Analysis of Human Resource Management in Improving Teachers' Competence in Early Childhood Teaching at Schools

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Abstract

This study aims to explain several implementations of Human Resource Management to improve the competence of early childhood education teachers, namely: human resource planning, training and human resource development. The research method uses a qualitative descriptive approach. Data collection techniques were carried out by observation, interviews and documentation taken from teachers and headmaster. Post-data collection analysis used a data reduction pattern, data display, and data verification. The main points of the research results are: (1) the human resource planning system is carried out by analyzing all activities or workloads that must be carried out by all school components. (2) human resource training and development carried out still tends to be a formality limited to success whether or not the training was implemented, and not yet oriented to the effects of the post-training that was carried out, it was able to change for the better or not the behavior and performance of the participants towards organizational goals.

Introduction

Humans are an important resource for an institution or organization to achieve goals and achieve success/success, thus an effective and efficient pattern of human resource management is needed. Improving the competence and quality of human resources for every institution or organization is important in order to improve the quality of products or better services to the community(Maria & Sediyono, 2017). Human resources (HR) which is defined as all people who are bound in an institution to make the best contribution to the running of the organization, of course requires good management so that everyone can carry out their duties properly while supporting the organization with motivation, talent, creativity, work, and innovations from each of them (Sulis Setiawati, 2019).

Purba *et al.* (2022) defined that management is an activity process that includes planning, organizing, directing, and controlling the use of owned resources, both human and non-human materials to achieve goals (Hariastut Ni Luh Putu, 2021). Human resource management is the ability to utilize and empower other people humanely to be integrated with other resources to realize goals while developing the existence of the organization according to the dynamics that surround it. Every organization strives to have quality human resources and meet the competency requirements needed, for all its efforts to realize the vision, mission, and achievement of organizational goals for the short, medium and long term.

That's why every HR in an organization must have the following characteristics or characteristics: 1. Have knowledge of their duties, responsibilities, and authorities. 2. Have the necessary knowledge related to the full implementation of their duties. 3. Able to carry out the tasks he does because he has the expertise, skills needed. 4. Be creative, productive, innovative, able to cooperate with others, trustworthy, and loyal (Suwito, Harun, C. Z., 2017)

In the ongoing period of globalization there are changes in conditions in different fields, including the field of schooling. These circumstances should be answered relatively, particularly in regards to the issue of HR with capabilities that are as per genuine turns of events, to deliver quality schooling as per the requirements of the times(Yakin, 2019).

For the universe of schooling, HR are vital in light of the fact that people do instructive exercises. Through training, people can figure out what isn't yet known and through instruction people can shape their personality. Schooling is likewise an essential means to protect the worth framework in public activity, in this way in each instructive climate, in a perfect world all understudies are situated as subjects of training and simultaneously educators should likewise adjust to the capability of understudies. Instructors (teachers) and Employees (Educational Personnel) in schools are two significant components in instructive exercises that have an extraordinary obligation to lead understudies to their objectives (Syamsuar, 2018). The outcome of instructive projects through the educating and growing experience is unequivocally affected by many variables, one of which is the accessibility of satisfactory, skilled and proficient instructors and schooling faculty(Herawan Endang, 2019). Herman *et al.* (2022) explained teachers and training staff are perhaps of the most significant and primary asset in supporting the educational experience in schools, hence, it is important to work on the strengthening and expert improvement on a continuous premise so that school objectives can be accomplished ideally (Ningsih, 2018). Right now the advancement of science and innovation is developing quickly so it affects each educator or teacher and worker (instructive staff) in schools to work on their own skill and expert capacities (Ningsih *et al.*, 2021). One of the variables that action the progress of an instructive establishment or school is the nature of the capability of educators and representatives who work in it (Herman *et al.*, 2022). The accomplishment of expert skill of educators and workers and the nature of instructing that is depending on the situation, obviously requires appropriate preparation of Human Resources (HR) and offset with the execution of preparing and advancement of teachers (instructors) and schooling staff (Employees), so understudy learning accomplishment is additionally can work on to keep up with the best nature of graduates (Agustina and Erviana, 2020).

Improving the quality and competence of teachers in schools to be even better must go hand in hand with improving the quality of education personnel in these schools (Silalahi *et al.*, 2021). These two elements, teachers (educators) and employees (educational staff) become an inseparable part in the implementation of educational activities in schools. Both must support each other so that the quality of the teaching and learning process and educational services will be even better.

Management is a systematic way or process of doing work to achieve goals. These systematic ways include planning, organizing, guiding and directing, controlling and supervising, as well as the use of all organizational resources (both in the form of human resources and other resources) that are carried out effectively and efficiently to achieve

predetermined organizational goals (Kristianto, 2021). Every organization, whatever its form, has various goals to be achieved by utilizing all available resources, including Human Resources. HRM is the process of utilizing, developing, researching, providing remuneration, and managing individual members of the organization. HRM also concerns the design and implementation of planning systems, preparation and development of employees or employees, career development, supervision, evaluation, and compensation. HRM includes all management decisions and practices that directly affect its Human Resources or the people who work within the organization. The main key to the success of achieving the goals of an organization lies in its Human Resource Management. Because no matter how advanced civilization and sophisticated technology is, as well as the availability of adequate infrastructure, if it is not balanced with adequate quality of human resources, organizational goals will be difficult to achieve. For this reason, it must be recognized that the human element as a potential organizational resource is very important to be developed in such a way, so that it can make a maximum contribution to the organization and improve HR performance (Depdiknas, 2021) .

The capability of HRM is essentially to deal with the human component actually and effectively alongside all the potential it has to accomplish hierarchical objectives. Dealing with the human component requires specific insight and shrewdness, since people are assets who have reason, sentiments, wants and have their own objectivity, taste and expectation. In light of the elements referenced over, the undertakings of HRM are assembled into three capabilities, specifically: administrative capabilities, functional endlessly elements of HRM positions in accomplishing authoritative objectives in a coordinated way.

Sherly *et al.* (2021) state that educator capability is a bunch of information, abilities, and ways of behaving that should be moved by, dominated, and acknowledged by instructors in completing their expert obligations, showed through performance (Siagian, 2017). Ability is information, abilities, and fundamental qualities that are reflected in the propensity for thinking and acting. The propensity for thinking and acting reliably and persistently can empower an individual to become equipped, in the feeling of having the essential information, abilities and values to follow through with something (Abdurohman, 2018).

The Role of Teachers in Early Childhood Education Learning is a course of progress that includes conduct or brain research. In the brain science of learning, the cycle implies explicit ways or steps by which a few changes are achieved until specific outcomes are accomplished. So it tends to be deciphered that the educational experience is a phase of changes in mental, emotional and psychomotor way of behaving that happen in understudies(Rukayah & Ismanto, 2016). The change is positive as in it is situated in a further developed heading than the past state. The educator is the fundamental party who straightforwardly connects with the kid in the educational experience, the instructor's job can't be isolated from the presence of the educational plan(Tilaar, 2018). Educators are quite possibly of the main part in the realm of schooling. The genuine soul of training lies on the shoulders of the educator. As a matter of fact, positive or negative or the achievement or disappointment of schooling is basically in the possession of the educator. Since, the instructor plays a part to be shrewd, insightful, gifted, moral and knowledgeable. Therefore, the attitude of professionalism in the world of education (schools), is not only assessed as a formality but must be functional and become the basic principle that underlies its operational actions (Suwito, 2017).

Such demands are reasonable because in the modern world, especially in the context of global competition, it requires quality human resources and always improvises themselves continuously. So it can be said that educators or teachers are a blueprint for the implementation of education (Aulia *et al.*, 2020). Based on Law Number 20 Article 40 Paragraph 2, it is stated that the obligations of educators are: (1) to create an educational atmosphere that is meaningful, fun, creative, dynamic, and dialogical; (2) have a professional commitment to improve the quality of education; and (3) giving an example and maintaining

the good name of the institution, profession, and position in accordance with the trust given to him. In order to carry out these obligations, educators must have a number of competencies. That's why this research is very important to be carried out.

Methodology

This study is a qualitative field study that aims to comprehend the phenomena of what the study subjects experience, such as behavior, perception, motivation, action, and so on, in its entirety and through description in the form of words and language, in a particular setting, nature and by using different scientific techniques (Sugiyono, 2017). The goal of research is to understand the meanings and contexts of the behaviors and processes that are observed in the pattern of numerous aspects associated to participant perceptions. The approach that is thought to be appropriate in this research is the phenomenological approach, which aims to provide a complete, in-depth, and comprehensive comprehension of the research focus.

In order to gain a deeper and more comprehensive understanding of the observations that lie behind the information and observations made while in the field, it is better to express the data collected in the form of information, observed symptoms, information, and observations about Human Resource Management Analysis in Improving Teachers' Competence in words.

The subjects in this study were teachers and principals of one school in Pematang Siantar city. The research location was carried out Pematang Siantar, North Sumatra. The research time is January 2022.

The first stage, the researcher conducts orientation by collecting general, broad and in-depth data about things that are important, interesting and useful for further research. The second stage, the researcher conducts exploration (exploration) to collect data more focused in accordance with the research focus and find out the source of data or authorized informants and know about the things to be studied. The third stage, researchers conducted focused research, namely developing research on the focus of human resource planning, training and human resource development carried out at one school in Pematang Siantar city.

Data were collected through observation, interview and documentation techniques. Observation or observation is a technique or method of collecting data by observing the ongoing activities (Fatmawati *et al.*, 2022). Observations made by researchers by actively involving themselves in activities carried out by research subjects, then recording behavior or events and physical conditions as they occur in actual conditions. Interviews are one of the data collection techniques to obtain information by directly asking respondents. Meanwhile, (Nasution *et al.*, 2022) stated that the interview is a form of data collection technique that is widely used in qualitative descriptive. This interview was conducted orally in face-to-face meetings, both individually and in groups (Rusdi, 2019). Silalahi, Silalahi and Herman (2021) state that documentation is a method of data collection that involves gathering and studying textual and electronic records. The documents gathered are chosen in accordance with the goal and area of the issue (Makhin, 2022).

Results and Discussion
The Objective Condition of Advanced Kindergarten
Quality of Teacher Competence

At one school in Pematang Siantar city, not all teachers are certified and have complete competence. Inadequate teacher competence is caused, among others, because; qualifications and educational background are not in accordance with the field of work, lack of understanding of educational regulations, lack of mastery of subject matter, minimal learning strategies, lack of mastery of digital technology in using it to support the learning implementation process, and less able to motivate students. The above facts are a challenge for the Principal in carrying out their duties and functions as school leaders to find solutions and

innovate to develop teacher competencies in teaching and learning activities in schools in order to improve the quality of education.

The Head or principal seeks to develop more effective and efficient teacher competencies through academic and clinical supervision, empowering teachers in inter-school MGMP (Subject Teacher Consultations), motivating teachers to continue their education to the next relevant level, IHT (In House Training) and workshops or training with sources from outside the school. Several other efforts that have been made by the Head towards teachers include: establishing effective cooperative and communication relationships, providing guidance and input in completing teacher assignments, building teacher morale/work, giving awards to teachers who excel, involve teachers actively in formulating or making decisions, resolving all problems or conflicts in schools wisely according to school regulations, and creating a healthy work climate.

The supporting factors that influence the improvement of teacher competence, among others; teaching experience, work ethic, teacher's motivation and love for their profession, teacher's health condition, educational background, learning support facilities, education and training (training attended), economic condition or level of teacher welfare, and coaching by the principal (Al Iftitah and Syamsudin, 2022).

Quality of Employee Competence (Educational Personnel)

Educational personnel is defined as community members who dedicate themselves and are hired to help the execution of education in Law No. 20 of 2003 concerning the National Education System Article 1 Paragraphs 5 and 6. Where the educational staff complies with the legal standards established by applicable law, is nominated by a designated official, given specific duties in a post, and is also compensated in accordance with the norms established by said laws. Educational staff, also known as school administration staff, are the people in charge of organizing and executing administration, management, development, supervision, and technical services to support the educational process in educational units (TAS). The following competencies must be possessed by school administration staff in order to perform their duties: managerial, personality, social, and technical qualifications.

From the explanation above, it appears that the minimum competency requirements for school administration staff are clear. Meanwhile, special service officers are officers who take care of activities outside the office, for example school guards, cleaners, security officers (security guards). In that school, not all employees are certified and have complete competence. Inadequate competence of employees is due to qualifications and educational background that are not in accordance with the field of work, so that sometimes they do not understand the applicable educational regulations. At the school, the organizational unit that manages administrative activities and technical services is under the head of the school (Kemendikbud, 2021).

Therefore, the principal always ensures whether the school employees have carried out their responsibilities according to their duties or not. If not, then the Principal will also direct and assist the employee concerned to be able to work according to his/her main duties and responsibilities. The administrative staff and technical services are tasked with providing services to school residents ranging from school principals, teachers, other education staff, students, and the general public who are users of school services.

Kindergarten HR Planning Advances

Planning is basically the essence of management, because planning helps reduce uncertainty in the future. With good planning, it allows decision makers to use all available resources to achieve goals effectively and efficiently. Likewise with HR planning, this is essential in Human Resource Management (HRM), because planning will always animate various other HRM activities such as recruitment, selection and placement, training and

development, evaluation, compensation and so on. HR planning is the responsibility of the school principal.

The planning design is prepared in advance by the Principal, then the design is analyzed with his team, and its implementation is determined through a HR planning meeting which is held before the New Academic Year (odd semesters) begins, namely after the distribution of Even Semester Report Cards). HR planning meetings are held in order to evaluate the objective condition of HR in schools as well as to anticipate the possibility of job transfers or job rotations or if there are teachers or employees who resign, so that there will be no HR vacancies. If the school lacks human resources, the school will look for the right personnel to fill positions or positions related to various considerations (among others based on intellectual capacity, capability, experience, and academic achievement as well as skills), then provide training and development needed by human resources in accordance with with their work needs. If the school does not lack human resources, the planning meeting will discuss more about the training and development program plans needed by teachers and employees at one school in Pematang Siantar city.

Training and Human Resource Development for Kindergarten Advances

In principle, HR training becomes an activity that aims to maintain and improve current job performance. Meanwhile, human resource development is aimed at improving future work performance. There are several basic assumptions behind why HR is a significant, strategic and rational factor that determines the level of success in the education system, namely: (1) People are the main and most important asset in educational institutions. (2) Human qualities most determine the success of organizational goals. (3) The human element is the largest controlled variable in the institution. (4) Most of the problems that occur in an institution, are often related to performance problems / appearance of humans who work or interact in it. (5) The main concern of implementing the school system is to identify the behavior of the process of every human being involved in it and direct it to always together achieve the goals set by the school.

HR training and development is adjusted to the concept of HR planning that has been determined by the school and its implementation is the responsibility of the Principal who is assisted by his representatives. The principal first designs the concept and plans for the HR Training and Development program, then involves his representatives to discuss the concepts and operational technical plans that have been prepared by him.

HR training and development activities implemented lead to the transformation of the behavior of teachers or employees who are more competent with efforts to improve quality, refine, or maximize HR functions according to their respective fields of work. Structured and systematic HR training and development is expected to provide skills for teachers and employees according to their field of work so that they can adapt to the times, shifts in human behavior, and technological developments. HR training always presents professional resource persons for teachers and employees to help them correct weaknesses in their performance. The training activities carried out have been planned in advance, both in terms of implementation time, resource persons, funding, and evaluation.

Program Evaluation Implemented has carried out HR evaluation activities as much as possible. HR evaluation activities are carried out through monitoring, assessment, performance evaluation and supervision activities as well as HR development by school principals assisted by representatives. Evaluation relates to the process of collecting data to determine to what extent, in what ways, and in what part of the HR development objectives have been achieved. Evaluation is also used to make decisions on a process as a whole (input, process, output).

Program evaluation is the process of supplying data that may be used to establish the objectives to be met, the design, implementation, and impact to support decision-making, support accountability, and deepen understanding of the phenomena that occur. Program

evaluation is a continuous, organized process that gathers, describes, interprets, and presents data to be utilized as a foundation for decisions, forming policies, and creating new programs.

Conclusion

Regarding the training and development of human resources that have been carried out so far, the evaluations carried out still tend to measure the success and failure of training in terms of implementation, not oriented to whether the training carried out is able to change behavior effectively. As for if there is a change in behavior or an increase in his quality, is it really due to the training he has attended or not. The principal as a school leader is responsible for preparing an action plan (work plan) and follow-up for human resources (teachers and employees) who have completed training or HR development activities to apply them in schools.

Acknowledgment

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