



THE IMPLEMENTATION OF TEACHER RESOURCE MANAGEMENT TO IMPROVE THE COMPETENCE OF TEACHERS AT PRIVATE JUNIOR HIGH SCHOOL OF NAHDLATUL ULAMA MEDAN

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ABSTRACT

Teacher resource management must be carried out thoroughly and completely among its functions, namely planning, organizing, directing, controlling, procuring, developing, compensating, integrating, maintaining, disciplining, and finally dismissing, all of which will make human resources or teaching staff truly selected and competing openly. This study aims to describe the implementation of teacher resource management. This research was conducted at the Private Junior High School of Nahdlatul Ulama Medan. It wants to reveal: (1) the recruitment process (2) The teacher selection process (3) The implementation of teacher competency development carried out by the Head of the Private Junior High School of NU Medan. The method used in this study is a qualitative research approach. The validation of research data was carried out using triangulation techniques through observation, interviews and document studies. The results of this study reveal the findings, which are: (1) The teacher recruitment process carried out by the Head of the Private Junior High School of Nahdlatul Ulama Medan is still familial and recommended by local teachers, not informing the general public due to limited funds owned, (2) The selection process carried out by the Head of the Private Junior High School of Nahdlatul Ulama Medan occurs in several stages, namely: completeness of files or administration, interview tests, and placement according to the disciplines possessed by prospective teachers, (3) The implementation of teacher competency development carried out by the Head of Private Junior High School of Nahdlatul Ulama Medan through providing information in the form of seminars, workshops and training such as those held at an educational institution and recitation.

Keywords: *Teacher resource management, teacher competency, teacher selection, teacher recruitment*

I. INTRODUCTION

Human resource management is needed in the progress and maintenance of an organization, especially private schools. In this case teachers are very important in the continuity of learning and education in schools, and at the same time also as a measure of the success of a school in creating productive students and having superior competence. Schools with the above phenomenon are expected to be able to create a pattern of human resource management or teachers for schools, so that schools will not lose and will get teaching staff who are experts in their fields, have competence, and are professional in carrying out their duties and responsibilities as educators at school.

Human resource management is needed to progress and maintain the existence of an organization. In this case, teachers are very important for the continuity of learning and education in schools. Teachers are also the spearhead of determining the success of a school in creating highly intellectual, creative and responsible students.

Considering the importance of teacher resources in the context of the education system, teacher resource management must be done properly. Teacher resource management in organizations, including schools, is not just the procurement of teacher resources, but an integrated action of various management functions ranging from planning, staffing or recruitment, assessment and coaching and development of teacher resources.



Various obstacles faced by schools, especially in rural areas, generally result in a shortage of teachers who are in accordance with the needs. The need in question is the need for subjects or fields of study that are in accordance with the teacher's background. Finally, schools are forced to adopt policies that are not popular with children, with teachers teaching subjects that are not in accordance with their fields. Teacher resource management must be carried out thoroughly and completely among its functions, namely planning, organizing, directing, controlling, procuring, developing, compensating, integrating, maintaining, disciplining, and finally dismissing, all of which will make human resources or teaching staff truly selected and compete openly.

Based on preliminary observations, researchers found data that at Private Junior High School of Nahdlatul Ulama Medan, the recruitment of teaching staff is still not widely open, so that not many prospective teachers apply to then be selected to become professional prospective teachers in accordance with the specialization of the field of study that has been taught, recruiting prospective teachers who do not have an educational background, compensation that is not in accordance with the services provided by teachers to the madrasah, such as the low salary or wages received by teachers, lack of development of teacher competence, such as the lack of training provided by the madrasah to teachers and lack of teacher discipline, such as teacher lateness to class.

Human Resource Management

Management is the art of managing the process of utilizing human resources and other resources effectively and efficiently to achieve a certain goal. Management consists of six elements (6 M), namely: men, money, methods, materials, machines, and markets.

A resource is anything that is an asset for an organization or society to achieve its goals. Resources owned by an organization can be categorized into four types: financial, physical, human, and technological capabilities. It is important to know this to be able to distinguish with the same meaning as the meaning of human resource management, namely personnel administration or personnel management.

Mulyati argues that to obtain qualified teachers in a school, it is very necessary to have a principal who must at least be able to function as an educator, manager, administrator, supervisor, leader, innovator and motivator, abbreviated as EMASLIM (Mulyati, 2022). In carrying out his function as an educator, the principal has the right strategy to improve the professionalism of the education staff in his school. The function of the principal as an educator is to create a conducive school climate, provide advice to school residents, provide encouragement to education personnel and implement interesting learning models, such as team teaching, moving classes and holding acceleration programs for students who are intelligent above normal.

Principals as leaders must be able to provide guidance and supervision, increase the willingness and ability of education personnel, open two-way communication and delegate tasks. In order to carry out its role and function as an innovator, the principal needs to have the right strategy to establish harmonious relationships with the environment, seek new ideas, integrate every activity, provide examples to education personnel and develop innovative learning models. The principal's role as an innovator in improving the professionalism of education personnel will be reflected in the way he works constructively, creatively, delegative, integratively, rationally, objectively, pragmatically, exemplary, disciplined, adaptable, and flexible. As a motivator, the principal has the right strategy to motivate education personnel to carry out their various tasks and functions.

Human resource management is needed in the progress and maintenance of an organization, especially private schools, In this case teachers are very important in the continuity of learning and education in schools, and at the same time also as a measure of the success of a school in creating productive students and having superior competence. Schools with the above phenomenon are expected to be able to create a pattern of human resource management and teachers for schools, so that schools will not lose and will get teaching staff who are experts in their fields, have competence, and are professional in carrying out their duties and responsibilities as educators at school.



Teacher Competency

The process of teacher resource management needs special attention because basically teachers are one capital or one very valuable asset and become one of the initial benchmarks of the success of a school. So a teacher must at least have a competency component. Teacher competence is a set of competency mastery that includes teacher professionalism based on Law No. 14 of 2005 (Dewan Perwakilan Rakyat Indonesia, 2005), concerning teachers and lecturers. It can be seen from four competencies, namely: 1) pedagogic competence, 2) Personality competence, 3) Professional competence, 4) Social competence.

The term professional generally refers to someone who earns a wage or salary for what they do, whether they do it perfectly or not. In this context, what is meant by a professional is a teacher. Professional work is supported by a certain in-depth knowledge that can only be obtained from appropriate educational institutions so that its performance is based on its knowledge that can be scientifically accounted for.

Thus a teacher needs to have special abilities that cannot be possessed by people who are not teachers "A teacher is a person shared with the responsibility of helping others to learn and to behave in new and different ways".

Teacher professionalism is the ability of teachers to perform their main duties as educators and teachers, including the ability to plan, conduct, and evaluate learning. Professionals are jobs or activities carried out by a person that become a source of income that require expertise, proficiency or skills that meet certain quality standards or norms and require professional education.

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education, and secondary education. The position of teachers as professionals aims to implement the national education system and realize the goals of national education, namely the development of the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

A professional teacher is a teacher who knows about himself, namely that he is a person who is called to assist students in learning. Teachers are required to continuously find out how students should learn. So, if there is a failure by the learner, the teacher is called to find the cause and find a solution with the learner, not to silence him or blame him. The attitude that must always be cultivated is the willingness to recognize oneself and the will to purify one's teaching. Be willing to learn by taking the time to become a teacher. A teacher who is not willing to learn cannot be at home and proud to be a teacher. Feeling at home and proud to be a teacher is a step towards becoming a professional teacher.

Developing and improving the quality of teacher professionalism is not an easy issue. Therefore, teachers, the community and the government must work together and be committed to developing and improving the quality of teacher professionalism. This must be done on an ongoing basis, as teacher professionalism continues to evolve.

2. METHODS

The type of research used by the author is descriptive qualitative research. According to Faisal Abdulloh (2003), descriptive research is intended to explore and clarify a phenomenon or social statement, by describing variables related to the problem and unit under study. This research was conducted at the Private Junior High School of Nahdlatul Ulama which is located on Jalan H. A. Manaf Lubis (Gaperta Ujung), Medan Helvetia District, Medan City.

The determination of sampling in this case is to capture as much information as possible from a variety of sources, which aims to detail the specificity that exists in a unique context. According to Salim (2007), the existence of sampling is also intended to explore information that will form the basis of emerging designs and theories. Therefore, in qualitative research there are no random samples but purposive sampling.



Data collection in qualitative research is carried out directly by researchers through observation, interviews, and documentation review. In the process of collecting data for this study, researchers are really expected to be able to interact with the object that is the target of research. (Sarwono, 2006) states that the success of research is highly dependent on field data, so the accuracy, detail, completeness, and flexibility of recording information observed at the research location are very important. Data collection in qualitative research uses interviews, observations and documents (records or archives). In this study, data were obtained using observation techniques of social situations in the planning process activities, structured and unstructured interviews with school principals and other parties that may later be needed in obtaining data, and a review of documents obtained. Participant observation, interviews and document review support and complement each other in fulfilling the data needed for the research focus. The collected data were recorded in field notes.

The necessary data and information collected are then analyzed in order to find the meaning of the findings. Data analysis is the process of organizing and sorting data into patterns, categories and basic description units so that themes can be found and working hypotheses can be formulated as suggested by the data. Boglan and Biklend in (Salim, 2007) explain that data analysis is a process of systematically searching and organizing interview transcripts, field notes and other materials that have been collected to increase one's own understanding, allowing the findings to be reported to others. Data that has been organized into a pattern and made into categories. Then the data is processed using data analysis and the Miles and Huberman model, namely: 1) Data reduction. Data reduction aims to make it easier to draw conclusions about the data obtained during the research. It is a form of analysis that sharpens, reveals important things, classifies, directs, discards unnecessary information, and organizes data to make it more systematic so that a meaningful conclusion can be drawn. The reduced data can provide a sharp picture of the implementation of strategic planning in improving the quality of education. 2) Data Presentation. A presentation of data is a set of arranged information that allows conclusions to be drawn and actions to be taken. It is carried out after the reduction process. With the presentation of data about the object under study, researchers can understand what is happening in the research scene regarding the implementation of strategic planning in improving the quality of education and what researchers will do to anticipate it. 3) Drawing Conclusions. Data is collected from the research location through interviews, observations and documents. Then the next process is the verification conclusion drawing. Conclusions in the first stage are loose, remain open and unclear then increase to become more detailed and root more firmly as the data increases so that the conclusion becomes a complete configuration. The final conclusion will be obtained as the data increases so that the conclusion becomes a complete configuration.

To strengthen the validity of the data from the findings and to maintain the validity of the research, the researcher refers to the four validation standards suggested by Lincoln and Guba, which consist of: 1) Transferability 2, Dependability, 3. Confirmability.

3. RESULTS AND DISCUSSION

The description of the results of this research is based on answers to research questions obtained through interviews with data sources and direct observations in the field. Among the questions in this study are four things, namely: (1) the process of teacher recruitment carried out by the Head of Private Junior High School of Nahdlatul Ulama Medan, (2) the process of teacher selection carried out by the Head of Private Junior High School of Nahdlatul Ulama Medan, (3) the implementation of teacher competency development carried out by the Head of Private Junior High School of Nahdlatul Ulama Medan.

To calculate the value of HRM implementation and teacher competence, it is calculated using the following formula:

$$Score = \frac{Total\ of\ observation}{Total\ of\ observation\ items} \dots\dots\dots (Piet, 2010)$$

No	Assesment Criteria	Category
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1.	A= 81-100 %	Very high
2.	B=61-80 %	High
3.	C=41-60 %	Fair
4.	D=21-40 %	Low
5.	E=0-20 %	Very low

Description:

$$\frac{\text{Total of observation}}{\text{Total of observation items}} = 47/80 \times 100\% = 58,75 \%$$

Category = Fair

Based on the table above, it is known that the results of observations of the relationship between the implementation of Human Resource Management and improving teacher competence are 58.5% This means that the level of understanding among school residents of the importance of implementing teacher resource management is still in the Sufficient category.

Based on the data description and research findings, the discussion of this research is intended to provide an explanation and conformity of the research results with the theory used. This discussion can be described as:

1. The teacher recruitment process was carried out by the Head of Private Junior High School at Nahdlatul Ulama Medan.

The recruitment process that occurs at SMP Swasta Nahdlatul Ulama Medan occurs in a closed manner. This is due to the limited funds needed to recruit prospective teaching staff. The recruitment process carried out by the Private Junior High School of Nahdlatul Ulama Medan is still family-oriented in nature.

In conducting the recruitment process of teaching staff, the principal informs the teachers and friends, as well as family and the results will also be discussed together with the teachers and the head of the foundation. The principal also provides information in the form of school needs and requirements submitted to applicants.

Recruitment is the process of seeking, finding, and attracting capable applicants for employment in and by an organization. The recruitment process begins when the step of seeking applicants is taken and ends when applicants submit applications. That is, it can be said that the step that immediately follows the recruitment process is a group of applicants.

According to Siagian, various techniques can be used as a source of recruitment, namely direct applicants, written applications, print media such as newspapers, magazines, and leaflets, audio such as radio, and audio-visual such as television (Siagian, 2007).

According to Irwan (2009), to be able to meet the required personnel, various methods can be used, such as: searching from within the school organization, proposals, through employment agencies, universities, and other recruitment sources (Nasution Irwan, 2009).

The school and head of school should be able to recruit prospective teaching staff openly and widely. The recruitment process has advantages if it is carried out widely. The recruitment process that is carried out widely in the community is expected to find many applicants who can later be selected to find the best results. Teachers who are the spearheads of the achievement of educational goals must be considered for their quality.

2. Implementation of teacher selection was carried out by the Head of Private Junior High School at Nahdlatul Ulama Medan.

With regard to the selection of teachers carried out by the head of the Private Junior High School of Nahdlatul Ulama Medan, it shows that the implementation of the selection of teaching staff in the madrasah carries out three stages, namely: (1) interview test, (2) file test in the form of curriculum vitae, application letter, and last diploma, and (3) placement of teachers according to their disciplines.



According to Siagian, the selection process can be carried out in several stages, namely: (1) receipt of application letters, (2) organizing examinations, (3) selection interviews, (4) checking the applicant's background and reference letters, (5) health evaluations, (6) interviews by managers who will be direct supervisors, (7) job introductions and (8) decisions on applications (Siagian, 2007).

The selection process carried out by the madrasah head is slightly different from the actual context. This is due to the small number of applicants who applied to become prospective teachers at the Private Junior High School of Nahdlatul Ulama Medan and the limited funds available to select prospective teachers.

Selection for the acceptance of teachers or employees should be carried out carefully, honestly and objectively so as to obtain qualified employees or teaching staff and their proper placement, so that coaching, development, control, and regulation of employees are relatively easy in achieving the desired goals.

3. Implementation of teacher competency development carried out by the Head of the Private Junior High School of Nahdlatul Ulama Medan

The development of teacher competence carried out by the head to the teachers is by providing various information in the form of seminars, workshops, and training held by educational institutions, such as those held by IAIN, UNUSU, UNIMED, the Ministry of Religion, the Regional Office and the Education Office every month.

The headmaster is unable to carry out the program set by the madrasah to carry out training activities for teachers at school due to a lack of funds and the irregular number of teachers caused by the entry and exit of teachers.

According to Apriliana and Nawangsari (2021), in order for the various benefits of training and development to be reaped as maximally as possible, various steps need to be taken. Training and development experts generally agree that the steps in question consist of seven steps, namely:

1. Determination of needs,
2. Determination of targets,
3. Determination of program content
4. Identification of learning principles,
5. Implementation of the program,
6. Identification of benefits, and
7. Assessment of program implementation.

According to Nasution Irwan (2009), various situations that promise a better future will be able to change and provide opportunities for teachers to be able to develop their careers, such as promotion periods and getting other facilities that make it easier to carry out their duties. One way to improve teacher competence and welfare is through certification.

To create qualified teachers, school principals should pay attention to the welfare of teachers and continuously provide guidance to teachers and provide input on class mastery, self-mastery, and mastery of the material being taught.

4. CONCLUSION

Based on the discussion of the problems related to the title "Implementation of Teacher Resource Management to Improve the Competence of Teachers at the Private Junior High School of Nahdlatul Ulama Medan which has been carried out in the previous discussion, the following conclusions can be drawn:

1. The recruitment process carried out by the Head of Private Junior High School at Nahdlatul Ulama Medan is still family-oriented in nature. In carrying out the recruitment process of teaching staff, the head of the madrasa informs the teachers and friends, as well as family and the results will also be discussed together with the teachers and the head of



- the foundation. The principal also provides information in the form of school needs and requirements submitted to applicants.
2. The teacher selection process carried out by the Head Private Junior High School of Nahdlatul Ulama Medan shows that the implementation of the selection of teaching staff in school carries out three stages, namely: (1) interview test, (2) file test in the form of curriculum vitae, application letter, and last diploma and (3) placement of teachers according to their disciplines.
 3. The implementation of teacher competency development carried out by the principal for the teachers involves providing various information in the form of seminars, workshops, and training held by educational institutions, such as those held by IAIN, UNUSU, UNIMED, the Ministry of Religion, the Regional Office and the Education Office every month.

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