



# Teacher Human Resources Development in the Global Era (Case Study at SMA Muhammadiyah 3 Jember in 2022)

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**Abstract.** The development of teacher human resources in the global era as it is today is urgently needed, to improve the competence and professionalism of teachers in facing the challenges of globalization developments that touch on aspects of education. This study aims to examine the growth of teacher human resources in the areas of SMA Muhammadiyah 3 Jember's education and training. A case study approach is used in this research, which takes a qualitative approach. Through observation, interviews, and documentation, the data is discovered. Analyzed using Milles' theory, Huberman which includes data collection, collecting, displaying, and deriving conclusions from data. The study's findings explained that the development of human resources for teachers of SMA Muhammadiyah 3 Jember in facing global developments and challenges, among others, that: Teacher education and training are directed at increasing competence; technical, theoretical, and practical learning activities and their devices by and the ability to master and utilize information and communication technology. Teacher education and training are also directed to the ability to master Islamic religious spirituality in the form of recitations and have an impact on the realization of high work productivity.

**Keywords:** human resource development · teachers · teachers resource management

## 1 Introduction

Education is an important instrument in realizing the mandate of the constitution as stated in the 1945 Constitution of the Unitary State of the Republic of Indonesia. Education not only plays a role to promote the life of the country but also as a strategic medium for the nation's sustainable struggle towards a civilized Indonesia as mandated by the 1945 Constitution.

Likewise, education is held aimed at maintaining the unitary state of the Republic of Indonesia and maintaining the moral values of the nation as directed in the SISDIKNAS The Law No. 20 of 2003 on the Purpose of National Education, that aims to develop students' potential to become human beings with faith and piety in God The Almighty, has a noble character, is healthy, knowledgeable, capable, creative, independent, and

becomes a democratic and responsible citizen, aims to develop students' abilities and form the character and civilization of a dignified nation in order to educate the nation's life [1].

On the other hand, education has a massive effect on how a nation develops, how national ideas are formed, how the economy improves, how science and technology are developed, how labor is prepared, and how ethics and morality are improved. Kaestle (1983) as quoted by Sonhadji explains that the school is a "pillar of the republic" with the renewal of education that can be filled by a set of dominant values towards a social, economic, and ideological change of a particular society. Tyack (1976) also quoted sonhadji and explained that education as a vehicle fosters people to be nationally insightful, patriotic, and have the legitimacy of their status as good citizens [2].

Education as a medium in building society should have standards and infrastructure with good qualifications and quality so the objectives of community development through education can be achieved. Although the problem is that the quality of Indonesian education is considered by many to be still low [3]. As mentioned, the United National Development Program (UNDP) the world body responsible for human resource development in UN member states has issued a Human Development Index (HDI) rating, and Indonesia's HDI ranking is still perched between 124 of the 180 UN member states (UNDP, 2018). Indonesia's HDI position is still below 5 other ASEAN countries. While Singapore ranks 9th, Brunei Darussalam ranks 30th, Malaysia ranks 62nd, Thailand ranks 92nd, and the Philippines ranks 97th in the world. Thus, when contrary to neighboring countries such as Malaysia, Singapore, and others, Indonesia is still lagging behind in terms of education.

In comparison, it is already to what extent the development and quality and qualifications of national education for it is also necessary to look at the development of the education of other countries. For Studying schooling in one country is easier when compared to education in another. "... That Relating education in one country to education in another allows for a better understanding of othercountries..." [4]. Thus national education can be understood in its development, quality, and qualifications by comparing and looking at education in other countries.

So as evidence of the good quality of education, there is also a quality teacher's human resources. Along with that, the Indonesian Teachers Association (IGI) stated that the problem of teacher competence is the main matter, how excellent the curriculum is applied, the key is that there is a figure and even the ideal curriculum will be useless if it is run by incompetent teachers [5].

The role of teachers is decisive in obtaining the goals of national education, educating the nation's life through education as a manifestation of the mandate of the 1945 Constitution and efforts towards enlightenment towards a civilized society. Currently, the problem of national education is increasing when globalization that continues to occur at high speed touches aspects of education. The enactment of a free market through AFTA or AEC (ASEAN Economic Community) 2015 and NAFTA (North America Free Trade Agreement) and so on, then whether or not graduates of educational institutions in Indonesia will compete with school graduates throughout, even internationally. At this stage, educational institutions should be held by the government and the community to

prepare students who are expected to be able to achieve international-level achievements [6].

To realize the availability of professional or quality educator human resources, efforts are needed to develop it in the perspective of human resource development management, including through training. From these trainings that are carried out specifically, several steps can be taken to improve the quality of teachers to be better and be able to compare them with other countries [7].

The locus of this study is SMA Muhammadiyah 3 Jember, which is one of the private educational institutions that is also the first choice for many consumers in Jember. As an effort to improve the human resources of its teachers, it among the private schools of learning with foreign schools, such as high schools and equivalents in Singapore and Malaysia. This is done so that the teachers of Muhammadiyah 3 Jember High School have the readiness to compete globally in the world of education so that they are also able to realize that their graduates have a lot of global power.

SMA Muhammadiyah 3 Jember is a school with Information and technology-oriented. Which requires teachers to be able to utilize and use technological media. Even the school facilitates teacher's training – training on the use and use of IT. Even the teachers are equipped with language skills, namely Arabic, English, and Japanese. Last but not least, the teachers of Muhammadiyah 3 Jember High School are also equipped with Islamic religious education.

#### A. Research Focus

How is teacher education and training in the global era at Muhammadiyah 3 Jember Senior High School?

#### B. Research Objectives

In accordance with the focus of the research above, this study seeks to explain teacher education and training in the global era at Muhammadiyah 3 Jember Senior High School.

## 2 Literature Review

### 1. Past Research

#### A. *Past Research*

In this section, the researcher presents some of the findings of the research by researchers – previous researchers in the same field of research will then be looked for differences and similarities.

The information obtained from several research results conducted by researchers - previous researchers in the same field of research will be used as comparison material and confirm that researchers do not duplicate or replicate previous studies so that something new is obtained. A novelty that experts often refer to as the 'state of the arts in research [8].

From the researcher's search of desertation with the same field of research can be mentioned as follows:

- a. Jenny Evelin Palunsu in her writing “Teacher Professional Development Planning, (Embedded Case Study on Teachers of SMK Negeri 1 Manado City, SMK Negeri 1 Manado City, Manado City Education Office in North Sulawesi Province)”, dissertation, Education Management Study Program Postgraduate Program, State University of Malang 2010. With a research focus on (1) Planning patterns of teacher development activities. (2) Teacher professional development time planning pattern. (3) Teacher professional development fund planning pattern. (4) Planning Patterns for the sustainability of teacher professional development programs. (5) Patterns of teacher involvement in the establishment of teacher professional development programs.
- b. Amanah in his writing “Human Resource Development Strategies in Islamic Educational Institutions, (Study at SMP Al-Falah Deltasari, MTs N II Surabaya, and MTs Amanatul Ummah Surabaya)” dissertation, Postgraduate Program IAIN Sunan Ampel Surabaya 2010. With the focus of research on (1) Actions the leadership took of Islamic educational institutions in planning the human resources of educators. (2) Efforts made by the Leadership in controlling the human resources of educators. (3) Efforts to improve the human resources of educators.
- c. Ahmad Fatah Yasin in his writing “Human Resource Development in Islamic Educational Institutions (Multicasus Studies at MIN Malang I, MI Murni Lamongan and MI Muhammadiyah I Pare Kediri), dissertation, IAIN Sunan Ampel Postgraduate Program Surabaya 2010. With a research focus on (1) Planning for human resource development in Islamic educational institutions. And the results of the study explained that in the development of teacher human resources, these three MI have carried out planning based on; (a) Self-evaluation and needs analysis. (b) Develop a teacher resource development planning program. (c) Implement a teacher resource development planning program. (d) Evaluate the implementation of teacher resource development. (e) Targets for achieving teacher resource development. (f) Orientation of teacher resource development for madrasas. (2) Strategies for human resource development in Islamic educational institutions.
- d. Instant Wahyu Djatmiko in his article “Professional Development of Vocational High School Teachers”, dissertation of the Postgraduate Program at Yogyakarta State University, 2012. The formulation of research problems about psychological maturity and the ability to manage the knowledge and skills of SMK teachers and their influence on professional development activities carried out by SMK teachers have an impact on the performance and effectiveness of SMK teachers in carrying out their profession.
- e. Sarmatian Hasibuan, in his article “Model of Sustainable Teacher Professional Competency Development Using Information and Communication Technology (Study at Padangsidempuan City State High School (Sma)”, dissertation, Padang State University 2013. With the focus of research on (1) The causes of the low professional competence of padangsidempuan high school teachers. (2) Efforts that have been made by the Padangsidempuan City Education Office. (3) Increasing the motivation of teachers to improve professional competence (4) Establishing teacher professional competency standards as a reference indicator for teacher professional competency development; (5) The use of continuous teacher professional competency development.

The similarity with the research mentioned above is related to the management of HR development, especially among teachers. However, what distinguishes this research from some of the studies mentioned above is that the development of teacher human resources at Muhammadiyah 3 High School is carried out on aspects of education and training and compensation given to teachers.

## 2. Theoretical Studies

### A. *Definition of Human Resources*

The development of teacher resources is inseparable from the study of human resource development. The implementation of human resource development in an organization is to provide a systematic description that maps or represents several circumstances or cases in the organization, efforts are then made to develop human resource management.

Some opinions about human resource management, Flippo in Handoko [9] explains that human resource management is a series of organizational activities that include To achieve personal, organizational, and societal goals, It is necessary to plan, organize, direct, and supervise actions including hiring, educating, paying, integrating, maintaining, and releasing human resources.

Another understanding explains that human resource management is a series of integrated systems that aims to improve HR performance [10]. In educational organizations, human resource management includes HR planning activities, recruitment, selection, placement, compensation, rewards, development, and dismissal. A similar understanding explains that the human resource management process consists of labor planning, recruitment, selection, orientation, placement, determination of the reward system, determination of the assessment system, career development, development, maintenance of industrial relations, and termination of employment and retirement [11].

In another explanation, it is stated that Human resources management concerns the recruitment, selection, development, compensation, retention, evaluation, and promotion of personnel within an organization or human resource management deals with recruitment, selection, and development, rewarding, efforts to retain, assess, and promote personnel in an organization [12].

Khusnuridlo emphasized comprehensively that the administration of human resources meaningful as the integration of all processes, programs, and systems in the organization that ensures that staff has been processed and utilized effectively.

It is also mentioned more specifically that HR development is a process carried out to develop the knowledge, expertise, and abilities of workers, as well as competencies developed through training and development, organizational learning, leadership management, and knowledge management for performance improvement. Included in the development of human resources is the provision of compensation and performance appraisal.

From the explanation above, it can be concluded that human resource management or human resource development in an industrial organization or educational organization is a series of planning, recruiting, selection, placement, compensation, awards,

development, and dismissal activities, and is a process carried out to develop the knowledge, expertise, and abilities of HUMAN RESOURCES and/or educators, as well as the development of human competencies.

The evolution of teacher resources in an educational organization is the development of educators or teachers through a series of development activities so that qualified educators are realized who can adapt to changes in a competitive environment, can compete, and are globally competitive.

Meaning the development of teacher resources which refers to the concept of developing human resources, Bogardus in Wawansyah explained that “the functional part of the HR body of knowledge associated with training, development, and management is human resource development”, change, and performance management and abilities are available when needed to accomplish organizational goals” ( functional areas of human resource management related to training programs, development, change, and work management to ensure that people with the necessary knowledge, skills, and abilities will be available at a time when needed to realize the goals of the organization) [13].

Development of teacher resources consisting of, among others; education and training, compensation, and performance assessment are sub-functionals of teacher resource management. Handoko [14] also asserted that made activities are among others; withdrawal, selection, development, maintenance, and use of individuals. While the subfunctions of the MSDM are, among others; job analysis, HR planning, withdrawal process, selection process, assessment, counseling, exercises, compensation, assessment, and so on.

Teacher resource development as referred to by Shetty and Vernon B. Bucher (1985) in Fattah is a teacher who has aspects of competence, skills/skills, skills, skills, attitudes, behavior, motivation and commitment [15]. Teachers as human resources in educational organizations should also have the aspects mentioned above.

## B. *Definition of Education and Training*

Education and training are important instruments for the development of human resources. In other purposes education and training are investments for educational organizations or enterprises.

Education and training are needed for human resources in order to carry out tasks successfully. In addition, the purpose of holding education and training for human resources is to increase the effectiveness and efficiency of work in achieving the goals set [14].

Education as stated in Law No. 20 of 2003 concerning SISDIKNAS is a deliberate and deliberate endeavor to design a learning environment and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, and noble character, in addition to the skills needed. For themselves, society, nation, and state [16]. While the training [17] is to give existing teachers/employees or existing teachers/employees the skills they need to do their job.

Mondy and Noe in Marwansyah explained that training is an activity designed to provide the knowledge and skills needed by participants to carry out their current work [13].

Therefore, it may be said that education and training are an effort to provide skills and knowledge to employees with certain techniques and methods in achieving goals.

In educational organizations, educational and training activities for educators or teachers are activities to provide knowledge and skills to improve their competence as teachers.

The development of teacher human resources in educational institutions, in this case, educators or teachers can be carried out through various forms of education and training (training) or non-training, among others; (a) In-house training (IHT). In-house training is training that is organized internally in a group of teachers, schools, or other places designated to organize training. (b) Internship program. An internship program is a form of training that is carried out in the world of certain relevant industries or institutions to improve the professional competence of teachers. (c) school partnerships Public and private schools, as well as good and poor schools, can all provide educational training. So its implementation can be carried out at the school or in the place of the school's partners. Coaching through school partners is necessary because of some of the uniqueness or advantages that partners have, for instance, in the area of classroom or school management. (d) Distance learning. Without gathering instructors and trainees in one specific location, training through distance learning can be conducted instead using a training system through the internet and the like.. Coaching through distance learning is carried out with the consideration that not all teachers, especially in remote areas. (e) Tiered and specialized training. This type of training is carried out in authorized training institutions, where the program is arranged in stages ranging from elementary, middle, advanced, and higher levels. Based on the degree of difficulty and type of competency, the training level is set.. Due to new scientific advances or in response to special needs, special training (specialization) is offered. (f) Short courses in colleges or other educational institutions are intended to improve the competence of teachers. (g) The principal and teachers with the authority to foster carry out internal coaching at the school through formal meetings, the rotation of teaching responsibilities, the assignment of additional internal chores, and talks with peers. h) Further education, which is an alternative to the improvement of teacher qualifications and competencies.

### *C. Education and Training Objectives*

Education and training are needed for human resources to carry out tasks successfully. In addition, the purpose of holding education and training for human resources is to the effectiveness and efficiency of work in achieving the goals set [14].

Law No. 13 of 2003 on Manpower article 9 explains that Job training is designed and carried out to provide workers with the skills they need to perform their jobs more effectively and profitably [18].

Davis and Werther in Marwansyah state that the purpose of training is so that individuals in work situations can gain the ability to perform certain tasks or jobs satisfactorily.

Likewise, Wexley and Latham in Marwansyah mention the objectives of the training as follows; a)Increasing one's awareness of oneself; b) Improve the skills of individuals in one or more areas of expertise, and; c) Increase the Motivation of individuals to carry out their duties or work satisfactorily [13].

From several opinions, It is possible to say that training serves the objective of increase work effectiveness and efficiency, develop competencies and or skills of workers to increase productivity, and achieve organizational and individual goals.

In educational organizations, training is carried out to improve the professionalism, skills, and competence of teachers to realize the goals of educational organizations.

#### D. *Education and Training Process*

Education and training which is commonly referred to as training organized by companies/educational organizations or educational organizations have a series of processes in their implementation so that they are carried out effectively and efficiently.

Clayton in Dessler mentions that the educational and training process includes;

- (a) Training Needs Analysis
- (b) Training Program Design
- (c) Development
- (d) Implementation, and
- (e) Evaluation

The same explanation of the educational and training process states that the process of education and training begins with; a) Determination of training needs; b) Training goal setting; c) Method selection; d) Implementation; e) Evaluation [13].

It can be concluded that the training of implemented by paying attention to several things as follows; a) Training needs; b) the purpose of training; c) methods; d) Implementation, and; e) Evaluation.

### **3 Methods**

The research approach that will be used in this Qualitative research is research. The goal of qualitative research is to understand the phenomenon that the topic of the study experiences for instance, actions, perceptions, and motivations action and others holistically, and using description in the form of language and words, in a type of setting that is natural and by using natural special methods.

While descriptive research is the type that is used. Descriptive study aims to provide symptoms, facts, or events regarding the characteristics of a specific group or region in a methodical and precise manner [19].

Researchers used Model by Miles and Huberman data analysis. The steps of data analysis of this model are data collection, data condensation, Presentation of the data and findings.

### **4 Discussion**

Education and training or also known as training is a very important activity for educators to increase their competence and professionalism. Training is a term that is often used and



is short for the words education and training. Education is more oriented towards providing knowledge while training is oriented towards improving skills or skills theoretically and practically.

An organization or educational and training institution is an investment in human resources or Human Investment, with the hope that the educators will increase their competence and professionalism so that they can carry out their duties properly and correctly and realize the effectiveness and efficiency of work for educational institutions and their human resources and achieve their goals.

It can also be said that education and training for educators and education personnel in educational institutions, is an important medium for the realization of work effectiveness and efficiency and performance for educational institutions or companies in achieving goals.

Law No. 13 of 2003 on Manpower article 9 explains that job training is organized and directed to equip, improve, and develop work competencies to improve ability, productivity, and welfare [18].

Davis and Werther in Marwansyah state that the purpose of training is so that individuals in work situations can gain the ability to perform certain tasks or jobs satisfactorily.

Likewise, Wexley and Latham in Marwansyah mention the objectives of the training as follows; a) Increase the self-awareness of the individual; b) Improve the skills of individuals in one or more areas of expertise, and; c) Increase the Motivation of individuals to carry out their duties or work satisfactorily.

What is carried out at SMA Muhammadiyah 3 Jember Teacher education and training is also directed at the ability to master learning activities and their devices, the ability to master Arabic and English as well as Japanese. As well as the ability to master and utilize Information and Communication Technology (ICT). In more detail, education and training are carried out through MGMP Mapel once every 1 month at school. And holding IHT/workshops and other activities to improve the ability of teachers to study SKL, KI, KD subjects and make SI mapping at the beginning of the academic year and carried out per MGMP.

Of course, the ability to master learning activities and their tools, and the ability to master and utilize Information and Communication Technology (ICT) as part of the competence and professionalism of educators from the results of training held by schools which aims to realize high productivity, efficiency, and work effectiveness as well as the achievement of institutional goals.

The importance of mastering and utilizing Information and Communication Technology because currently, it is to answer the challenges of education in the era of the industrial revolution 4.0 is increasingly not easy. So that with this challenge, the Directorate General of Teachers and Education Personnel (Ditjen GTK) carried out a program to increase the competence of teachers and Education Personnel abroad, the purpose of which was to improve the quality of teacher human resources. Similarly, the ability to master Arabic and English, and Japanese are also in order to answer global challenges. Because to be able to survive in the global competition, foreign language skills are very decisive.

In addition, teacher education and training as carried out at SMA Muhammadiyah 3 Jember, is directed towards the ability to master the spirituality of the Islamic religion. This may be what distinguishes it from the education and training carried out in many other schools.

Many studies explain that an employee's level of religiosity has a big impact on how productive they are at work. Such as research by Karina Dewi Alfisyah and Moch. Khoiril Anwar, 2018, with the title *The Influence of Religiosity on the Performance of Muslim Employees of PT. Nusantara Plantation XI*, [20] The results of this study show that religiosity variables have a linear relationship with performance variables. And that the religiosity variable has a significant influence on the performance variable.

Likewise, a study by Fauzan Adhim, 2009, entitled *The The Effect of Religion on The Work Performance of Alumni Employees and Non-Alumni of Pesantren (Study at the Bangkalan Regency Depag Office)*. The results showed that religiosity has a significant influence on the work performance of alumni employees and not alumni of Islamic boarding schools who work in Kandepag, Bangkalan Regency [21].

For the sake of competency-based and religious education and training should be carried out to increase the productivity of the performance of educators in schools.

In line with what Manullang said [22], that the purpose of human resource development in educational institutions or organizations and other organizations, in general, is the same as the purpose of individual training, namely to obtain three things, namely: increasing knowledge, adding skills, and changing attitudes.

The foregoing explains that education and training are needed for teachers to carry out tasks successfully. In addition, the purpose of holding education and training for teachers is to increase the effectiveness and efficiency of work in achieving the goals set [14].

The same opinion was mentioned by Dessler who stated that training is an activity that gives them the skills they need to do their job.

In other words, Dessler emphasized that the training activities carried out are oriented toward increasing competence, skills, or skills so that employees or teachers can work with high productivity.

Although in fact, educational or training activities carried out by educational organizations or other organizations that are oriented toward spiritual touch will have a significant impact on improving teacher performance.

So teacher education and training should also be directed not only based on competencies, skills, or skills but teacher education and training should also directed to qualified spiritual abilities and mastery. So that the realization of teachers who have noble character and As required by Law Number 14 of 2005 about teachers and lecturers, acting in accordance with religious principles (imtaq, honesty, sincerity, and helpfulness) and exhibiting behaviors that are exemplary of pupils can serve as examples of personality competency.

Related to education and training models and strategies can be implemented with a human resource development model approach. The human resource development model in an organization is to provide a systematic description that maps or represents several circumstances or matters in the organization, efforts are then made to develop human resource management.

Castetter as quoted by Shaefudin [23] delivering five development models for teachers, namely as follows; 1) Individual Guided Staff Development. 2) Observation/Assessment. 3) Involvement in a Development/Improvement process (Involvement in a development/improvement process). 4) Training (Training). 5) Inquiry.

At SMA Muhammadiyah 3 Jember, from the implementation of the teacher development model which refers to the five development models, many conduct training or training and observation/assessment.

Training is needed for teachers to be able to carry out tasks successfully. In addition, the purpose of holding education and training for teachers is to increase the effectiveness and efficiency of work in achieving the goals set [14].

In an organization or educational institution, teachers are investing in human resources or Human Investment, with training or training, it is hoped that the educators can carry out their duties properly and correctly and realize the effectiveness and efficiency of work for educational institutions and their human resources and achieve their goals.

## 5 Conclusion

In an organization or educational institution, teachers are investing in human resources or Human Investment, with training or training, it is hoped that the educators can carry out their duties properly and correctly and realize the effectiveness and efficiency of work for educational institutions and their human resources and achieve their goals.

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