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Management Analysis of Human Resource Development for Improving the Quality of Learning in Vocational High Schools

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In the educational process, the teacher has a very important and strategic role in guiding students towards maturity, maturity and independence, so that the teacher is said to be the spearhead of education. The purpose of this research is to reveal how successful schools are in resource management in schools at Rantauprapat Regional Government Vocational Schools. This research is a qualitative research. The samples in this study were school principals and teachers at Rantauprapat Regional Government Vocational Schools. The sampling technique used was purposive sampling with data analysis techniques using the Miles and Huberman Models. The results of the research show that (1) Planning for increasing teacher competence through needs analysis, analyzing the ability of educators, (2) determining programs and schedules for increasing 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 new knowledge and information related to the teaching profession.

Keywords: Management, Human Resources, Vocational School

INTRODUCTION

In the educational process, the teacher has a very important and strategic role in guiding students towards maturity, maturity and independence, so that the teacher is said to be the spearhead of education. (Fatimah and Nurkolis, 2023). In the educational process, the teacher has a very important and strategic role in guiding students towards maturity, maturity and independence, so that is what the teacher said to be the spearhead of education. (Setiyowati, 2021). School institutions are very much needed in education and learning activities because as a place for media interaction between teachers, indirectly there are many stages and processes so that schools are built in 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 the existence of less qualified educators and education staff (HR). National education has not been able to create superior human resources, both in terms of intellectuality, morality, spirituality, professionalism and national competitiveness. (Agustika et al., 2023). Quality has become a vital component of every organization including educational organizations and will remain an important part of continuous inquiry to improve performance (Soe'oed et al., 2022).

Vocational High School (SMK) as a form of vocational education unit as emphasized in the elucidation of article 15 of the SISDIKNAS Law, is secondary education that prepares students especially to work in certain fields. The substance or material taught in 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 competence in certain vocational fields so that those concerned are able to work (have performance) for their future and that of their nation. In vocational education students are provided with theoretical knowledge and practical skills, as well as social patterns and behavior and national insight (Hawirah, et al., 2021). If the total number of schools in Indonesia increases with the increase in the number of vocational schools, then education in Indonesia should increasingly show good quality development. At a limited meeting on human resource development for economic acceleration in 2018, President Joko Widodo is currently focusing on vocational education and skills improvement in order to improve the quality of Indonesian human resources. (Adawiyah and Rifqi, 2022).

The Central Bureau of Statistics stated that in the last 5 years the percentage of SMK unemployed has decreased. As in August 2018 the number of unemployed vocational graduates was 11.24%, then experienced a decrease in the percentage in August 2019 to 10.42%. Even though there is a decrease in the

percentage of unemployed graduates of SMK, this number is the highest number of the total percentage of open unemployment, which amounts to 7.05 million people. This number of unemployed consists of all graduates of educational levels, namely, elementary, junior high, high school, and vocational school. Suhariyanto, Head of the Central Bureau of Statistics stated that SMK is the largest contributor to unemployment in Indonesia in 2019 (Agustiyani, 2019). The education system implemented in Vocational High Schools focuses on skills that are directed at the outputs produced and graduates who are ready to work. Education that focuses on expertise from output is education by applying productive subjects in each area 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's success in resource management in schools at the Rantauprapat Regional Government Vocational School.

METHODS

This type of research is qualitative, an approach that places more emphasis on aspects of understanding in depth about human resources. This research was conducted at the Regional Government Vocational School of Rantauprapat in Labuhanbatu Regency, North Sumatra. Existing human resources also have good potential. In this study, the research subjects and respondents were: (1) Principals, principals as top leaders in their schools. (2) Head of Administration, is a figure who regulates all kinds of school administration affairs.

Data collection techniques are methods used by researchers to obtain the required research data. The data collection process in this study was carried out by: observation, in-depth interviews, and documentation. In testing the validity of the data, researchers used the Triangulation technique, namely a data validity checking technique that utilizes something other than the data for checking purposes or as a comparison of the data. That means validating, by checking program documents and other written evidence. In this study, the Triangulation method was used, namely using two strategies, namely: (1) Checking the degree of confidence in the research findings using several data collection techniques; (2) Checking the degree of trust of several data sources using the same method. The steps taken by the author to analyze the data that has been obtained from the results of observations, interviews, and documentation are by using the data analysis model Miles and Huberman as cited by Sugiyono, namely data reduction, data display and conclusion drawing/verification.

RESULTS AND DISCUSSION

Human Resource Planning

Planning is the first step that must be carried out by a formal organization. Planning must refer to the vision, mission and goals of the educational organization. The power of planning lies in the goals that are mutually agreed upon in educational organizations. The results of interviews with the school principal stated that the steps taken by the school in preparing the plan were to collaborate with industry partners such as computer training institutes, 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 the team in determining workforce requirements based on the number and workload that originates from strategic plans and operational plans. Then it was brought together in the School Budget Meeting which was attended by the school principal, committee administrators, head of administration and school treasurer. From the results of this meeting, it will be decided whether to add and replenish the workforce or not. According to (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, the Rantauprapat Regional Government Vocational School in human resource planning follows the pattern developed by Hadari Nawawi, which divides HR planning into two (2) parts: 1) Activities to analyze work volume and workload. This analysis activity consists of the following three activities: a) Make efforts to ascertain the reasons for the need for manpower based on volume and workload originating from strategic plans and operational plans. b) Selecting forecasting or prediction techniques to be used to determine the required workforce both qualitatively and quantitatively. c) Determine estimates of labor needs for the long term and short term. 2) Activities to analyze the strength or ability of the workforce owned by the institution

or organization. This activity consists of two activities as follows: a) Conducting a workforce analysis to find out the number and skills or expertise possessed by the organization or company. Besides that, it also analyzes the labor market outside the institution or organization, to find out and see the workforce that can be recruited. b) Formulate an estimate of the supply of manpower both from within and from outside the institution or organization based on the above analysis.

The planning process also requires an analysis of job descriptions that need to be formulated for human resources. This activity was analyzed by the Rantauprapat Regional Government Vocational School which included all activities that had to be carried out by all school components starting from the highest position to the lowest position. The results of the analysis are poured into Main Duties and Functions. After analysis, it will be known whether or not additional teachers and staff are needed. The results of interviews with school principals stated that in carrying out job analysis and job descriptions that had been carried out in several stages, namely (1) drafting or designing work by a team that had been prepared by the school principal; (2) discussion in the division of tasks meeting; (3) task division meetings at the beginning of the new learning year; and (4) making and stipulating a Decree. HR management in terms of planning carried out by the Rantauprapat Regional Government Vocational High School has fulfilled the stages. This is in line with the theory which explains that there are 5 stages in carrying out job analysis, namely: (1) Planning of job analysis that is planned before starting to collect manager and employee data. The most important consideration is identifying the objectives of the job analysis; (2) Prepare and communicate job analysis. This stage includes three activities, namely: first identifying work and methodology, second, reviewing existing work documentation, and third, communicating the process to managers and employees. Preparation for conducting a job analysis begins with identifying the work being reviewed; (3) Perform job analysis; (4) Develop job descriptions and specifications by preparing draft job descriptions and specifications. Job description is written information outlining duties and responsibilities, working conditions, work relationships and work aspects in a particular position in the organization; (5) Updating job descriptions and specifications with written formulations that briefly explain all duties, responsibilities, obligations or work of teachers and employees.

Strategies for Increasing Teacher Competence in Increasing Competitiveness

Teacher competence must be well prepared in facing tough challenges in the world of education. The school organization at the Rantauprapat Regional Government Vocational School has carried out the implementation by mobilizing human resources to the fullest. Based on the research findings, the teacher competency improvement program that has been implemented by schools is by sending teachers to take part in Education and Training in various fields, namely Education and Training in the area of Expertise Competency Testing and Subject Teacher Consultation activities.

Courses in the framework of providing 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 staff at the Rantauprapat Regional Government Vocational High School are carried out in formal and informal ways. Workshop activities or workshops 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 for teachers of similar subjects in studios and in each school which consists of two elements, namely subject teacher deliberations. Comparative study of the world of business and industry in order to keep abreast of developments in industrial infrastructure and competencies that are in line with developments (Wayong, 2018).

Research result (Rismita & Istaryatiningtias, 2020) The operational organizing function carried out at the Cikini College Vocational High School in Jakarta, by building a very strong network with industry, where students learn from industrial work practices, as well as involving the government emphasizes the importance of all teachers participating in school-based processes in curriculum development apprenticeship through learning processes and organizational changes Indonesian education towards "Freedom Learning" to develop resources that are adaptive to the era of a borderless world, adapt quickly to modern life, so that the learning process in schools is struggling to maintain speed as the volume of knowledge increases.

Principal Leadership Management in Implementation Activities

The role of the school principal as a motivator in carrying out all activities is very necessary because the principal is the driving force for success in improving the quality of learning, while the efforts of the principal in improving the quality of learning are as follows: acceptance of students where prospective students are selected based on the values and interests of students so that participants are obtained students who have a high willingness to learn, in the education process the school principal seeks to improve teacher competence by involving teachers in the MGMP forum, participating in seminars, workshops and education

and training activities and productive teachers are included in competency test activities according to their competencies (Setiyowati, 2021).

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 (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 Teacher Competency Improvement Structured Learning Training Program

According to several previous studies, such as M. Noor Sembiring's research which concluded that the implementation of training can affect the professionalism of employees if several elements in the structure of training implementation can meet standards and quality, such as adequate infrastructure, matching training materials, as well as presenters and instructors. Competent (Soe'oed et al., 2022).

Assessor Certification Education and Training Program for Productive Teachers

Facing the MEA era, the domestic workforce must have quality that can compete with workers from abroad. One of the strategic steps is to require or require competency certificates for students who graduate from vocational education. To fulfill this target, several SMKs are required to have a Professional Certification Agency in their respective institutions. Examiners at LSP are called competency assessors, namely someone who has relevant qualifications and is competent to carry out and/or assess exams (Muhlas & Rahayu, 2019) Based on research data, before being recommended to take part in the training process to become assessors, productive teachers/workshops must pass a skill competency test. This educator expertise competency test is carried out by an independent institution, which in this context is a company that is competent in its field (Hawirah, Jam & Rezky Amin, 2021)

Giving Motivation to Teachers

Motivation for educators to be able to develop themselves, increase competence and always innovate in the learning and training process. Training programs 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, can in principle add value to educators' knowledge, besides that as an effort to provide new skills and provide additional competency skills or upgrade competency skills for workshop teachers. However, it turns out that in following up on the results of these trainings, educators also need motivations to be moved to implement new knowledge and skills from the results of education and training (Agustika et al., 2023).

CONCLUSION

The teacher competency improvement strategy was implemented by Rantauprapat SMK Penda stakeholders in an effort to improve the quality of education in the form of (1) Education and Training (Training) programs for all teachers in the form of training activities and (2) Subject Teacher Consultations (MGMP) as a vehicle for sharing of all educators and teaching competence of the teaching profession. The management implications for improving teacher competence in an effort to improve the competitiveness of Rantauprapat Regional Government Vocational High School graduates are by planning several new things or programs that have not been implemented in schools and ideally, should be implemented by stakeholders in improving teacher competence. These include: (1) a structured Learning Education and Training program; (2) Assessor Certification Training Program for Productive Teachers/ Workshop Teachers, and (3) continuously motivate teachers to continue to improve competence.

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