

Professional Development Through Optimizing of School Principal Role in Handling Human Resources Management

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Abstract

School principals in today's school community hold collaboration between educator, school staff, distribute accessible resources, improve educator professional development, and perform students across their academic and curriculum on standardized tests. The principal's duties are inclusive, as all aspects of school management are directly or indirectly are his/her responsibility. In general, the principal has the responsibilities to manage (1) detailed organization of the school. (2) curriculum development. (3) assigning duties to staff and supervising them, and (4) general operation of school facilities. The success of school education is largely determined by the success of the principal in managing the educators and staff available at the school. In this case, increased productivity and work efficiency can be achieved by improving the behavior of school teachers and educational staff by applying different human resource management concepts and techniques. In human resource management, school principals are the key to success in achieving quality education. School leaders must constantly strive to develop human resources both educators and educational staff in order to produce good quality of education.

Keywords

human resources; management;
professional development;
school principal



I. Introduction

In Law Number 20 of 2003 concerning the National Education System (Sisdiknas) article 3 stated that national education has functions to develop capabilities and shape the character and civilization of a dignified nation in the context of education, aiming to develop the potential of students to become people who believe. and fear to God. The purpose of education is not only creating noble character human-being but also healthy, knowledgeable, capable, creative, independent people and constructing democratic and responsible citizens. The objectives of education are operationally realized by educational institutions, especially schools which are organizations with specific goals that are realized in the form of the school's vision, mission, and goals.

The school will achieve its vision, mission, and goals if all components of the school can carry out their respective roles well. Likewise, the role of school principal. A principal has main duties and functions which include: 1) Educator, 2) Manager, 3) Administrator, 4) Supervisor, 5) Leader, 6) Innovator, and 7) Motivator. 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. Schools are educational institutions that are responsible for realizing the functions and goals of national education. In this case, the principal has a very strategic role because one of the principal's duties is to

be a manager. The principal must be able to manage the entire school, including managing existing human resources; especially the teachers and administrative staff who also play a major role in the success of the school in order to achieve the school's vision, mission, and goals.

Resource management is carried out with several activities including preparation, arrangement, direction, and supervision. In terms of human resource management, school principals have tasks that are divided into four aspects, including: (1) provide leadership, direction and coordination within the school, (2) develop and maintain effective educational programs within the school, and (3) improve education and learning at the school, and (4) create an organization or school community that promotes the growth of students and teachers. Factors that support and also hinder the management of human resources must be managed properly so that good performance will be obtained, school goals can be achieved, and the quality of graduates will increase.

II. Review of Literature

According to (Hasibuan, 2005:244) human resources (HR) is an integrated ability of the thinking power and physical power of the individual. Perpetrators and their nature are dictated by their descendants and their environment, while their work performance is motivated by a desire to fulfill their satisfaction. In educational institutions such as schools, the human resources owned are principal, vice principals, teachers or educators, employees and education staff. In addition, as a supporting component is the school committee, which has a significant contribution to school management, especially human resources. One of the dominant factors in implementing the program in schools is human resources. The role of human resources in a school is very important. However, human resources will be optimal if managed properly. Principals have a central role in managing personnel in schools, so it is very important for schools to understand and implement personnel management properly (Depdikbud, 1999:77). Human Resources (HR) is the most important component in a company or organization to run the business it does. Organization must have a goal to be achieved by the organizational members (Niati et al., 2021). Development is a change towards improvement. Changes towards improvement require the mobilization of all human resources and reason to realize what is aspired (Shah et al, 2020). The development of human resources is a process of changing the human resources who belong to an organization, from one situation to another, which is better to prepare a future responsibility in achieving organizational goals (Werdhiastutie et al, 2020).

James J. Jones and Donald L. Walters (2008:24) stated that human resource management is a special function in the wider field of educational administration. It deals with the services in which a group of individuals must perform in an institution that employs them and all activities related to them for facilitating the teaching and learning process. This understanding places greater emphasis on human resources, which is the most important element for an operational success. Based on the opinions above, it can be concluded that human resources in schools will be efficient and effective if they can be managed properly by the principal.

In the Appendix of the Minister of National Education Number 13 of 2007 concerning Standards for Principals, it is stated that the competence of principals includes 5 (five) dimensions, namely personality, managerial, entrepreneurial, supervisory, and social dimensions. Competencies that are directly related to management are managerial competencies. This competency consists of 16 (sixteen) competencies, namely:

1. Developing school plans for various levels of planning.
2. Developing school organization according to need.
3. Leading school in the context of optimally utilizing school resources.
4. Managing change and development of school towards effective learning organizations.
5. Creating a conducive and innovative school culture and good climate for student learning.
6. Managing teachers and staff in the context of optimal utilization of human resources.
7. Managing school facilities and infrastructure in the context of optimal utilization.
8. Managing school and community relationships in order to seek support for ideas, learning resources, and school finances.
9. Managing students in the context of accepting new students, and placing and developing student capacity.
10. Managing curriculum development and learning activities in accordance with the direction and goals of national education.
11. Managing school finances in accordance with the principles of accountable, transparent, and efficient management.
12. Managing school administration in supporting the achievement of school goals.
13. Managing special school service units in supporting learning activities and student activities at school.
14. Manage school information systems to support program development and decision making.
15. Utilizing advances in information technology to improve learning and school/madrasah management.
16. Monitoring, evaluating, and reporting on the implementation of school activity programs with appropriate procedures, as well as planning follow-up actions

Permendiknas Number 28 of 2010 concerning Assignment of Teachers as Principals of School, Article 12 paragraph (4) states that the assessment of school principals' performance includes:

1. School development efforts carried out while serving as principal of the school/madrasah;
2. Improving the quality of schools based on 8 (eight) national education standards while under the leadership concerned; and
3. efforts to develop professionalism as a principal.

According to (Murniati, 2008:64) the main role in carrying out the pattern of school management lies with the principal and the entire school community, both together and individually. 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. As a leader in a school, the principal is an individual who is required to be able to transform his abilities through guidance, guidance and empowerment to all school members in order to achieve optimal school goals. As a manager, a principal has a very strategic position to achieve the school's vision, mission, and goals that are expected by all related parties. In this paper, we will only describe management related to human resources (personnel) as the main key in the implementation of all programs and activities in schools. The speed in achieving school goals is very dependent on the human resources owned by the school.

According to Edwin B. Flippo in his book "*Personnel management*", which was quoted by Handoko in his book "*Management of personnel and human resources*" argued that human resource management is planning, organizing, directing, and supervising

procurement, development, compensation activities, integrating, maintaining and releasing human resources in order to achieve various goals of individuals, organizations, and society (2004:3). Meanwhile, according to French in Handoko (2004:3-4), personnel management as the withdrawal, selection, development, use and maintenance of human resources by organizations to achieve both individual and organizational goals.

The Basic Education Act (2013) places the overall management of school affairs on the shoulders of principals as school administrators. As observed above, management can be described as the art of bringing people together to achieve set goals by organizing, arranging, researching, directing or coordinating and direction to achieve the ultimate goals. Therefore, the principal as a school principal is responsible for carrying out the goals of the school and education. As reported by Kilemi Mwiria (2015), a major reason often cited for poor management and implementation in educational institutions is the inadequate training of school leaders to manage schools. This paper therefore calls for strong professional advancement in the professional development of school principal to alleviate the management challenges facing by schools in general.

III. Result and Discussion

Some of the human resource management challenges we face in education especially in schools is that human resource management has become very complex in the sense that as humans, they cannot be relied on to do one thing over and over again in the same way. They can be paid handsomely depending on their qualifications and skills. Their productivity is also highly dependent on their ability to teach in the classroom. The same material cannot be delivered in one period. The material taught in schools will always change according to the times. There are a number of factors that have contributed to the complexity of the problems that be challenges in schools today, including:

3.1 Poor Working Conditions

It is not impossible that the staff expect financial rewards commensurate with the services they have provided. Ideal conditions require systematic producers to build a good reward system and structure. A good remuneration system tends to reduce inequality between staff earnings, affects their individual morale, motivates them to work in an effort to get salary increases and promotions. Teacher performance allowance (*tunjangan kinerja*) are not paid at the same time as other civil servants and in some cases, honorary teachers are not paid for months in district or school payroll.

3.2 Staffing Problem

The staffing problem is huge. There is a problem with the quality and quantity of teachers and education personnel recruited for the education of our citizens. The reason for this is the poor recruitment and selection process for teacher or administrative staff. Some teachers rarely live in remote areas where society wants their services. They usually live in urban areas for their convenience. The problem of equal distribution of employees or teachers who are centered in urban areas is also a problem in our education world. This inequality is certainly very influential on educational services in schools. Based on data from the Ministry of Education and Culture, in 2020 there were 72,976 retired teachers. This number contributed to the shortage of teachers, which reached 1,020,921 people. This figure then rises in 2021, with a teacher shortage predicted to reach 1,090,678 people and the number of people retiring 69,757 people.

3.3 Current Calls for Use ICT in Education

The demands of education in the 21st century is undergoing rapid changes, there is an urgency for some educational needs such as the call for the use of ICT in education. The demand for the use of ICT (Information and Communication Technology) in education is very urgent but its implementation in this country is still in the crawling stage or early stages. NWUFO (2009), clearly notes that the penetration and use of ICT is still so low that the need to train multiple teachers at all levels in ICT mastery is very high in an effort to equip them to reengineer society through skills (Offorma, 2009). ICT is also the most expensive means of information dissemination and the most rapid transfer of knowledge, decentralization of work, expansion of the workforce. The existence of ICT can make it easier for teachers to become facilitators, supervisors, and at the same time can be a learning medium for teaching in the classroom. However, the compulsory mastery of ICT skills by teachers should be given priority attention even though most teachers need to purchase a computer or laptop. Other challenges of human resource management that have a direct impact on the achievement of the educational goals we have set include;

1. High levels of undisciplined teachers and staff
2. Funding problems
3. Poor recruitment process
4. Lack of quality training and training for teachers
5. Poor supervision or assessment of teachers
6. Lack of commitment and motivation of teachers in teaching
7. Changes or mutations of teachers that occur a lot.

Managing human resources in school must be carried out through processes that exist in management functions in general, namely planning, organizing, actuating, and controlling. However, there are 4 (four) basic principles in human resource management in schools, which must be adhered to by school principals, namely: 1) developing schools human resources are the most valuable component, 2) human resources will play an optimal role if managed properly to support the achievement of institutional goals, 3) organizational culture and atmosphere in schools, as well as the managerial behavior of school principals greatly influence the achievement of school goal, and 4) personnel management in schools including teachers, administrative staff, students, and parents of students or school comitte can work together and support each other to achieve school goals (Depdikbud, 1999:77).

Therefore, it can be concluded that all human resources in the school must be able to be managed properly by the principal, so that the school's vision, mission, and goals will be achieved according to the expectations of all school members. As the highest leader in the school, the principal's duties include 3 aspects, namely: 1) manpower procurement, 2) utilization of existing personnel, and 3) coaching and development. In procuring manpower, the principal must carry out a job analysis so that the manpower will truly match the needs of the school. After that is done, the new school will provide the required manpower. State schools cannot recruit themselves, but propose the appointment of new staff or teacher to their direct superiors (District Education Offices). Principals in fostering and developing their own workforce can be done by increasing professionalism, career development, and improving welfare. This step will certainly affect the contribution of teacher or human resources owned by schools in achieving school goals.

All existing human resources in schools, such as principal, 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.

To improve the professionalism of teachers and administrative staff, it can be done through: 1) participating in training, both in-house training and outside of school and after training, it must be disseminated to other fellow teachers or administrative staff, 2) schools provide books or other administrative staff and adequate references for teachers or administrative staff, and 3) encourage and facilitate teachers or administrative staff to conduct peer tutoring through MGMP or KKG activities at the school, district level or national level. There are many forms of efforts to improve the professionalism of teachers and administrative staff, for example training on curriculum, developing of learning media, and improving in using computers, utilization of technology, information and communication, increasing archives, libraries, laboratory management skills and others.

In addition, school principals must carry out career development for teachers and administrative staff by helping, encouraging, and facilitating them in order to improve their careers. Steps that can be taken by school principals include: 1) linking the performance of teachers or administrative staff with an increase in positions both structurally and functionally, 2) assisting teachers to in promotion through PAK (credit score) proposals smoothly, and 3) if there are no vacant formations in schools, then the principal can help teachers or administrators who excel to be promoted to other schools or to a higher level. 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, it is necessary for the principal to do the following things: 1) provide what are the rights of teachers and administrative staff, 2) provide awards for teachers and administrative staff who excel or do their jobs well, 3) foster family relationships among students, teachers and administrative staff and their families, 4) provide opportunities and facilitate so that every teacher and administrative staff can actualize their potential by providing opportunities to express ideas and make them happen, and 5) if possible seek material welfare in the APBS (School Income and Expenditure Budget) as long as it does not violate existing rules.

In order for every teacher and administrative staff to work effectively and efficiently, the principal needs to take the following steps:

1. placing people in positions or tasks according to their abilities and interests.
2. conduct deliberations in every determination of position or task so that they can accept it with pleasure.
3. create working conditions and provide facilities so that the works or tasks assigned can run well.
4. get used to using energy efficiently.
5. create tasks for all personnel owned so that no one “unemployed”; and
6. giving awards, such as giving praise in meetings or if possible given material gifts.

Teachers as the spearhead of the success of the learning process must always be encouraged and facilitated by the principal so that they are able to carry out their duties properly. The role of teachers as educators, instructors, and trainers will take place well if managed properly so that it will provide optimal educational results and meet the expectations of all parties. In addition to teachers as educators, administrative staff also plays an important role in supporting the duties of educators and other school affairs, such as correspondence, inventory of goods, libraries, maintenance and utilization of laboratories, and so on. Thus, the role of administrative staff is also very important in supporting effective learning activities. Even students, parents of students, and school committees should also be managed properly in order to provide overall support for the achievement of school goals. They also need to be involved in making school policies according to their respective portions so that they will provide strong support in achieving

the school's vision, mission, and goals. All these efforts actually lead to produce quality graduates who master all the required excellent competencies.

However, there are also factors that 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 technology, 2) lack of work motivation 3) the presence of workers with material or money orientation, 4) the presence of personnel who will work well if supervised or accompanied by superiors, and so on. Solutions for this problem must be prepared so that it does not occur and become an inhibiting factor in achieving school goals, especially if there is an educational policy that is considered less profitable for them.

Thus, the success of schools in achieving the vision, mission, and goals of the school 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.

IV. Conclusion

A school as an organization has certain goals, as stated in the vision and mission of the school. In order to achieve this goal, it is necessary to manage all available resources, including human resources through human resources management. There are a number of factors that have contributed to the complexity of the problems that are a challenge in schools today, including: poor working conditions, staffing problem, current issues for use ICT as instructional education. One of the roles of a principal is as a manager in a school, who has a very strategic role in determining the management of human resource, 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 spearhead of the implementation of 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, while administrative staff determine the implementation of administration in schools to support successful learning.

Excellent human resource management needs to be carried out by the principal through activities that exist in classical management functions, namely by carrying out planning, organizing, actuating, and controlling all tasks that have been given to all school members, so that it will produce good performance and will be able to realize the vision and mission of the school.

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