

# Optimization Of Human Resources Management In Efforts To Improve School Quality

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## Abstract

Schools are educational institutions in charge of carrying out the tasks and objectives of national education. Because one of the principal's responsibilities is to be a manager/manager, the principal plays a very strategic role in this scenario. The principal must manage the whole school, including current human resources, particularly teachers and administrative staff, who are direct implementers of school activities and play a critical role in the school's performance to fulfill the vision, purpose, and objectives. Preparation, arrangement, guidance, and supervision are some of the actions that go into resource management. School administrators' responsibilities in human resource management are classified into three categories: 1) debriefing for workers, 2) employing current staff, and 3) building and developing. Factors that help and impede human resource management must be appropriately handled to attain good performance, school goals can be met, and graduate quality can improve.

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## Introduction

In-Law Number 20 of 2003 concerning the National Education System, national education functions to develop capabilities and shape the character and civilization of a dignified nation in educating the nation's life, aiming to create the potential of students to become Marusia who believe. And fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens(Dobrolyubova & Alexandrov, 2015). The functions and objectives of education are operationally realized by educational institutions, especially schools, which are organizations with specific goals acknowledged in the school's vision, mission, and goals(Gaspars-Wieloch, 2021).

A school will be able to achieve its vision, mission, and goals if all components of the school can carry out their respective roles well, likewise, with the part of a school principal. A principal has primary duties and functions which include: 1) Educator, 2) Manager, 3) Administrator, 4) Supervisor, 5) Leader, 6) Innovator, and 7) Motivator(Ramaditya et al., 2020). Among the main tasks and functions mentioned above, one of the tasks related to managerial ability or management is as a manager in a school.As a manager in a school, the principal has roles, including 1) compiling programs, 2) arranging personnel in school organizations, 3) mobilizing staff, teachers, and employees, and 4) optimizing school resources(A. Zaid et al., 2018).

In the Appendix to Permendiknas Number 13 of 2007 concerning Standards for Principals/Madrasah,principals' competence includes 5 (five) dimensions: personality, managerial, entrepreneurial, supervisory, and social dimensions. Competencies that are directly related to

management are managerial competencies (Bao et al., 2019). This competency consists of 16 (sixteen) competencies: Develop school/madrasah plans for various levels of planning. Develop school/madrasah organization according to need. They are leading schools/madrasahs in the context of optimally utilizing school/madrasah resources. Manage school/madrasah change and development towards an effective learning organization. It is creating a conducive and innovative school/madrasah culture and climate for student learning (Yu, 2020). Manage teachers and staff in the context of optimal utilization of human resources. Manage school/madrasah facilities and infrastructure in the context of optimal utilization. Manage school/madrasah and community relationships to seek support for ideas, learning resources, and school/madrasah financing (Rahmanniyay & Yu, 2019). They were managing students in the context of accepting new students and placing and developing student capacity. Manage curriculum development and learning activities following the direction and goals of national education. Manage school/madrasah finances following accountable, transparent, and efficient management principles. Manage school/madrasah administration in supporting the achievement of school/madrasah goals. Manage special school/madrasah service units supporting learning activities and student activities in schools/madrasahs (Sutarno et al., 2020). Manage school/madrasah information systems in support of program development and decision-making. Take advantage of advances in information technology to improve learning and school/madrasah management. Monitor, evaluate, and report on the implementation of school/madrasah activity programs with appropriate procedures and plan follow-up actions (JOCHIM, 1983).

The principal is the person who is responsible for running the wheels of the school organization. Responding to his roles, functions, and responsibilities, a school principal should have a high commitment to his work in addition to being professional and dedicated (Naddeo et al., 2019). As a leader in a school, the principal is an individual who is required to transform his abilities through guidance, guidance, and empowerment to all school members to achieve optimal school goals. As a manager, he has a very strategic position to achieve the school's vision, mission, and dreams that all related parties expect. This paper will only describe management concerning human resources as the primary key in implementing all programs and activities in schools. The speed in achieving school goals is very dependent on the human resources owned by the school. Educational management is intended to facilitate student learning and become a model for the learning process (D. et al., 2020). Thus, what is implemented in direction, including human resource management, is a form of school facilitation learning to equip students with all the competencies needed. It is stated that managing or managing schools mean arranging for all school potentials to function optimally in supporting the achievement of school goals. So, the principal agrees for teachers and other staff to work optimally by utilizing the facilities/infrastructure that is owned and the potential of the community to support the achievement of school goals (Wang & Srivastava, 2020).

In educational institutions such as schools, the resources that are owned are pretty numerous and complex. According to Ruswandi Hermawan, educational resources in schools can be grouped into the following: 1) non-human resources, including school programs, curriculum, and others; 2) Human Resources which includes school principals, teachers, staff, other education personnel, students, parents of students, and people who care about schools; 3) Physical Resources, which includes buildings, rooms, equipment, educational aids, study time, and the physical appearance of the school; 4) Financial Resources ( which consists of all school management funds, both received from the government and the community. The principal must appropriately manage all resources owned by the school as the manager. What is meant by human resources is the ability of a human

being to become a leader. Instructors and their environment are caused by their descendants and their environment, while their work performance is motivated by the desire to fulfill their satisfaction. In educational institutions such as schools, the human resources are vice principals/staff, teachers/educators, employees/education staff. In addition, component supporters are school committees, which significantly contribute to school management, particularly human resources(Amorim-Lopes et al., 2020).

One of the dominant factors in implementing the program in schools is human resources. The role of human resources in a school organization is significant. However, human resources will be optimal if appropriately managed. Principals have a central role in managing personnel in schools, so schools must understand and implement personnel management properly(Bi, 2017). James J. Jones and Donald L. Walters stated that human resource management is a particular function in the broader field of educational administration. It deals with the services that a group of individuals must perform in an institution that employs them. All activities related to them are aimed at facilitating the learning/teaching process. This understanding places greater emphasis on human resources, which is an essential element for operational success. Based on the opinions above, it can be concluded that human resources in schools will be efficient and effective if the principal can adequately manage them(Dong, 2021)(Gorelick & Zheng, 2015).

### **Result and Discussion**

So that all human resources in schools, such as vice-principals, teachers, administrative staff, students, parents of students, school committees, and related parties can play an optimal role in achieving the school's vision, mission, and goals, then need to be managed and empowered by school principals according to their respective capacities(Li, 2021).

Teachers and administrative staff's professionalism should be improved. It can be done through 1) participating in training, both in-house training and outside the school and after training must be influenced by other teachers/administrative staff, 2) schools provide books or adequate references for teachers/administrative staff, and 3) encouraging and facilitating teachers/administrative staff to conduct peer tutoring through MGMP or MGBK activities at the school or district/city level. Forms of efforts to improve the professionalism of teachers and administrative staff such as training on curriculum, development of learning media, skills in using computers, utilization of technology, information and communication, archives, libraries, laboratory management, and others(Tripathi, 2019)(Dawadi et al., 2020).

In addition, school principals must carry out career development for teachers and administrative staff by helping, encouraging, and facilitating to improve their careers. Steps that school principals can take include: 1) linking the achievements of teachers/administrative staff with promotions, both structural and functional, 2) assisting teachers to be smooth in promotion through PAK proposals, and 3) if there are no vacant formations in schools, then the principal can help teachers/administrators who excel to be promoted to other schools or a higher level(Lee & Ahn, 2020)(Mohanty & Malaya, 2011).

One thing that is no less important is welfare development. Welfare can be material or non-material that leads to job satisfaction. For this reason, the principal must do the following things: 1) give what the rights of teachers and administrative staff, 2) are) give awards for teachers and administrative staff who excel or do a good job, 3) foster family relationships among students. 4) create chances and assist so that each teacher and administrative staff may realize their potential by offering chances to express ideas and make them a reality, and 5) pursue material welfare in the APBS if

feasible as long as it does not contradict current norms(Mamedova & Dzhabrailova, 2015). In order for every teacher and administrative staff to work effectively and efficiently, the principal needs to take the following steps: placing people in positions or tasks according to their abilities and interests; conduct deliberations in every determination of status or assignment so that they can accept it with pleasure; create working conditions and provide facilities so that the work/tasks assigned can run well; get used to using energy efficiently; create functions for all personnel owned so that no one "unemployed"; and giving awards, such as delivering praise in meetings or, if possible given material gifts(Wiseman, 2017)(Bal & De Lange, 2015).

As the spearhead of the success of the learning process, teachers must always be encouraged and facilitated by the principal to carry out their duties properly. The role of teachers as educators, instructors, and trainers will take place well if appropriately managed so that it will give results optimal education and according to the expectations of all parties. In addition to teachers as educators, administrative staff also plays an essential role in supporting the duties of educators and other school affairs, such as correspondence activities, inventory of goods, libraries, maintenance and utilization of laboratories, etc. Thus, the role of administrative staff is also significant in supporting practical learning activities(M. et al., 2014). Even students, parents of students, and school committees should also be adequately managed to provide overall support for achieving school goals. They also need to be involved in making school policies according to their respective portions to offer strong support in achieving the school's vision, mission, and goals(Gong & Li, 2020). All these efforts lead to students' interests, namely to produce quality graduates, graduates who master all the required competencies with good categories. From the description above, it can be concluded that the principal must make specific efforts to manage the school's human resources so that all personnel, especially teachers and administrative staff, make a significant contribution to the achievement of school goals following the school's vision and mission(K. et al., 2016).

The success of the principal in managing human resources to be able to contribute to the achievement of school goals, the principal should: understand the best way to manage human resources owned; know the condition of human resources held; make plans in distributing tasks to all existing human resources according to job analysis; organize human resources by giving the suitable scheme or according to their competence; guide human resources appropriately, and Supervise the implementation of the tasks that have been given along with the follow-up(Medeiros et al., 2021).

However, some factors might hinder the implementation of human resource management, and these must be anticipated and solutions found. Among these inhibiting factors, for example, 1) the mindset of human resources that is difficult to change or adapt to new tasks, 2) lack of work motivation if the task is not as desired, 3) the presence of workers whose work orientation is on the reward. Only material or money, 4) there is a workforce that will work well if supervised or accompanied by superiors, and so on(Mammadova & Jabrayilova, 2018). The problem must be a solution is prepared so that it does not happen. It does not become an inhibiting factor in achieving school goals, especially if an educational policy is considered less profitable for them. This, the success of schools in achieving the school's vision, mission, and goals is strongly influenced by the competence and capacity of the principal in managing human resources as actors or operational implementers of tasks in the school(Pantih et al., 2021).

## Conclusion

A school as an organization has specific goals, as stated in the school's vision, mission, and goals. To accomplish this objective, To achieve this goal, it is necessary to manage all available resources, including human resources (personnel). One of the roles of a principal is as a manager in a school, who has a very strategic role in determining the management mechanism or human resource management, especially teachers and administrative staff.

The principal must be able to manage existing human resources properly. This is very important to be done by the principal because teachers and administrative staff are the spearheads of implementing all school programs or activities. A teacher will determine the effectiveness of learning so that it will be able to prepare students to master the expected competencies and produce quality graduates. In contrast, administrative staff determines the implementation of administration in schools to support successful learning.

The principal must carry out excellent human resource management via management duties, such as planning, organizing, directing, and overseeing all school members' work to generate outstanding results and achieve the school's vision, purpose, and objectives.

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