



Human Resources Management in Middle School Vocational State 4 Mataram

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Abstract

Human resources are the drivers of all organizational or institutional activities. Human resource support must also be seen from the amount and quality possessed. The purpose of this study was to determine the planning of human resources, training and development of human resources, motivation of human resources, and maintenance of human resources at SMKN 4 Mataram. This research uses a qualitative approach using a case study and is conducted at SMKN 4 Mataram. Research subjects were School Principals, teachers, students and some employees who were randomly drawn, who were willing and had time to provide information. Data obtained in this study were collected through observation, interview and documentation techniques. The results showed that: 1) HR planning at SMKN 4 Mataram was carried out in accordance with applicable regulations and procedures starting from recruitment, selection, and it was all carried out by the school's internal team. The recruitment process is adjusted to the needs of educators and education personnel according to the results of the needs analysis planning. The selection process is carried out openly by a selection committee formed by the principal, there are considerations for applicants from within the school who have work experience, the opinion of the previous leadership, the opinion of the applicant working, as well as pedagogical competence; 2) Career development at SMKN 4 Mataram is done by evaluating performance, internal mutations, leadership training proposals namely competency tests for educators and education personnel who meet the staffing requirements starting from the work period, rank order list (DUK) class rank, experience in unit units passed; 3) At SMKN 4 Mataram the Principal as the leader continuously provides motivation to all teachers and education personnel; 4) Compensation is an additional income of employees or employees provided based on performance or increased productivity or cost savings beyond fixed salary; 5) SMKN 4 Mataram has a commitment to the development of human resources for educators and education staff through various excellent programs in order to improve and develop the competence and professionalism of educators and education staff.

Keywords: Management; Human Resources; Vocational School

Introduction

Human resources are the drivers of all organizational or institutional activities. Human resource support must also be seen from the amount and quality possessed. The amount owned must be proportional to the existing workload, so that there is no shortage or excess of human resources. Likewise, the quality of human resources must meet qualifications in accordance with the requirements so that all assets owned will be managed by qualified human resources who are able to produce goods and services as expected by users or customers. Because human resources are the most important assets in the organization, they need professional management (Kasmir, 2016).

Human resource management (human resource management) refers to policies, practices and systems that affect employee behavior, attitudes and performance. Many organizations refer to the concept of HRM as "human practices" (Ahmed, 2014: 5) Human resource management aims to regulate and manage qualified, reliable and productive human resources. Human resource management is the process of obtaining, training, assessing, and compensating employees, and managing their work relationships, health and safety, and matters relating to justice (Dessler, 2015: 4).

Within the scope of the field of education, in general there are two groups of people in the administration of education, which at the operational technical level can be termed: (1) groups of people called students, (2) groups of people called educators and education personnel. Students are all people who take part in education while educators and education personnel are all people who carry out education and that is what is meant by human resources in education. In the education environment, educators and education personnel are open components that are influenced by the environment in which they are located. Human resource management will obtain maximum results, if implemented through good procedures, including the process of HR planning, selection, training and development, placement, compensation, appreciation and motivation, and dismissal, (Lecturer Team, 2009: 231).

The development of the world of education is currently entering an era marked by the onslaught of technological innovation, thus demanding an education system that is in line with the demands of the world of work. Education must reflect the process of humanizing humans in the sense of actualizing all of their potential. This is in line with Law No. 20 of 2003 concerning the National Education System, that the purpose of education is to numb the life of the nation and develop Indonesian people as a whole, that is, people who believe in and fear God Almighty and are virtuous, have knowledge and skills, physical and spiritual health, a steady personality and independent and sense of community and national responsibility.

In the education environment, educators and education personnel are open components that are influenced by the environment in which they are located. Many problems faced both internal and external (Soedijarto, 2008), namely: 1) Internal challenges arise because of the existence of human resources who pursue considerations including income, sales, finance, services, production, and others. 2) The external environment that is often faced by human resource management includes: technological changes, government regulations, socio-cultural factors, labor markets, political factors, economic conditions, geographical factors, demographic factors, partner activities, and competition.

Human resource management is an important dimension in the national development process that is interrelated with the development of other dimensions. In recruiting, hiring, assessing, developing, and perpetuating, according to Wilson, et al., (2004: 74), in the education system, human resources are the most valuable investment. In many cases, leaders must treat subordinates as important resources, choose the best for the achievement of objectives, and maintain human resources to ensure meet the needs of the organization. But there is one important thing where like it or not, the leader must decide together with subordinates about how time, energy, knowledge and skills are used appropriately. It is true that good

human resources are not recruiting entirely, but what is important is the effort to manage together human resources that already exist in the organization.

Notoatmodjo (2003: 4), states that the development of human resources can be seen in 2 (two) ways, namely micro and macro. Micro development is a process of planning education and training and managing employees. Macro development is a process of improving the quality or ability of humans to achieve the goals of national development. The improvement process here includes planning, developing and processing human resources (HR). One way to maximize HR, such as research Sukmandari (2012), shows there is a positive influence of achievement motivation and participation in MGMP together on teacher professional competence. Sugiarta's findings (2012), teachers should always strive to increase knowledge and skills, so that the ability of teachers will increase and quality education will be realized.

Recognizing the pattern of human life, which today is more concerned with human values both in its efforts to regulate political and socio-economic life, global change requires education to adjust to new changes in the meaning of life, restructuring of national education, adjusting the role of education in a rapidly developing world with the hope of restructuring education management (Tilaar, 2008: 5).

This view has the hope that in developing education management human resources with potential and quality are needed. It is clear when viewed from the provisions of the 1945 Constitution and Law No. 20 of 2003 concerning National Education System, comparing with the practice of secondary education in various countries, so that secondary education plays a role in improving the quality of human resources as part of efforts to educate the life of the nation, the level of secondary education especially Vocational High Schools (SMK) is designed to prepare students or graduates who are ready to enter the workforce and are able to develop professional attitudes in the vocational field.

Graduates of vocational education are expected to be productive individuals who are able to work as middle staff and have readiness to face global work competition in accordance with their fields of expertise. The role of vocational education as a form of implementing the Nawa Cita priority agenda launched by the President and Vice President, the Ministry of Education and Culture strengthens the role of vocational education with various policies including: (1) increasing the percentage of state vocational schools from previously 33 percent to 60 percent in 2020 (2) increase the number of SMK teachers who still number about 270 thousand people, (3) State Vocational Schools get a Special Allocation Fund (DAK) budget that can be used for infrastructure development, and purchase of practical tools and so on, (4) revitalization of Vocational Schools in order to increase productivity and competitiveness (Kemendikbud, 2008).

In connection with the description above, it is said that schools that have quality resources are schools that are able to utilize existing human resources by providing opportunities for teachers to attend training, seminars, MGMP, and so on. When teachers have broad insight, have good knowledge, and skills, it does not close the possibility that the school will progress and become a quality school and produce competent and competitive students so that many people are interested in the general public to send their children to school children in the school.

The background chosen in this study was SMKN 4 Mataram. The choosing of SMKN 4 Mataram as the background of this study was based on the results of initial observations, namely: 1) Based on a survey conducted on several State Vocational Schools in the city of Mataram, as a preliminary study of proposal writing the writer gets a picture of which State Vocational Schools are truly organizing HR management programs, judging by the public interest, focus on empowering human resources (teachers), (2) State Vocational School 4 Mataram is the State Vocational School with the most interest compared to State Vocational School the other, (3) in terms of completeness of infrastructure, (4) in terms of the number of educators and education personnel, (5) in terms of discipline, (6) Vocational School 4 Mataram

is a State Vocational School which obtains the results of the UN with integrity from the Ministry of Education and Culture, and (6) seen from the results of the national examination (UN) SMKN 4 Mataram always be the first place in the average UN score for SMK in NTB.

The other side of the SMKN 4 Mataram is designated as the Institute of Food Competency Test in the Nusa Tenggara Barat region based on the Decree. Jakarta Culinary Competency Certification Institute (LSK) on July 7, 2010, SMK that have academic achievements at the international level are (1) 1 (one) winner in the Asean Skill Dressmaking Competition in Bangkok (2) 1 (one) world-class Dressmaking competition in Canada (3) champion 6 (six) Ladies Dressmaking world level in England.

Based on the explanation above, researchers are interested in conducting research with the title Human Resource Management at SMKN 4 Mataram. The purpose of this study is to determine the planning of human resources, training and development of human resources, motivation of human resources, and maintenance of human resources at SMKN 4 Mataram.

Methodology

This research uses a qualitative approach by using a case study. The point is that qualitative research often uses interviews, observations, document reviews, survey results, and any data that can describe a case in detail (Mulyana, 2010: 201). This research was conducted at SMKN 4 Mataram. The subjects of this study were the Principal, teachers, students and some employees who were randomly drawn, who were willing and had the time to provide information.

The type of data in this study can be divided into two, namely primary data and secondary data. Primary data is data obtained in the form of verbal or verbal words or speech, behavior of the subject (informant), phenomena or images in the field from an observation or observation. Primary data in this study are: 1) human resource planning procedures, 2) human resource organizing procedures, 3) human resource career development procedures, 4) human resource compensation, 5) assessment of human resource performance, 6) school quality. While secondary data is sourced from official documents in SMKN 4 Mataram in the form of archive books and activity reports.

Data obtained in this study were collected through observation, interview and documentation techniques. Triangulation is used to check the validity of the data, and triangulation used is triangulation of sources and methods. Source triangulation is done by checking the validity of the data obtained from one source with another source.

Result and Discussion

Human Resource Planning at SMKN 4 Mataram is an effort made by SMKN 4 Mataram in order to prepare decisions related to HR Management. Planning which includes recruitment, selection, orientation, placement. In the implementation of human resource management will get benefits in accordance with the mission or vision of the organization it carries. Planning referred to is the process of setting priorities, plans and activities in labor management must be aligned with the overall organizational goals whose focus is to get the right people in the right place at the right time.

While Chatab (2007: 51) states that good planning is a unification and transformation of the behavior of personnel and organizational culture, so the need to select employee recruitment in

accordance with the culture of the organization. As data obtained from the school principal, and the SMKN 4 Mataram team, that Human Resources planning is the most important thing, because it needs to be thoroughly studied the needs of organizations related to teachers and education staff. The steps taken are: 1) need analysis based on EDS (school self-evaluation), 2) Adapted to national education standards specifically on educators and education standards 3) using instruments to dissect problems and weaknesses in any part, so that it can be known which parts are needed, 4) After conducting the analysis then proceed with recruitment. From the analysis process it can be seen the needs of teachers and education personnel in the scope of SMKN 4 Mataram, and 5) Adjusting to the needs of schools to meet the shortage of teachers.

The selection of teachers and education personnel continues to be carried out continuously. The things done in the selection of teachers and education personnel are: 1) selection is carried out openly, 2) using the internal school of the quality management team, public relations, and the head of the expertise program, and the head of administration, 3) forming a selection committee team, 4) bring in a team of psychological test from outside the school, 5) the results of the selection are followed up with the issuance of a decree for educators and education staff.

Education and training which is a form of human resource development program (personal development). One of the HR development programs is to provide opportunities for PNS teachers to continue their S2 studies with financial assistance from schools and provide opportunities for honorarium teachers to innovate and participate in every school activity both sending training and training. Honorary teachers are highly recognized for their work, so their main duties are more than that of PNS teachers, and the welfare of honorary teachers is very high. In addition to school education also cultivates IT literacy with ongoing training for teachers who have less IT so that the implementation of CBT exams, and PPDB online.

In addition, at SMKN 4 Mataram, education staff are given technical guidance held by the Department and schools to increase the competency of school treasurers, and to improve competence in IT mastery a workshop is held. Technically tiered and sustainable for all educators and education personnel. For career development, that for HR that has fulfilled requirements such as work tenure, achievement, it is proposed to occupy a higher position such as becoming a KTU. And for the teacher to be the principal. The school also invites experts for each expertise program, to provide training to productive teachers that are carried out routinely every year which becomes the school work program.

HR motivation is intended to provide power or excitement to work for the employee concerned so that the employee works with all his power and efforts so that the organization's vision and mission can be achieved. In providing motivation to teachers and education personnel by making breakthroughs and efforts including: 1) Involving and involving all teachers and education personnel in every school activity, 2) building good communication between all teachers and education personnel with transparent information systems so that what is want to be achieved or the ways of achievement and obstacles that if there will be faced together.

Motivation for employees to be willing to work together for the achievement of this common goal with two kinds, namely: a) financial motivation that is a drive that is realized by providing financial rewards to employees (teachers and education personnel) such rewards are compensation, b) nonfinancial motivation, namely encouragement which is realized not in the form of financial / money, but in the form of praise, appreciation, approach and so forth.

SMKN 4 Mataram motivates by giving compensation, namely: 1) regional performance allowance (TKD), 2) work incentives from BPP (Education Implementation Costs) with the amount received by each teacher and education staff is not the same because based on rank and position. 3)

certification is given based on the number of teaching hours and supervision of teaching and learning activities (KBM), 4) Regional performance allowances are calculated based on work attendance (daily absence) and paid in the middle of each month. It was all intended to provide responsibility and encouragement to teachers and education personnel to improve the quality and quantity of their work, besides that there was a holiday allowance (THR) namely the 13th salary for civil servants, salaries from school activities, for PTT (non-permanent employees) are given a salary from the BPP (Education Implementation Fee).

In addition to financial, it is also nonfinancial, such as giving awards to teachers and educational staff who are achievers and punishments for teachers and education staff who lack discipline in the form of verbal and written reprimands. It is all intended to provide responsibility and encouragement to teachers and education personnel to improve the quality and quantity of their work.

In maintaining and developing the physical, mental, attitude and behavior of employees so that they remain loyal and work productively and create a harmonious atmosphere to support the achievement of the objectives and Vision and Mission of SMKN 4 Mataram, it is imperative to do important things in providing health and safety at work , good communication between all big families of schools, and good cooperative relations. All of that can be realized by doing the following: 1) social funds are provided for teachers and education personnel who are married, giving birth, sick and died, 3) ASKES for PNS and BPJS for non PNS, 4) health checks for teachers and education personnel every month by bringing in health workers, 5) to provide a sense of security in the work environment, schools involve security personnel (SATPAM), "4) refrahsing namely study tour activities, table manner in hotels to support performant, 6) refrahsing namely study tour activities, tables manner in the hotel to support the performant, 7) procurement of uniforms, If there is one teacher who is sick, then all the teachers visit and the school also helps with the costs of medical treatment and teacher contributions. In addition, the leisure activities of the teachers will gather in front of the school lobby to have fun and are very happy.

Conclusion

The results showed that: 1) HR planning at SMKN 4 Mataram was carried out in accordance with applicable regulations and procedures starting from recruitment, selection, and it was all carried out by the school's internal team. The recruitment process is adjusted to the needs of educators and education personnel according to the results of the needs analysis planning. The selection process is carried out openly by a selection committee formed by the principal, there are considerations for applicants from within the school who have work experience, the opinion of the previous leadership, the opinion of the applicant working, as well as pedagogical competence; 2) Career development at SMKN 4 Mataram is done by evaluating performance, internal mutations, leadership training proposals namely competency tests for educators and education personnel who meet the staffing requirements starting from the work period, rank order list (DUK) class rank, experience in unit units units passed; 3) At SMKN 4 Mataram the Principal as the leader continuously provides motivation to all teachers and education personnel; 4) Compensation is an additional income of employees or employees provided based on performance or increased productivity or cost savings beyond fixed salary; 5) SMKN 4 Mataram has a commitment to the development of human resources for educators and education staff through various excellent programs in order to improve and develop the competence and professionalism of educators and education staff.

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