et al., 2022).

Education and Training Programme for Productive Teacher Assessor Certification

Facing the AEC era, domestic labour must have a quality that can compete with foreign labour. One of the strategic steps is to require or oblige a certificate of competence for students graduating from vocational education. To fulfil this target, some vocational schools are required to have Professional Certification Bodies in their respective institutions. An examiner at an LSP is called a competency assessor, which is someone who has relevant qualifications and is competent to carry out and/or assess examinations. (Muhlas & Rahayu, 2019) Based on the research data, before being recommended to take part in the training process to become an assessor, productive teachers/workshops must pass the skills competency test. This educator skills competency test is carried out by an independent institution, which in this case is a company that is competent in its field. (Hawirah, Jam & Rezky Amin, 2021)

Motivating Teachers

Motivation for educators to be able to develop themselves, improve their competence and always innovate in the learning process and training. Training programmes alone are not enough if it turns out that some educators do not have high motivation to improve their competence. Indeed, all forms of education and training activities, whether pedagogic training, learning or OJT, in principle can add value to educators'

knowledge, as well as efforts to provide new skills and provide additional skill competencies or upgrade skill competencies for workshop teachers. However, it turns out that in following up the results of the training, educators also need motivation that can be moved to implement new knowledge and skills from the results of education and training. (Agustika et al., 2023).

CONCLUSION

Strategies for improving teacher competence are implemented by SMK Pemda Rantauprapat stakeholders in an effort to improve the quality of education in the form of (1) Education and Training (Diklat) program for all teachers in the form of training activities and (2) Subject Teacher Consultation (MGMP) as a forum for sharing the competence of all educators and teachers of the teaching profession. The management implication of improving teacher competence in an effort to improve the competitiveness of graduates of SMK Negeri Rantauprapat is by planning several new things or programmes that have not been implemented in schools and ideally can be implemented by stakeholders in improving teacher competence. These include: (1) a structured learning training program (2) a training program for Productive Teacher Assessor Certification, and (3) motivating teachers continuously to improve their competence.

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