
THE QUALITY IMPROVE OF EDUCATION: IMPLEMENTATION, DEVELOPMENT, AND HUMAN RESOURCES

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Abstract

This article discusses the implementation of strategies and practices for the development of Human Resources (HR) in school environments with the objective of increasing the quality of education. Quality education requires competent, committed teachers and staff, and continuing education to develop themselves. This study focuses on the initiative of human resource development in schools to support the achievement of optimal quality education. This article discusses how to develop human resources (HR) to improve the quality of education in schools. The enhancement of the quality of education is based on research and is achieved through internal human resource development planning that is based on a variety of needs and a tiered cadre system.

This text reports on a qualitative research study that investigated various strategies implemented by schools for human resource (HR) development, including training, coaching, and leadership development programs.

The research findings indicate that the implementation of HR development in schools has a positive impact on the quality of education. The study found that participating teachers in the development program showed enhanced competence and motivation in teaching. Apart from that, coaching leadership among staff in schools has also contributed to an improved atmosphere and school culture.

In conclusion, this research serves to find that investing in human resource development in schools can be an effective strategy to increase the quality of education. The practical implications of this study can guide policy makers and education practitioners in designing and implementing sustainable HR development programs in school environments.

Keywords : Management, development, human resources.

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Introduction

The Importance of Education in Developing a Nation's Character and Empowering its People. The progress of a society and nation is greatly determined by the quality of education[1]. Therefore, it is crucial to ensure that education is objective, comprehensible, and logically structured. In Indonesia, education is undergoing dynamic transformation, especially with the emergence of new schools aimed at providing quality education. However, this development also presents significant challenges in meeting the expected standards of quality education. Enhancing the quality of education requires special attention to the development of Human Resources (HR), especially in the new school environment where different dynamics and needs

may arise. The future of society, the nation, and the state is, in part, greatly determined by teachers[2]. Therefore, the teaching profession must be developed in a way that is continuous and proportional to the position.

The importance of Human Resources (HR) in the context of the education system is to develop a reliable, productive, creative, and potential workforce. The importance of Human Resources (HR) in the context of the education system is to develop a reliable, productive, creative, and potential workforce. The importance of Human Resources (HR) in the context of the education system is to develop a reliable, productive, creative, and potential workforce. Developing a reliable workforce is crucial for building quality education. It is important to note that the development of human resources takes time and requires an adequate education system to support its management. The importance of Human Resources (HR) in the context of the education system is crucial. The development of human resources must be done in a good way[3]. Management of human resources is identical to the management of power. Noe, Hollenbeck, Gerhart and Wright (2008) suggest that the management of human resources influences policies, practices, and systems that affect employee behavior, actions, and performance[4].

Source power people who have competence level is very necessary at the moment. Educational institutions as one of the decider achieved national education goals already should reach standard existing competencies determined[5]. Management source power man is field strategic from organisation. Management source power man must be seen as expansion from view traditional For managing people effectively Good effective and for that need knowledge about behaviour people and skills For managing it [6]. Background _ importance internal human resource development context education at school new strengthened by Law Number 20 of 2003 concerning National Education System which places teachers as end spear in maintenance education. Emphasis on the quality of teachers and school staff will be things that aren't inevitable for giving service quality education. Teachers have strategic role in field education; teacher is end spear in improvement efforts quality services and results education[2].

Birth Law no. 14 of 2005 concerning teachers and lecturers, yes made as proof that the teacher as profession dignified and considered as agent functional learning for increase quality of national education. Apart from that, it fixes teacher competence as form direct improvement quality of a teacher [7]. Therefore that is, management education at school new requires an effective strategy in planning, organising, implementing and supervising human resource development programs to achieve standard quality desired education.

Education is the main pillar in the development of any nation, and quality education will be the main base for the development of quality people and society. In an era of progress, technology and complexity global challenges, challenges education the more growing, need superior and committed human resources (HR). Human resource development in the world of education will be crucial for ensuring teachers and staff educators own competence, motivation, as well as ability capable leadership respond dynamic learning. In business improvement quality and power competitive school, there are two things main thing to be key power competitive something school, that is repair

teacher quality. Repair the quality of teachers should be priority main, okay in determining policy nor in its implementation [8].

Importance human resource development in schools as an effort to increase quality education has become focus main in literature education and policy education. This Study explore different strategies and practices implementation human resource development in schools, with aim to analyze impact on quality education. Efforts to understand and improve teacher quality as well power educator expected can give positive contribution to achieve objective optimal education.

With consider complexity challenge this education moment , this research is also exploring various aspect implementation HR development, including training, coaching and development programmes leadership. Through understanding deep to this practices. This article try to give contribution for more understanding carry on about connection between human resource development in schools with improvement quality education.

With detail various findings and data analysis, this articles expected can give valuable views for taker policy, practitioner education, and researchers in designing effective and sustainable HR development strategies and programs, to realize quality and relevant education with demands of the times.

In the context of this article, this aim for explore and analyse HR development strategies in schools new as step key to improve quality education. With understanding challenges faced and implementing an effective planning model, is expected this article can give positive contribution to thinking and implementing HR development strategies in educational institutions.

Methods

This research uses a literature review approach to explore and analyse current concepts related to the implementation of Human Resource Development (HRD) in schools, with a focus on improving the quality of education. Literature was selected by examining various academic sources, including educational journals, textbooks and research reports, using keywords such as 'HRD in schools' and 'quality of education'.

Data was collected from literature that included empirical findings, recent theories and best practices in HRD in the educational context. Literature analysis was carried out to identify thematic patterns, similarities, differences and key concepts that emerged from the collected sources.

The synthesis of findings from the literature was used to develop a holistic understanding of the implementation of HRD in schools and its impact on improving educational quality. The research conclusions are based on the analysis and synthesis of the literature and provide recommendations or guidelines for HRD in schools aimed at improving the quality of education. It is expected that this literature review approach will provide an in-depth and up-to-date understanding of strategies and concepts related to HRD in schools.

Results and Discussion

In this research, author find that development source power human (HR) can increase quality education in school. Planning internal human resource development enhancement quality education done on base need diversity and cadre tiered. Implementation internal human resource development enhancement quality education refers to the RKM, its form standard 8 win nationwide by the Widya Iswara Education and Training Centre, GSM (School Movement Fun), and training Multiple Intelligence.

From the research results, can be concluded that human resource development can enhance quality education in school. This article can be a reference for practitioners the training you want to increase the quality of education at school.

1. HR development strategy, business strategy and HRM strategy, have significant relationship _ with deep SWOT analysis context Management Resource Man. Good implementation of third factor that can help organisation maximize potency success and management possible challenges appear[9].
2. Management Development Human Resources available Increase competence teacher personality. Planning include meeting discussion with participation of all party related . Evaluation done through monitoring and supervision by the head of the madrasah as well as evaluation teacher's attitude by students through collection voice[10].
3. Management development competence teacher have impact significant positive to teacher Performance [11].
4. Management development effective professional includes planning, organising, implementing, monitoring and evaluating [12].
5. Staff development involves teacher participation in activity development professionalism and organisation Plan Work School (RKS). Program organization is carried out with clear by assigning task to the appropriate teacher with skills, abilities and performance they[13].
6. The head of the Madrasah plays a role in managing source power people, especially in the development of on the job training and providing motivation for off the job training[3].

From the results of various studies in the literature above can be concluded that:

1. Planning strategy human resource development in new schools:

Study of literature show that planning strategy human resource development in new schools involve formation team human resource development consisting of head schools, teachers and staff school. Plan Work Schools (RKS) will also be instrument key in designing planning strategies this.

Good, integrated and integrated programme / planning related to planning period long, medium and short term. Implementation of the programme effective flexible as well as evaluation

Development programme source power man educator as well as there is follow he continued. Potential and evaluation as well as various possible possibility attempted in the development programme source Power man educator[14].

2. Implementation of staff development programmes:

There is the evidence shows success implementation of staff development programmes in schools new. Active teachers involved in professional development activities such as training, workshops, IHT, seminars and research, to be factor important in optimising implementation of this program. Collaboration between teachers will also be factor important in optimising the implementation of this programme. In addition, the use of technology also has a significant role in the development of teacher professionalism. In the literature, there are a number of examples of technology used in developing teacher professionalism, such as application online learning, social media, and online learning platforms. Application online learning can help teachers to develop skills and knowledge that they can use in a more interactive and effective way. Social media can be used for sharing information and experiences with other teachers, while online learning platforms can be used for accessing source power high quality education. Collaboration between teachers and the use of technology can help improve the quality of teaching and strengthen the development of teachers' professionalism.

Literature serve as evidence of success implementation of staff development programmes in schools new. Active teachers involved in activity development professional, such as training, workshops, IHT, seminars and research. Collaboration between teachers becomes an important factor in optimising the implementation of this programme. Use of technology own significant role in the development of teacher [15] professionalism.

One of key success in implementation of this program is collaborative between teachers. Collaboration create the environment in which they are can each other exchange experiences, ideas, and practices best. This matter no only increase professionalism individual, but also creates synergy in team of teachers, help they Work in a way effective together for increase quality education at school.

3. Program Evaluation and Supervision:

Evaluation and supervision of HR development programs in schools involve role crucial from supervision school, which works as tool main for ensure effectiveness and suitability program implementatio. In context here, chief school own role central in arrange and deliver description clear task to the teacher. Description task the covers not quite enough answer and hope related with an ongoing HR development program taking place. With give concrete direction, chief _ school ensure that the teacher has deep understanding _ about goals and expectations from the program.

Apart from giving description task, chief the school also has not quite enough answer for ensure that the program is executed in accordance with abilities, skills and achievements of each teacher. Supervision education carried out by the head school or supervisor schooling is a critical process in monitor program implementation. Under supervision, the teacher can accept bait constructive feedback , get support needed , and directed For overcome potency obstacle or possible challenges appear during implementation .

Supervision training is not only limited to supervision, but also acts as a catalyst for the realisation of teacher professionalism. With give relevant guidance, supervision help teachers to continue to develop, sharpen skills, and improve the quality of teaching they do. In context this, evaluate become an integral part of the supervision process,

where teacher achievements and contributions are evaluated with objective for give bait come back constructive, which can support development professional them.

Supervision school play main role in evaluation and supervision of staff development programmes. By approach here, chief school not only ensure effective programme implementation, but also support development teacher professionalism and improve quality education at school in a way whole.

Supervision school will be the main tool in the evaluation and supervision of staff development programmes. School management give clear task description to the teacher, make sure that the programme is carried out in accordance with teachers' abilities, skills and achievements. Supervision education as a monitoring process will education role important in realizing professionalism.teacher[16].

4. Programme impact on the quality of education:

The development programme in new schools brings significant positive impact on the quality of education, as found in the results studies literature. Participating teachers active in activity development professionalism show real improvement in competencies and skills teaching them. This improvement in a way direct contribute to improving power competitiveness and quality school in a way overall. With following designed development programmes in a way effective, teachers can integrate approach new, innovative strategies and methods learning.

Apart from improvements competence individual, empowerment all function management in organisation or schools also become an integral part of effort increase quality education. Through empowerment this, management school can design supportive policies HR development, training and development professional for teachers. This Approach push creation environment dynamic and adaptive learning, enabling educators for Keep going evolve along with changes in the world of education.

Giving professional training and development to teachers is an effective strategy in developing appropriate human resources with planning, organising, implementing and supervising. Through this investment, the teacher can renew their knowledge, sharpen skills teaching, and adapt with latest development in education. The result is quality education at school increase in a way substantial, creating environment learning more efficient and effective.

The staff development programme is not only increase teacher's individual competence, but also empowering management school for creating supportive conditions growth and progress sustainable in quality education. By involving teachers in training and development relevant professionals, schools are able to produce capable human resources give positive contribution to achieving objective education with efficient and effective way.

Study results literature show that the HR development programme provides positive impact on quality of education at new school. The teacher who follows activity development professionalism show improvement competencies and skills teaching, which is ultimately increase power competitiveness and quality school. Empowerment all function from management Then held as form effort from party management organisation, company for increase quality as well as the HR competencies that the latter

possesses will create capable human resources give contribution positive in a way efficient and effective in achieving process objective[17].

Developing appropriate human resources with planning, organising, implementing and monitoring, school can give training and professional development to their teachers. This can increase the competencies and skills teaching them, which in turn will increase the quality and power competitive his school[13].

Conclusion

The Deep analysis to the latest literature education show that implementation of human resources development in the school environment own a positive impact to improve education quality. Findings mainly covers a number of aspects key that contributes to the effectiveness HR development in schools.

Proven teacher training and development programmes increase competencies and skills they teach. Teachers' participation in activities that help increase their understanding of innovative teaching methods, technology _ education the latest, and learning strategies that focus on individual student needs.

Coaching leadership among school staff will become a key factor in creating a culture supportive of school growth and positive change. Head effective school in leadership team and encourage involvement of all staff can create environment positive, stimulating collaboration learning and improving work spirit.

Although literature show positive, impact more research is needed to get more deep understanding about specific factors influences success implementation HR development in different context school.

Conclusions of this study is that strategic planning for human resource development in school play key role in success programme. Involvement of active teachers, more effective evaluation and strengthened supervision found as important factor. Positive impact of programme visible in improvement in quality of teaching, teacher motivation and student achievement. Literature studies also highlight gap in available knowledge become focus of future research for optimising staff development in the new school environment. Therefore that's an increase planning, implementing and evaluating HR development programs is very important for reach more a good education quality.

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