Human Resources Management in Basic Education Schools

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ABSTRACT

School management which is managed professionally will affect the achievements of the school. Resources that are important to be optimally empowered are human resources. Competent human resources are the most important capital for schools to develop school organizations, including schools at the basic education level. The study was designed with the aim of knowing the formula for effective human resource management processes at the basic education level. The method used is literature study.

The literature review results from various literatures conclude that an effective human resource management process at the basic education level is: (1) job analysis; (2) employee selection; (3) orientation and placement; (4) training; (5) mutation; (6) promotion; and (7) compensation.

Keywords: Human Resource Management, Basic Education, Job Analysis, Employee Selection, Orientation and Placement

1. INTRODUCTION

Human resource management is a process of dealing with various problems within the scope of employees, employees, laborers, managers and other employees to be able to support the activities of an organization or company in order to achieve predetermined goals.

Human resource management is management that specializes in the field of personnel or in the field of personnel [1]. Human resource management (HRM) is a form of recognition of the importance of organizational members (personnel) as resources that can support the achievement of organizational goals, the implementation of functions and activities of the organization to ensure that they are used effectively and fairly for the benefit of organizations, individuals and society.

This is a form of recognition of the important role of HRM in organizations, the challenges of managing Human Resources (HR) effectively, and the development of branches of science and professionalization in the HRM sector. Technological advances create new jobs and accelerate job disappearances.

HRM is a part of management work that deals with humans, both as individuals and as groups, and with its contribution to organizational effectiveness [2]. HRM is a management activity that includes empowerment, development, assessment, and remuneration for humans as individual members of the organization.

Matters relating to HRM are: (1) more than usual emphasis on integrating various HR policies with planning; (2) HR management responsibility is no longer the responsibility of a special manager, but the management as a whole; (3) there is a change from a management union relationship to an employee management relationship; and (4) there is an accentuation of commitment to train managers to be able to play an optimal role as activator and facilitator [3].

The specific objectives of HRM are: (1) to improve the productive contribution of employees to the organization in a way that is responsible strategically, ethically, and socially; and (2) reflect the manager's strategy and balance the challenges of the organization, the HR function, and the people it affects. In general, the objectives of HRM include four aspects.

The social goal of HRM is for organizations to be socially and ethically responsible for the needs and challenges of society by minimizing their negative impacts [3]. The organization produces output for certain groups in society.

School organizations, in this case students and alumni, are expected to improve the quality of society and help solve social problems.

The implementation of social goals in the field of education, especially schools, is the School Health Unit program and social service programs.

Organizational goals are formal goals designed to help the organization achieve its goals. The HRM section was formed to assist in realizing organizational goals.

School personnel are utilized effectively and efficiently to achieve school education goals. The effectiveness of the school depends on the effectiveness of the existing human resources in the school. The key to the continuity of the school organization lies in the effectiveness of the principal in fostering and utilizing the expertise of teachers and employees by trying to minimize human resource weaknesses.

Functional objectives are the goals to maintain the contribution of human resources at a level appropriate to the needs of the organization [3]. So that the principal in this case seeks to improve the management of teachers and employees by providing appropriate consulting services, managing effective recruitment programs, training, and being able to test the reality when teachers and employees come up with new ideas for developing schools.

Individual goals are personal goals of each member of the organization that will be achieved through their activities in the organization [3]. If organizational goals and personal goals do not match, it is possible that employees will choose to withdraw from the organization. The principal must also focus on achieving conformity to the achievement of goals with the teacher, by assessing the knowledge, abilities, needs and interests of teachers in schools.

Organizations try to create conditions in which every employee is motivated to contribute as best as possible to organizational effectiveness [2].

This is important for school principals, because schools cannot be maximally effective and efficient without the full cooperation of teachers and staff.

HRM is the science and art of managing the relationships and roles of the workforce effectively and efficiently so as to achieve common goals, organizations, employees, and society [4].

So that HRM has an obligation to understand the increasingly complex changes that always occur in the organizational environment, anticipate these changes, both changes in science and technology, and understand the international dimensions that are starting to affect organizations due to rapidly developing information. The purpose of writing this article is to describe the process of human resource management in elementary schools.

2. METHOD

Referring to the purpose of writing articles, the method used is literature study.

The function of literature study: (1) to study the history of research problems, so that it can be shown that the problem has never been researched or if so, the existing theory is not yet solid; (2) to assist in the selection of research methods by learning from previous research experiences; (3) to understand the theoretical framework or background of the problem under study; (4) to understand the advantages or disadvantages of previous studies, because not all studies produce solid findings; (5) to avoid unnecessary duplication (the results of this function are written as research authenticity); and (6) to provide reasoning or reasons for selecting problems (the results of this function are written as background) [5]. There are two main components used by researchers in writing literature studies, namely: (1) theoretical framework; and (2) studies related to research topics and themes [6].

Literature study is a study carried out to solve a problem which basically rests on a critical and in-depth study of relevant library materials.

The several elements in this literature study are: (1) describing the research subject, issue, or theory objectively from the literature review; (2) divisions of the literature review were categorized (eg to support relative and alternative positions); (3) describes how from each literature review the similarities and how they vary from the others; and (4) making conclusions from each section providing input from various arguments, to understand and develop the research area [6]. Researchers in presenting the results of this literature study explain the relationship between the research conducted with other studies with the same topic.

Researchers not only state the relationship, but also clearly state the similarities and differences between their research and other similar studies.

The results of this literature study can: (1) identify the position and role of the research being carried out in the context of a broader problem; (2) expressing his personal opinion whenever discussing the results of other research he has studied; (3) using literature from other disciplines that can have implications for the research being carried out; and (4) present the results of the library in a conceptual framework of thinking in a systematic way.

3. RESULT

HR is a source of human-derived strength that organizations can empower. Human resources are human resources and are strength. In order to become a power, the quality and competence of human resources must be improved.

Humans as social beings always live in organizations. Humans are the most important element in all organizations. The success of an organization in achieving its goals and facing various challenges is very much determined by its ability to manage its human resources appropriately.

HRM is a concept and technique needed to deal with aspects of personnel, such as selection, training, rewarding and assessment. The following describes the research results from the literature study on HRM in elementary schools, which include: (1) job analysis; (2) employee selection; (3) orientation and placement; (4) training; (5) mutation; (6) promotion; and (7) compensation.

3.1. Job Analysis

Job analysis is an activity that serves to assist the implementation of management in employee recruitment in an effort to provide for employee needs.

Mangkunegara [7] argues that job analysis is based on the type of work, the nature of the job, the estimated workload, the estimated capacity of employees, the levels and number of positions available, and the tools required in its implementation. The process of gathering information for each position, studying various information related to work operationally and its responsibilities, and compiling information regarding specific tasks, types of work, and responsibilities are activities carried out in job analysis.

Job analysis as a guideline for recruitment and placement, determining the number of employees, and the basis for activities in HRM [1]. Job analysis as a guideline for determining the conditions required for hiring and placing employees.

The accuracy of the recruitment and placement of employees is influenced by the requirements of the employees. Determination of the number of employees can be identified with job descriptions and development and establishment of standard positions. Job analysis is a guideline for other HRM activities, namely transfer, promotion, training, compensation, and equipment requirements.

Job analysis is assumed to be able to know the conditions of the position in detail.

Information obtained from job analysis is: (1) name of position, work location and average wage; (2) work relations and positions in the organization; (3) duties, authorities and responsibilities assigned to the office holders; (4) equipment and materials used; (5) work environment conditions and work risks; and (6) physical, mental, knowledge and educational requirements.

3.2. Employee Selection

Employee selection is a process to find candidates or employee candidates to meet the organization's HR needs. A good selection process will determine the organization to get a workforce that has a competitive advantage [8]. HR training and development activities also have an important role, but organizations will experience difficulties when obtaining human resources that are poorly qualified or unsuitable due to poor selection processes. The lack of skills possessed by human resources can be anticipated with a training program, but there are consequences that must be borne by the organization, namely an increase in the allocation of funding to develop these poorly qualified human resources. If not allocated, customer satisfaction to the organization can decrease.

A good HR selection procedure is expected to get employees who can be a source of benefit from the competition it has. Meanwhile training and development are also critical in nature, they are used to fulfill employee requirements.

The skills possessed by employees can be improved with training, additional budget expenditures are needed to catch up with the organization's lags in the implementation of training.

Complex organizations are very selective with their staffing decisions. The selection process includes defining requirements, attracting candidates, and selecting candidates [9]. Descriptions of requirements include preparation of job descriptions and specifications, defining terminology, and employee conditions. Attracting candidates includes reviewing and evaluating the applicant's alternative resources, the organization's internal and external capabilities, publication selection, and using a consulting service bureau. Selection of candidates includes selecting applicants, interviewing, testing, predicting candidate competencies, offering jobs, and preparing employee contracts.

Employee selection is a process of finding the right employee from the many existing candidates or candidates. The initial step that needs to be done after receiving the application file is to see the curriculum vitae of the applicant. Then from the applicant's curriculum vittae, sorting is done between the applicants who will be called and those who fail to meet the standards of a job.

Then next is to call the selected candidates for a written test, job interview, and other selection processes.

Teacher selection pays attention to academic competence and field skills, communication skills, and pedagogical abilities [10].

Selection criteria emphasize personal factors. In identifying and determining selection criteria, the principal needs to form a selection team which includes the Head of the Education Office and a representative of the school principal.

The selection process to become an employee revolves around the level of competence being tested. The domain of teacher skills includes basic skills, general education, professional education, and specialization in the scope of the field of study.

The principal and the selection team compile insights into staffing job descriptions. The job description includes a view of the needs of the job, the field of work, information about the community and school background, a general description of the job position offered and its responsibilities, the required teacher's relationship to the school system, the benefits of the position offered, the qualifications required, and special matters in employment such as work contracts, salaries, and holidays.

3.3. Orientation and Placement

After the selection criteria are determined, the selection team determines the placement procedure for candidates who meet the criteria and programs orientation activities.

The purpose of orientation is to help new employees make good adjustments to the workplace. Based on this, schools need to hold orientation activities even though they are only cursory, because with this orientation the teacher just knows the conditions of the school so that they are expected to adapt to the school environment. Orientation allows teachers and new staff to be familiar with the school environment and gain a sense of belonging which is the seed of commitment to school.

The main goals of workplace orientation are to: (1) make new employees feel welcome and comfortable; (2) creating a positive perception of the organization; (3) communicate basic organizational procedures to new employees; (4) forms the basis for ongoing training; (5) confirm the employee's decision to join the organization; and (6) initiating the process of integrating new employees into the organizational workforce [11]. The procedure that can be used to determine employee placement is by means of a placement test and personal interviews.

Placement examinations aim to screen and determine who should be invited to interview. Information that needs to be submitted and analyzed in relation to placement includes age, gender and family status. After the prospective teacher is accepted, the next process is placed and orientation. Placement is carried out after the analysis program in preparation for placement, so that prospective teachers can be assisted for orientation in the school environment. Aspects that need to be introduced are the characteristics of the community, the school system, their position in the learning process, and other employees related to their field of work.

3.4. Training

Workers who work for organizations or companies must master the work that is their job and responsibility. For this reason, a provision is needed so that the existing workforce can be more masterful and skilled in their respective fields and improve existing performance. Training is the process of helping workers to gain effectiveness in their current or future jobs through developing habits of proper thoughts, actions, skills, knowledge and attitudes. That way the process of developing and evaluating employees is very important, starting from employees at low and high levels. Training is a part of education that is specific, practical, and immediate [3].

Specific training related to the field of work being carried out. Training is intended to improve mastery of various job skills in a relatively short time. Training seeks to prepare employees to do the work at hand so that they can continuously develop their performance for the better. Human resource development is a long-term educational process with reference to systematic and well-organized procedures where human resources are given training on conceptual knowledge and general organizational goals [12]. HR development is a long-term systematic educational process and organizes procedures in which the personal managerial of each employee learns conceptual and theoretical knowledge for general organizational goals.

Training methods that can be implemented by schools to improve the quality of teachers and employees are: (1) the on the job training method, where teachers and new employees learn their jobs by observing teachers and other employees who are doing work. teachers and senior staff provide knowledge from their

experiences; (2) the vestibule method, a separate room provided for training places for new teachers and staff, carried out with a large number of participants, and supervised by an instructor; and (3) the classroom method, which is a method of training carried out in the classroom, namely with the format of lectures, conferences, case studies, role playing and programmed teaching.

The place where teachers can develop their competence is the teacher forum. The teacher forum is an appropriate forum for implementing teacher training. Teacher forums allow teachers to have deliberations to solve problems faced by teachers both in handling students and in learning activities so that programs arranged according to the curriculum can be implemented properly [13].

The functions of the teacher forum are: (1) improving the quality of teacher professional competence in planning, implementing, and testing or evaluating classroom learning, so as to be able to strive for improvement and equity in the quality of education in schools [14]; and (2) undertaking workshops, symposia and the like on the basis of innovative classroom management and effective learning management, such as active, creative, effective, and fun learning; results of classroom action research; and the results of comparative studies or various studies of information from various sources. The teacher forum seeks to provide assistance to teachers, especially regarding learning materials, methodologies, evaluation systems, and supporting facilities. The implementation of teacher forum activities requires collaboration between subject teachers and teachers of different subjects so that it can increase teacher experience and motivation in implementing teacher forums.

Cooperation across disciplines of subjects is expected to increase the knowledge and quality of teachers which can be used as provisions for carrying out the learning process. Teacher forum activities are an integral part of the duties and profession of teachers in an effort to improve their abilities and skills to support learning activities.

3.5. Placement

The process of moving employees from one job to another which is considered to be of the same level is a transfer activity. Mutation activities are carried out to implement the principle of placing employees in the right place [1]. Mutations are based on several reasons, namely workability, sense of responsibility, and pleasure. It is expected that with the transfer of employees to carry out work effectively, efficiently, and can improve their performance. However, it must be noted, employees can have the wrong perception that the transfer is a punishment. This can result in decreased effectiveness, efficiency and employee performance. Mutations can be sourced from management and employees themselves.

HRM is a central source in decision making and determining all policies related to employment issues. The idea of mutation originates from the desire of an employee by submitting his wish to be transferred to a work place within the organization. The appointment, placement, and distribution of educators and education personnel are regulated by the institution that appoints them based on the needs of the formal education unit.

The distribution of teaching staff is carried out as an effort to equalize and quality of teaching staff. Movements apart from paying attention to individual teacher interests must also pay attention to other factors such as the ability of the institution to be targeted, the distribution of teachers, and the need for teachers. Taking into account these factors, it is hoped that there will be no gaps in the number of teachers between one school and another. Certain schools have excessive teachers while other schools have a shortage of teachers, so an effective transfer is expected to solve this problem.

3.6. Promotion

Motivation that can encourage someone to actively participate and improve their quality in an organization is an opportunity to advance. Promotion is a move from one position to another that has a higher status and responsibility [3]. Promotion is carried out starting from the interests of the organization. Teachers who excel can be promoted to become school principals or supervisors. Promotion based on seniority is calculated from the length of service.

Organizations take this method with the following considerations: (1) to reward someone's services, at least in terms of loyalty to the organization; (2) ordinary assessment is objective by comparing years of service; and (3) encouraging organizations to develop employees to be promoted [15]. Promotion is an award for employees who have good achievements and based on the results of their performance evaluation. Promotion must also be seen as a new, bigger responsibility for employees who have the opportunity to get a

promotion. A fair promotion system will improve staff performance and ultimately improve school organizational performance.

Therefore, school organizations must have an employee performance appraisal instrument so that later when there is a promotion, it can be carried out fairly and can be accounted for. A teacher who can be promoted must pay attention to various factors, namely experience, level of education, loyalty, honesty, responsibility, communication skills, work performance, and level of creativity. Based on this, it is necessary to carry out an evaluation so that it can be seen who can be promoted.

The evaluation uses guidelines and is carried out systematically, comprehensively and objectively. The conditions that must be met in order to be promoted must also be clear, schools and agencies provide equal opportunities and support activities to fulfill these requirements. Candidates who will be promoted are also carefully prepared, abilities, talents and interests are important priorities to pay attention to.

3.7. Compensation

Compensation is the reward for regular employee work contributions from the organization.

Compensation is a form of appreciation to HR from organizations who have done organizational work through incentives and benefits [16]. The organization must be able to develop and improve the HR salary system. Incentive programs, such as giving awards to high-achieving and high-productivity human resources, are currently the commonly used compensation system.

The problem commonly experienced by organizations related to providing compensation to HR is an increase in allowance costs. Compensation is a ransom reward for people who do work for the organization with pay, incentives and benefits.

Employers must develop their basic and net wages and salary systems. Also, incentive programs such as gainsharing (greater share with productive employees) and rewards are used to increase productivity. Immediately increase productivity to achieve goals, especially health services to employees, which are expected to be implemented so that it becomes the main news for the organization. This is important for schools to pay attention to to improve teacher productivity and quality in learning.

Appropriate compensation is very important and adapted to the existing labor market conditions in the external environment.

Compensation that is not in accordance with the existing conditions can cause employment problems in the future or can cause harm to the organization. Protection also needs to be given to workers so that they can carry out their work calmly so that the worker's performance and contribution can be maximized from time to time. The organizational reward system deals with organizational strategy and policies. The purpose of giving awards to HR is to provide a sense of justice, equality, and consistency in accordance with the contribution of HR to the organization [9].

Compensation has a positive relationship with the process of achieving organizational goals. Rewards from management are related to the formulation and implementation of strategies and policies, meaning that people who are rewarded better, are more appropriate, and employees are consistent with the values of the organization and help the organization achieve strategic goals.

Compensation as a form of payment or compensation given to employees from performing their work. Schools need to pay attention to compensation as a reward to teachers and employees who are actively involved in achieving school goals.

Compensation for teachers can be in the form of allowances, incentives, and bonuses from schools based on applicable regulations. The principal pays attention to the welfare of teachers in order to minimize the imbalance of economic factors among teachers. Fulfilling the needs of teachers is expected to be consistent and active with the main task of carrying out learning activities with students.

So that the case of teachers who leave their main duties as educators because they work in other fields can be resolved.

4. DISCUSSION

A broad view of the HRM concept has given practical meaning. Based on this point of view, the relationship between HRM activities and contributions and the success of the organization in achieving its goals. This awareness can increase the effectiveness of the organization where every resource is involved in achieving the desired results.

The main trends and crises affecting HRM are: (1) costs associated with HR factors; (2) productivity crisis; (3) the complexity of the changes; and (4) personnel problems that occur in the workplace [17]. School as an organization realizes the importance of HR management.

The source of financial finance is not considered the only important asset of the school but is expected to have the right human resources and be able to manage the school organization effectively. HRM in schools is designed to manage and develop teacher abilities, so that they can carry out learning activities effectively [18]. Productivity is influenced by the effectiveness of HRM. This is due to the level of utilization of the HR aspects of the school. The more effectively teachers as the spearhead of school human resources are utilized, it can be predicted that they will make a greater contribution to the achievement of school productivity. Professional teachers in shaping student competencies according to their individual characteristics. Improving the quality of education is inseparable from improving the quality of teachers in learning. Schools can organize various trainings such as training for learning modules, making teaching aids, developing syllabus, and making standard materials [19].

Changes that have occurred as a result of global pressure and influence have encouraged schools to continue to strive to improve teacher quality. Schools place a top priority for quality improvement through an effective and sustainable HRM process. Teachers are expected to be able to make an effective and significant contribution to the continuity of the school in a changing situation.

There are problems related to teachers encouraging schools to implement MSDM in order to minimize and overcome problems. Some of the problems that are often experienced by teachers such as being bored in learning activities, unable to operate or use tools as a result of technological sophistication in learning, and the absence of efforts to improve their abilities such as participating in training [20]. These problems must be resolved through the HRM program in order to increase teacher participation and ability to achieve school education goals.

Training activities on the use of learning media with the Microsoft Power Point program, Macromedia Flash Player, SwishMax, and the use of the internet are activities that can be carried out by schools to improve the quality of teachers' abilities in learning.

Educational personnel are all people involved in educational tasks, namely teachers as the main role holders, managers / administrators, supervisors, and employees. Education personnel need to be nurtured to work better with the community. There are a number of symptoms that require personnel development.

These symptoms are: (1) personnel are too obedient to their superiors for various reasons, subordinates feel obliged to fulfill the superiors' wishes without considering whether it is appropriate or inappropriate to do; (2) education personnel work too mechanistic, routine, like machines, their actions are always based on rules and / or orders from superiors; (3) dissatisfied with a good design of how to serve or meet the needs of students; (4) there is a change in the context and content of the role of the students, this change makes education personnel confused, feel insecure, or some even feel competed with; (5) regret increases in relation to communication problems, data users do not try to solve these problems, they can only complain and regret the bad situation; (6) the inability of managers / managers to leave authoritarianism with a hierarchical leadership model, so that personnel relationships, especially between superiors and subordinates, become rigid; (7) erroneous and sluggish decision making, which can make personnel confused, have difficulty in working, internal anger, and so on; (8) regulations, norms and standards no longer function properly, because they are out of date; and (9) high conflict or conflict between groups and / or within the group itself. having difficulty at work, hidden anger, and so on; (8) regulations, norms and standards no longer function properly, because they are out of date; and (9) high conflict or conflict between groups and / or within the group itself. having difficulty at work, hidden anger, and so on; (8) regulations, norms and standards no longer function properly, because they are out of date; and (9) high conflict or conflict between groups and / or within the group itself. From the nine symptoms, it appears that it is not only the personnel who need to be nurtured or developed but also the institutions.

The goal of development both through personnel and through the organization is to improve organizational performance by creating a positive human resource climate.

Organizational development also seeks to improve their respective competencies. In order for the education personnel development process to run smoothly and continuously, effective leadership is needed [21], [22]. It is a leadership that respects the efforts of subordinates, who treats them according to the talents,

abilities and interests of each individual, which provides encouragement and directs themselves towards achieving the goals of educational institutions.

Leaders who are high in both dimensions of leadership are effective leaders. The two dimensions of leadership are task-oriented leadership and human relations-oriented leadership. Task-oriented leadership is a leader who only emphasizes the completion of tasks to his subordinates regardless of the development of talents, competencies, motivation, interests, communication, and the welfare of subordinates.

Conversely, leadership that is oriented to human relations only emphasizes the development of their personnel, their satisfaction, motivation, cooperation, relationships, and their welfare. Therefore, good leadership is leadership that integrates task orientation with human relationship orientation [23]. Only in this way will leadership be effective, that is, it is able to achieve organizational goals on time. Because this effective leadership can carry out management functions well, including carrying out planning well too. Effective leadership always takes advantage of cooperation with subordinates to achieve organizational goals. Because that way the managers / administrators will get a lot of help from the thoughts, enthusiasm and energy of their subordinates.

The educational work performed by the leaders effectively, as a continuum of planning and management, is: (1) managers discuss with their subordinates; (2) managers are assisted by subordinates; (3) managers are assisted by their subordinates to find the best way of solving problems; and (4) manager's actions are approved by subordinates [24].

Fiedler [25] calls this kind of work a situational model. A study shows that the organizational factors in which professionals work affect their personalities and professions. It goes on to say that professions and organizations promote their personality and autonomy as professionals. Only in a warm organizational climate will freedom of speech work well, namely the right of a professional to discover, teach and publish the truth as he sees it in his specialty. The life of a professional is not only seen in his independent activities and guaranteed freedom of speech, but also in the opportunity to pursue knowledge / knowledge regardless of popularity.

The characteristics of the activities of these professionals need to be supported by the educational organization atmosphere.

5. CONCLUSION

HRM is the process of utilizing human resources to achieve organizational goals. The results of this research conclude that the HRM process in schools is: (1) job analysis; (2) employee selection; (3) orientation and placement; (4) training; (5) mutation; (6) promotion; and (7) compensation.

Schools as educational institutions will easily achieve goals when they have human resources who have high competence and professionalism in carrying out their work. The principal as an education administrator has a strategic role in running the wheels of the school education organization.

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