Human Resource Management in Enhancing Teacher Competence: A Case Study at Elementary School 25 Kinali, West Pasaman Regency

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ABSTRACT

This article presents the findings of a field study conducted at Elementary School 25 Kinali, focusing on human resource management strategies to enhance teacher competence. The study addresses challenges related to insufficient teaching competencies among teachers, which have resulted in disruptive student behavior, such as talking during lessons, disturbing peers, and frequently leaving the classroom without permission. The study employs a qualitative descriptive method with a phenomenological approach, utilizing data collection techniques such as observation, in-depth interviews, and documentation. Data analysis was conducted through processes of data reduction, data presentation, and conclusion drawing, with the validity of findings ensured through data triangulation. The results indicate that human resource management plays a critical role in improving teacher competence through key activities, including planning, organizing, and conducting teacher training programs.

Keywords: HRD, Teacher competence, Educational development, Teacher training, Discipline management.

INTRODUCTION

Teachers are the most essential components in determining the quality of a nation's education. As explained by Merlita *et al*. (2023), teachers play an integral role and carry the responsibility of serving as educators, performing the duties and functions of professional teachers, and acting as role models for students throughout their lives. According to Coleman (2018), teachers, as educators of children, can be perceived as substitutes for parents in providing education. A teacher can be defined as an educated adult who imparts knowledge to their students, who are still in the process of maturing. Consequently, children often regard their teacher as an extension of their parental figure. To fulfill these roles, teachers must possess specific skills and competencies, which are fundamental aspects of their professionalism.

Teachers are considered key factors in achieving the quality or standard of students' learning outcomes. Given their critical role, teachers must possess a comprehensive understanding of their competencies as educators, including skills, experience, and understanding. Competence encompasses knowledge of facts and concepts, skill enhancement, as well as appropriate teaching behaviors and attitudes. Moreover, competence reflects rational actions aimed at achieving specific objectives aligned with expected standards. This is demonstrated through measurable performance that is both

accountable and purposeful. As a professional, a teacher must exhibit several competencies, including pedagogical, personal, social, and professional competence. Annisa (2022) highlights that a competent teacher possesses extensive professional abilities, academic qualifications, and these four core competencies. Therefore, a professional teacher must not only be skilled in teaching but also demonstrate wisdom, broad knowledge, and strong social skills. A competent teacher is pivotal in fostering students' cognitive development. Various initiatives have been implemented to enhance teacher competence, including human resource management strategies. Developing teacher potential is essential to ensure they perform their duties professionally and effectively. Furthermore, the dynamic changes in society and advancements in technology require teachers to continuously adapt and learn. Education thus plays a vital role in enhancing the quality of human resources (Dacholfany, 2017).

Human Resource Management (HRM) within organizations emphasizes activities such as recruitment, management, guidance, and supervision to achieve organizational goals. HRM also signifies the recognition of the importance of organizational performance, as it plays a critical role in contributing to institutional success. Effective HRM uses a variety of functions and activities to ensure resources are utilized fairly and efficiently for the benefit of individuals, organizations, and society (Merlita *et al.*, 2023). Thus, the implementation of HRM can significantly improve teacher competence. Essentially, HRM focuses on the regulation of human resources within organizational activities, aiming to enhance employee performance within institutions, including educational ones. In the context of schools, educators and educational personnel are the key human resources. According to Mulyasa (2014), the goal of HRM is to optimize the use of educational personnel (teachers and staff) efficiently while maintaining a conducive work environment. Consequently, school principals must not only focus on achieving institutional objectives but also consider the personal goals of educational staff. Human resources drive and manage other factors, such as capital and equipment, necessary for achieving organizational goals. HRM encompasses effective planning, recruitment, placement, and development processes tailored to the needs of schools and aligned with staff competencies. However, challenges remain in the areas of selection, orientation, and placement, particularly due to inadequate teacher welfare, unclear career paths, and insufficient quality assurance, which collectively impact teacher performance (Utamy *et al.*, 2020). For example, some teachers exhibit unprofessional behavior, such as tardiness, inappropriate classroom conduct, or a lack of discipline among students, which can disrupt the learning environment (Sakban *et al.*, 2019).

Efforts to improve teacher competence at both national and regional levels include providing training programs to broaden teachers' insights and skills, alongside the improvement of educational facilities, infrastructure, and learning materials. However, field observations reveal significant discrepancies, with many teachers lacking adequate knowledge of professional standards. For instance, the Initial Competency Test (ICT) in 2012 showed a low average score of 42.22 (Khairiah, 2021). Teacher competence is crucial for ensuring quality education, as it represents a set of abilities enabling teachers to perform their roles effectively. According to PP No. 19/2005, Article 28 paragraph (3), teacher competencies include pedagogical, personal, professional, and social competencies. Professionally, teachers must master teaching techniques, such as opening and closing lessons, posing questions, providing reinforcement, and varying teaching methods.

Competencies required for effective teaching include mastery of subject material, classroom management, and assessment techniques, among others. These competencies are designed to improve teaching strategies, enhance interaction with students, and diversify instructional methods (Merlita *et al*., 2023). However, Indonesia faces significant challenges in teacher competency, as many teachers lack adequate qualifications, professional development opportunities, or alignment between their educational background and teaching assignments (Nuryani & Handayani, 2020). Additionally, many teachers lack proficiency in curriculum design, study, and foreign language skills, particularly English (Leonard, 2016).

Based on the researcher's observations, HRM at Elementary School 25 Kinali, Kinali Sub-district, West Pasaman Regency, has not been optimized. Teachers lacking sufficient competency contribute to disruptions in classrooms, with students engaging in unruly behavior or neglecting classroom rules. Given this reality, study on HRM's role in enhancing teacher competency at this school is highly relevant. The researcher was inspired to conduct this study, focusing on HRM as a mechanism to address these issues. The study aims to address insufficient teaching competencies at this school, which often result in poor classroom discipline and inadequate learning environments. The proposed study is titled "Human Resource Management in Improving Teacher Competency at Elementary School 25 Kinali, Kinali Sub-district, West Pasaman Regency".

METHODS

This study employs a descriptive qualitative method with a phenomenological approach to understand and interpret the experiences, perceptions, and practices of human resource management in improving teacher competency at Elementary School 25 Kinali (Matua & Van Der Wal, 2015; Willis *et al*., 2016). The focus is on exploring and describing the phenomenon as it occurs in its natural context.

2.1 Data Sources

The information sources for this study are drawn from a variety of mediums, including:

– Online Media Data: Articles, reports, and news from credible online platforms relevant to human resource management and teacher competency.
– Print Media Data: Reports, manuals, and institutional records that provide insights into teacher competency and human resource practices.
– Scientific Literature: National and international journals, study articles, and scientific books related to human resource management and educational institutions.

Triangulation of Sources ensures the reliability and validity of the data by cross-verifying information from these diverse sources.

2.2 Reason for Location Selection

The study location was chosen for its accessibility, which minimizes logistical challenges and helps optimize the study budget. Conducting the study independently, the researcher prioritized locations that were easy to reach while still being relevant to the study objectives.

2.3 Data Collection Techniques
To collect data, the following techniques were utilized:
- Observation: On-site observations were conducted to record teacher behavior, classroom interactions, and the implementation of HRM practices.
- Document Analysis: Examination of relevant documents such as school HR policies, teacher competency evaluations, and institutional development plans.
- Interviews: Semi-structured interviews with key stakeholders, including teachers, school principals, and education personnel, to gain deeper insights into the challenges and potential solutions.

2.4 Data Analysis Techniques
The data analysis was guided by the three-stage process proposed by Sugiyono (2017):
- Data Reduction: The researcher identifies and organizes the most relevant data by discarding irrelevant information and focusing on the core themes. Key themes such as HRM practices, teacher competency levels, and observed challenges were prioritized.
- Data Display: Data is presented in an organized format using matrices, charts, and narratives to facilitate understanding and interpretation. This allows patterns and relationships between variables to emerge clearly.
- Conclusion Drawing or Verification: The researcher formulates conclusions based on the data, ensuring they are rooted in the evidence collected. Verification is conducted by revisiting the data and cross-checking with existing theories or findings in the literature.

2.5 Phenomenological Approach
The phenomenological approach ensures that the study remains focused on understanding the lived experiences of the participants (Wilson, 2015; Cypress, 2018). This involves interpreting the subjective perspectives of teachers and school administrators regarding HRM practices and their impact on teacher competency.

RESULTS

The management field known as HRM focuses primarily on the interactions and roles of individuals within an organization. HRM encompasses the activities and responsibilities of individuals employed in educational institutions (Akilah, 2018). Since teachers are planners, actors, and key drivers in achieving institutional objectives, they play a consistently active and prominent role in every institutional activity. As leaders, principals must address various issues related to teachers to ensure the effective and efficient implementation of teacher training programs. HRM tasks are critical for every school to achieve its objectives. It is essential to have a workforce that is not only skilled and articulate but also motivated and committed to working effectively and efficiently. HRM responsibilities include planning, organizing, and training (Hasibuan, 2013).

Planning in HRM refers to the systematic process of anticipating and outlining future actions necessary to achieve predetermined goals. It is the initial step in HRM (Astagini *et al*., 2022). At Elementary School 25 Kinali, activities such as evaluating the workforce's current condition and determining future needs are conducted to align with organizational goals effectively and efficiently. In preparation for new teacher recruitment, the school

principal implements HR planning, which involves assessing the requirements for educational personnel. To ensure the success of this process, all prospective teachers must meet specific qualifications.

This HR planning is tailored to address teaching staff management and aims to guarantee that Elementary School 25 Kinali can fulfill its future needs by developing and implementing strategies to assemble a competent teaching staff. Planning includes an analysis of educational staff requirements and qualifications before the start of the school year. Teachers also participate in training and seminars to enhance their professional skills. Based on observations, Elementary School 25 Kinali currently employs seven teachers, comprising six class teachers and one subject teacher, all of whom possess bachelor's degrees. This indicates that HR planning at the school is progressing as expected.

Organizing, a fundamental aspect of HRM, involves structuring people, tools, tasks, responsibilities, and authority to create an organization that functions cohesively to achieve its goals. Key components of organizing include HR recruitment, orientation, and placement (Astagini *et al*., 2022). Observations and interviews revealed that teachers at Elementary School 25 Kinali are assigned specific duties in various extracurricular activities, including arts, sports, scouting, hygiene programs (7K), school health programs (UKS), and religion. These responsibilities demonstrate that the organizational processes at Elementary School 25 Kinali are functioning effectively.

HR recruitment at the school has been conducted appropriately, as evidenced by its structured procedures, including the identification of educator needs, sourcing candidates, applying recruitment strategies, and filling vacancies. The selection process has been conducted effectively, ensuring the recruitment of qualified educators. Currently, all employed teachers at Elementary School 25 Kinali hold at least a bachelor's degree.

HR orientation is provided to newly appointed educators; however, it is conducted in a relatively straightforward manner. According to the principal, most candidates who are hired possess qualifications and are dedicated to their roles, ensuring they meet the institution's requirements. While orientation objectives are generally met, the process could benefit from further refinement. It was noted that some teachers are assigned to subjects aligned with their educational background, while others are not. Teacher qualifications remain an important consideration in HR decisions.

Development, as a comprehensive process, aims to encourage employees to work sincerely and effectively toward organizational goals. At Elementary School 25 Kinali, the principal has made efforts to improve education quality through training initiatives. These include professional development programs and seminars to update teachers' knowledge and skills. Such initiatives are expected to increase school activities and enhance teacher competencies. However, HR development at the school is still limited, with training primarily occurring through teacher working groups and collaborative groups involving educators from the same or other institutions. Additionally, observations revealed a lack of discipline among some teachers. Instances of tardiness, inattentiveness toward students, and indifference to professional responsibilities were noted, negatively impacting student outcomes. Teacher discipline is crucial for maintaining an orderly learning environment and fostering student discipline. The principal must manage educators effectively to address these issues, as insufficient discipline among teachers often results in suboptimal student behavior. Discipline is a foundational quality for educators and should serve as a model for students. Teachers who lack discipline cannot effectively instill this value in

their students. Discipline should aim to prevent problems and create a conducive environment for learning. Teachers must comply with regulations to ensure that teaching and learning activities are conducted in an orderly manner.

CONCLUSION

Before recruiting teaching staff (teachers), a comprehensive human resource plan is developed, which includes an analysis of the school's needs for teaching staff with the required qualifications and competencies. The recruitment process evaluates the educational background of prospective educators to ensure alignment between their expertise and teaching assignments. Additionally, various training programs are organized to enhance teacher competencies and support their professional development. The school principal actively supports educators by involving them in educational and training activities. These include in-school initiatives such as teacher deliberations and discussions, as well as external education and training programs. This ongoing support aims to foster the growth and professional development of teachers. Furthermore, discipline should focus on assisting students in preventing disciplinary issues and fostering an environment conducive to learning. To meet professional expectations, which limit study hours or teaching and learning activities, school principals must enhance their employee management skills, particularly in managing educators effectively.

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