Management of Educators and Education Personnel at SDN Potrojayan 3 Prambanan

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Abstract: This research aims to identify the management of educators and education personnel at Potrojayan 3 Prambanan Public Elementary School. This research is a qualitative study with the type of phenomenology. The analysis unit of the study was SDN Potrojayan 3 Prambanan. The research subject consists of the principal, educators, and educational personnel. The data is obtained by interview techniques, observations, and documents. Data is analyzed further by using the Creswell 6 (six) step model, which includes data collection, data analysis settings, data study, data encoding, and creating themes and data descriptions. Research findings show that human resource management related to the management of educators and education personnel identified at SDN Potrojayan 3 includes six things. (1) Planning, not severed from the role of Sleman Education Office in the planning process of educators and education personnel. Planning begins with needs analysis, job analysis and workload analysis, so the benefits and losses gained. (2) Recruitment, (3) Placement, (4) Compensation (5) The development of educators and educational personnel, (6) Evaluation of educators and educational personnel. The study impacted the school principal in managing school, teacher learning in classrooms, and overall school effectiveness. This research will appeal to the perpetrators and teachers who are directly involved with the school.

Keywords: management, human resources, educators, education personnel

INTRODUCTION

School is a state-funded institution which provides education services to all people who need education, so it is necessary to provide the best service for the school community. The most valuable resource at school is qualified people employed for this particular task. So ultimately the effectiveness of these services relies heavily on the knowledge, skills, and encouragement of their employees. Educators and educational professionals are the human resources in the school. Therefore, it is necessary to manage the human resources to achieve the objectives of the school. Similarly, Middlewood &Lumby (2009, p. 5) "*Human Resource Management (HRM) as the key to the provision of high-quality educational experiences and that educational organizations depend for their success on the quality, commitment and performance of people who work there* ". Human resource is "the key in providing high-quality educational experience" and that education organizations depend on their success on the quality, commitment, and performance of the people who work there.

Bratton & Gold (1994, p. 5) defined human resource management as *"part of the management process that company in the management of people in work organizations ".* It also includes recruiting, training, developing, motivating, and evaluating personnel who will carry out the tasks to achieve organizational objectives. HR management has been linked to increased outcomes (McMahan et al., 1998). For example, Wright et., al. (1998) found that HR involvement in strategic planning is a strong predictor for further evaluation of the effectiveness of HR functions. Likewise, Darwish et., al. (2013) found that strategic HR management is positively related to the performance of an organization in Jordan. Human resource management in education is a vital function in recruiting, developing, and maintaining highly qualified

personnel for the school system. According to Young & Cassetter (2004), Every employee of an educational organization is affected by human resource functions. This effect begins before the work through the recruitment and selection process and continues throughout the entire working period of an individual.

Human resource management has a wide structure consisting of sub-functions such as teacher responsibility and professional field competency (job analysis), quality and quantity of human resources, selection and designation, education and performance evaluation, cost, pricing and discipline management. Human resources function is important because it supports organizational strategies through developing, improving and maintaining a productive and capable working force and having the required skills to achieve organizational objectives (Decenzo, Robbins &Verhulst, 2017:30). The increasing importance of human resource management is proof of the fact that all types of development depend on human resources as well as an indicator of the value given to human beings in the institution. The development of institutions is closely related to their objective ssuccess, obtaining effective and efficient results, and using their human potential properly and wisely (Oztruk, 2016).

Kemendikbud (2016) mentions that the performance of human resources based on five educational indicators, i.e., degree, gender, personnel, civil servant status, and age group shows that performance in basic education belongs to a low category by value of 77.69. As well as the shortage of educators at SDN Potrojayan 3 Prambanan, the teacher competency test results for the competence of pedagogic field only, the national average is only 48.94, which is under the minimum competency standard which is 55 (Kemendikbud, 2016). It is supported in research of Wardhani (2017) mentioned that there is still a result of low teacher competency test, so it needs to increase the competency of teachers by following coaching and training in efforts to improve the competence of teachers. The compensation received by the teacher was also low among OECD countries (OECD, 2014). The management of educators and educational personnel is necessary to manage the human resources of the school to overcome this.

Therefore this research identifies the management of educators andeducational personnel, we believe that the management of good educators and educational personnel can facilitate better teacher performance. It alsocan increase effectiveness of the school reaches the goal. It is related to how education management and educational personnel are initiated from planning, recruiting, placing, compensating, coaching and developing, and evaluating.

RESEARCH METHODS

This study used a phenomenology qualitative approach. The authors conducted the research at Potrojayan 3 Prambanan Public Elementary School. Data source determination was performed by using the purposive sampling method. The data sources in the study were: Principal, administrative, teacher, and library staff. The data collection methods used were interviews, document analysis and observation. Data analysis was carried out by using Creswell's six-step data analysis method. Include collecting data, setting up data analysis, studying data, coding data, and creating data themes and describing (2014, p. 197). To ensure the data obtained was valid, the author attempts to triangulate the data. The triangulation involves sources and techniques triangulation. Source triangulation was used by cross checking the data from one source to another until the data is saturated. Through triangulation technique, authors verify and confirm data obtained from various sources using different techniques.

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RESULTS AND DISCUSSION

The findings of this study illustrate that in the management of educators and education personnel in the state primary school of Potrojayan 3 Prambanan consist of: (1) Planning, (2) Recruiting, (3) Job Placing, (4) Compensating, (5) Coaching and Developing, (6) Evaluating.

1. *Educator Planning and education*

Management of educators and education personnel at SDN Potrojayan 3 began with planning for educators and education systematically by conducting needs analysis, job analysis, and workload analysis. Where the school does the inventory, as is the statement Siagian (2008, p. 45) that the inventory activity to know the human resources already in the organization. The next step in the planning is with the analysis of the needs, Berger, (2010, p. 2) The need analysis was done to analyses the performance gaps, so that the gap can be closed. Job analysis and workload analysis was the next step conducted by SDN Potrojayan 3 in the planning, it was to manage educators and education personnel on tasks and responsibilities to work in schools based on educators and educational qualifications, in line with Meija, Balkin & Cardy (2012, p. 63-66) The analysis of the position as the process of organizing the worker into the tasks necessary to do the work certain. While the workload analysis works to identify specific job tasks and responsibilities. From such analysis there will be further action by conducting recruitment, additional tasks, training and development. In the context of human resources, the need assessment is an important planning strategy.

The planning of school educators and educators personnel refers to the minimum service standard (SPM) in Education and Culture Minister Decree No. 23 year 2013 that the implementation of basic education must comply with SPM. From 14 indicators of SPM SDN Potrojayan 3 had fulfilled the minimum standards of service imposed by the Government, which for the standard value of educators themselves had score of 90 for the educators at school teachers at SDN Potrojayan 3 was good. One teacher teaches no more than 32 students and each class has their own teacher, although there was a 1st Grade and 4th Grade that had non permanent teacher. Nearly 90% of teachers at SDN Potrojayan 3 have qualified S-1 or D-IV academic qualifications, as well as 6 teachers who have been certified educators.

2. *Recruitment of educators and education personnel*

Recruitment can be done to cover the known gaps in the planning process as Muniroh & Muhyadi (2017, p. 8) said that the recruitment of educators and educational personnel is an attempt to carry out the process Planning so that it can run well and mature so that it can produce a satisfactory quality of educators and educational personnel in accordance with the expectations of the chill. In line with Kamran, (2015, p. 5) Recruitment is a process of finding potential candidates to fill the employment of an organization that has been anticipated. In this case after the analysis and the school suffered a shortage of personnel at the time then the recruitment of a new non permanent teacher based on the qualifications required, it is supported by Armstrong (2006, p. 409) Recruitment is a process the collection of prospective office holders in accordance with the plan of employee to occupy a particular position. This has an impact on the ability to complete their duties as an educator and an honorary education force in the school.

In the recruitment process of SDN Potrojayan 3, there were several stages that must done by prospective applicants, cover letter, filing, interview by the principal. While Siagian

(2008, p. 137) At least eight steps can be pursued in the process of conducting recruitment: the acceptance of the cover letter, the organizing of exams, interview selection, the background reduction of applicants and letters of reference, Health evaluation, interviews by managers who will be their immediate supervisor, job recognition, and application decisions. However, it was not compeletly done by SDN Potrojayan 3 in the recruitment process. It is because of the limited resources, both in the form of funds and energy to perform the stage.

In the recruitment of an nonpermanent teacher who through the school is currently not possible, it was delivered by the Government through the Ministry of Education and Culture, which is governed in the Government Regulation 48/2005 Jo PP No. 43/2007, on the Prohibition of schools Recruiting honorers for public schools, but if the school needs teachers it can apply to the district Education Office and the local government as contained in the law number 20 of year 2003 now for the teacher is Become the authority of each province for SMA and SMK, while for SD-SMP in the district/city.

3. *Job Placement*

The placement of work at SDN Potrojayan 3 is in accordance with the field of education that is owned by each educator and education personnel, if the computer education will be placed in computer teachers, who are also in the Dapodik and administration. There is not an elementary school teacher, but the English language, the mother but already in order to fit her knowledge, can be concluded that the suitability of the background and the placement of educators already meet the provisions of the teacher and lecturer law year 2005 Article 7 paragraph 1c about the professionalism that the profession of teachers and professions is a special field of work implemented on the principle of having academic qualifications and educational background in accordance with the field of duty. Mondy& Wayne (2008, p. 153) explains that in the procurement function, the placement activity begins after the recruitment of prospective employees is accepted and ready to be placed on the job title or unit in accordance with the qualifications. It is emphasized by Daniel, Sanda & Midala (2014, p. 66) that the process of placing the background of education, skills owned both educators and education personnel must be in accordance with the position or the work set.

In the process of placement in SDN Potrojayan 3 There are several teachers who occupy different assignments and positions such as English teachers get the task of becoming a teacher, computer teachers in place as the operators manage the basic data of education (DAPODIK). As the opinion of Hariandja (2005, p. 156), that placement is the process of reassignment of officers to new assignments and offices or different positions. Good job placement affected the final outcome in which there was an increase in teacher achievement. In line with Tohardi (2002, p. 226) The placement activities are very important in human resource management to improve employees ' work performance.

4. *Educator and education personnel's compensation*

The compensation given by SDN Potrojayan 3 was only for an non permanent teacher, for educators and educators whose status of civil servants was given by the central government, where 6 educators who have been certified were civil servants, teachers. Compensation is important in the management of educators and education personnel related to the welfare and satisfaction of work. An non permanent teacher at SDN Potrojayan 3 was experiencing an increase related to salary. The non permanent teacher in the first year of

salary is only Rp. 150,000 and then raised to Rp. 250,000 for each month each educator. Compensation in the form of allowances provided by Kabutapen was Rp. 300,000 for each non permanent teacher. Handoko (2003, p. 54) mentions that compensation is important for employees as individuals because the magnitude of compensation reflects the size of their work of compensation also referred to a form of appreciation given to employees as the contributions they provide to the organization. Compensation is not only about their salary, but a comfortable workplace, the communication of the family will make the non permanent teacher still survive in teaching in the school. As Gary Dessler's statement (Indriyatni, 2009, p. 134) that one form of compensation was non-financial rewards such as flexible working hours and a comfortable workplace. De Nobile & McCormick (2008:104) Explains that salary, the relationship between teachers and principals, colleagues, job conditions, was a factor that can affect job satisfaction of educators and educators.

Compensation in the form of salary received by an non permanent teacher at SDN Potrojayan 3 was increased, because there was a difference in the amount received when an non permanent teacher works with a few years of working at SDN Potrojayan 3, it enhances Satisfaction of their work, it is according to the statement Mathis & Jackson, (2000, p. 153) One way of management to improve work performance, motivate and improve employee satisfaction was through compensation.

5. *Coaching and developing educators and education personnel*

The development of competency of both pedagogy and professional conducted by SDN Potrojayan 3 was active teachers in the activities of Teachers Working Group (KKG) to continuously improve their competence, for the school principal there was a school head working Group (KKKS) and also participate in training held by the district such as sustainable professional Development Program (PKB). Sometimes schools did their own activities, by inviting outside speakers to increase the competence of teachers in schools. In addition, teachers in Potrojayan 3 were good learners, who did not hesitate to ask their peers who were more understanding or understanding.

This was done by non permanent teacher of English subjects who took a lecture again in elementary school teacher education, it was done facing responsibility as a class teacher, the teacher also taught language subjects English. Similarly, computer teachers who often follow the coaching DAPODIK because of the responsibilities given in managing Dapodik, Simamora (2004, p. 273) training and development are two terms that are sometimes used jointly or Interchangeably. Training is useful for adding and improving knowledge and skills to be more productive. Development was done for the future needs of employees and organizations. Training and development have benefited from the employee's long-term career, to face greater responsibilities in the future. Therefore, there were many tasks that have been waiting to be done well by educators and education professionals who have been trained. Training is the process of teaching skills that employees need to do their jobs. While Mangkuprawira (2002, p. 135) explains that training is a process of teaching certain knowledge and expertise as well as the attitude that employees are increasingly skilled and able to perform responsibilities better, in accordance with the standards.

6. *Evaluation of educators and education personnel*

SDN Potrojayan 3 has conducted periodic supervision conducted by the headmaster, which serves to evaluate educators and educators. In line with Ermendiknas No. 13 of 2007

about principal/Madrasah standards include personality, social, managerial, entrepreneurship, and supervision competencies. In the decree of the Minister of National Education RI No. 162/U/2003 on teacher assignment guidelines as the principal called "Emaslim" (educators, managers, administrators, supervisors, leaders, innovators, and motivators). One of the standards and duties of the principal was the competency of supervision. The competency were: (1) Plan academic Supervision program in order to increase professionalism of teachers; (2) Implement the academic supervision of the teacher using appropriate supervision approaches and techniques; (3) Follow up the results of academic supervision on teachers in order to increase professionalism of teachers.

The principal conducts an administrative evaluation every month and the teacher's performance appraisal every semester, the principal participating in the classroom sees the teacher teaching. Permennegpan & RB No 16year 2009 that the teacher's performance assessment is the assessment of each item the main task of the teacher in order to pursue the career of leadership and office.

According to Robbins & Alvy (2004, p. 31) that supervision was carried out to improve student learning through development of supervision and professional. Academic supervision was conducted to know the teachers in conducting learning activities ranging from planning, implementation, and appraisal activities. The headmaster can know the competency and performance of teachers in the learning activities of each teacher through the monitoring, monitoring and supervision of learning in the classroom. The results of monitoring or hereinafter referred to as the results of the supervision are used to compile the next supervision follow-up program. The follow-up Program is given to all teachers who have high performance and who still need intensive coaching and supervision.

That PKG evaluation is as a credit point for teacher career path. If in evaluation there was a finding then there is a direction given to the teacher, whether the form to repair or to participate in training and development. In the termination of the teacher, SDN Potrojayan 3 had no authority, which was the stop of the teacher, especially the civil servants. Which is based on LAW number 14 year 2005 about teachers and lecturers, regulation of Ministers of PAN and RB number 16 year 2009 about the functional department of Teachers and credit numbers, and the joint regulation of the Minister of National Education and Head of BKN (number 03/V/PB/2010 and number 14 years 2010) on the instructions for implementing the functional department of Teachers and their credit numbers. Educators and educational professionals who are hiring schools are schools and schools can stop, if the regional honor is returned to the education office.

Up to 6 steps in the management of educators and educational personnel are related to the teachers as well as educator staff in school. Components of one another are interconnected in order to cause a positive impact on the school. The positive impacts of educator and education management were increased employee commitment and performance and reduction of employee turnover (Combs et al., 2006). However, it is also recognized as a key in improving school performance as well (Vekeman et al., 2014). More specifically, by enhancing competency and teacher commitment impact on the potential improvement of teacher performance and, consequently, improve student outcomes (DeArmond et al., 2009). This research presents 6 components in the management of educators and educational personnel that can be done and provide direct impact on the school.

CONCLUSION

The results showed that 6 components in the management of educators and education personnel had a positive impact on teachers and schools. The management of educators and educations at SDN Potrojayan 3 Pramabanan is good. The research also provides implications for schools in the face of such things as lack of a teacher by means of recruitment or double jobs. Coaching and development are also conducted on teachers by training, both conducted by working groups teachers (KKG), school, and education district office. Compensation for teachers was not fixed in amount this was as a form of the school's appreciation for the teacher's unsteady and impactful teacher directly. Job placements have also been tailored to the needs and abilities of teachers. In the evaluation component the principal has an important role in the supervision process conducted against teachers and education personnel. The downside of this study is the infiltration of the number of research subjects consisting of only one school; it is due to the limitations of researchers in conducting research. And it can make subsequent research themes with a wider number of subjects.

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