Human Resources Development Viewed from Planning Aspects at the Motor School of SMA Negeri 1 Masbagik East Lombok, Indonesia

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Human Resources Development Viewed from Planning Aspects at the Motor School of SMA Negeri 1 Masbagik East Lombok, Indonesia

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Abstract. The purpose of this study was to describe the Human Resource Development Planning in the Driving School of SMA Negeri 1 Masbagik, East Lombok, Indonesia. This research was conducted using a qualitative approach with a single case study research design. Data was collected using data triangulation techniques from interviews, observation and documentation. The data analysis technique uses the Miles & Huberman model: data collection, reduction, presentation, and conclusion. The study results show that the steps in planning the human resource development program for educators and education staff consist of several stages, namely, 1) determination of needs, 2) target setting, 3) program implementation, and 4) program evaluation.

Keywords: Human Resources, Driving School; Planning.

INTRODUCTION

Human resources are the driving force of organisational or institutional activity [1]. Human resource support must be seen from the quality and quantity possessed. The amount owned must be proportional to the existing workload so there is no shortage or excess of human resources. Likewise, the quality of human resources must meet the qualifications that are by what has been required to produce students as expected. Because human resources are the most critical asset in an organisation, professional management is needed [2].

The development of the education world is entering the technological era where all technology is part of the human being, thus demanding an education system that is in harmony with the demands of the world of work [3]. Education must reflect the process of humanising humans in the sense of actualising all the potential they have [4]. This is in line with Law No 20 of 2003 concerning the National Education System that the purpose of education is to educate the life of the nation and develop the whole Indonesian human being, namely human beings who believe and fear God Almighty and are virtuous, possess knowledge and skills, are physically and spiritually healthy, have a solid personality, and independent as well as a sense of responsibility, community and nationality.

The new Minister of Education and Culture of Indonesia, Nadiem Makarim, has raised the pros and cons of "Freedom to Learn". This concept frees educational institutions and encourages students to innovate and promote creative thinking. This concept was then accepted considering the vision and mission of Indonesian Education in the future to create quality human beings who can compete in various fields of life.

The Mobilizing School Program is an effort to realise the vision of Indonesian Education in learning an advanced Indonesia that is sovereign, independent, and has personality through creating Pancasila Students [5]. The Mobilizing School Program focuses on developing student learning outcomes in a holistic manner which includes competence (literacy and numeracy) and character, starting with superior human resources (principals and teachers) [6]. The Mobilization School Program is a refinement of the previous school transformation program [7]. The Mobilizing School Program will accelerate public/private schools in all school conditions to move 1-2 stages more advanced. The program is carried out in phases and integrated with the ecosystem so that all schools in Indonesia become the Mobilizing School Program.

Motivator schools have five interrelated interventions, including implementation assistance to mobilising schools that can provide solutions to problems or constraints that exist in schools, as well as planning programs at mobilising schools and strengthening human resources, especially the implementation of training with a new paradigm for school principals, supervisors and teachers. Learning is designed according to the needs and stages of development. It provides flexibility in designing education and choosing learning tools that suit your needs. Learning activities do not have to be in the classroom, but knowledge can be done outside the school, orientated towards character education and general competence.

Of the ten equivalent high schools in NTB that were selected as the Mobilizing Schools, they included SMAN 1 Kota Bima, SMAN 2 Kota Bima, and SMAN 4 Kota Bima. At the same time, in East Lombok, they had SMAN 1 Sakra, SMAN 1 Pringgabaya, SMA Perigi, SMAN 1 Selong, SMAN 1 Sikur, SMAN 1 Masbagik and SMAN 2 Selong.SMA Negeri 1 Masbagik, founded on October 27, 1982, is the second oldest school in the East Lombok district. The name SMAN 1 MASBAGIK is very well known in NTB. This is due to the excellent achievements this school has achieved in the academic and extra-curricular fields. From 1994 to 1995, SMAN 1 Masbagik made achievements starting from teacher and student exchanges to Australia, 1st place at the Regency, Provincial and National levels won 1st place for insight into mandala tourism, and two years later SMAN 1 Masbagik succeeded in sending its students to PASKIBRA at the National level.

The school, which is located in South Masbagik Village, Masbagik District, is one of the favourite schools in East Lombok. Its strategic location is a dream for junior high school graduates and its equivalent. It is a reality that at every new student admission, only a tiny proportion of junior high school graduates can be accommodated at this school. This means that the community prioritises public schools. SMAN 1 Masbagik is still the top choice for hundreds of public and private junior high schools / MTs graduating from the Masbagik sub-district area.

In connection with the description above, it is said that quality schools can take advantage of existing human resources by providing opportunities for their teachers to attend training, workshops, MGMPs and so on. When teachers have broad insight, good knowledge and skills, the school will progress and become a quality school and produce competent and competitive students so that the general public is in great demand to send their children to these schools. Based on the explanation above, the researcher is interested in researching human resource development in the driving school SMA Negeri 1 Masbagik East Lombok regarding planning aspects.

METHOD

This research will be conducted at SMA Negeri 1 Masbagik (further – the SMA), located on Jl. Raya Masbagik Selatan, Masbagik District, East Lombok Regency.This research used a qualitative approach with a single case study research design. The research design with a single case study was carried out because the research object was only carried out at one research location, namely the driving school of the SMA.

The data that will be collected through this research is by the study focus on human resource development planning, implementation of human resource development, and evaluation of human resource development in the driving school of the SMA. The type of data in this study can be divided into two, namely primary data and secondary data. Primary Data is obtained directly from the informant through words or oral utterances from observation or observation. The preliminary data in this study are 1) Procedures for Human Resource Development Planning; 2) Procedures for Implementing Human Resource Development; 3) Evaluation of Human Resource Development. Meanwhile, secondary data comes from official documents in the Mobilization School of the SMA in the form of archive books and activity reports. The primary data sources in this study are school principals, vice principals, and teachers. In addition, data sources were obtained using interview techniques.

Data collection techniques used in this study were observation, interviews, and document/documentation studies. In this study, the data analysis technique used was the qualitative descriptive data analysis technique of the interactive model "Miles & Huberman", which consisted of four stages: data collection, data reduction, data display, data analysis, and conclusions.

RESULTS AND DISCUSSION

Research finding data regarding planning for human resource development in driving schools of the SMA are analysed based on school self-evaluation and then contain short-term, medium-term and long-term programs consisting of several aspects: problems, objectives, indicators of success, strategies, and methods, and planning the development of the necessary resources. Therefore, human resource planning must have careful planning to be implemented through activities carried out with the school community. The actions referred to in human resource development planning are initiated from preparation and implementation to program evaluation.

In this preparation, the first thing to do was hold a meeting to form an analysis team and prepare the infrastructure. The analysis team came from the internal school, starting with the school principal, all vice principals, teachers and the learning committee. The determination of the technical team to be appointed as the team leader, secretary and treasurer is adjusted to the competence and abilities of each. Next, arrange an implementation schedule, determine the number of participants, and allocate implementation time, funds, and resource persons. This is done so that the implementation of human resource development activities can run well to improve the performance of teachers and education staff and realise the driving school character of the SMA. This is by the interview with the KS of the SMA said:

"In planning for the development of Human Resources in the driving school SMA Negeri 1 Masbagik, what needs to be intervened is related to its human resources. This development plan is also carried out based on teachers' needs to improve their performance and professionalism in improving the quality of existing human resources".

Based on the statement conveyed by the school principal, planning for human resource development begins with careful preparations so that the implementation can run smoothly and as expected. Based on the results of interviews with the vice principal of the Curriculum section of the driving school of the SMA:

"The basis for determining the development of human resources in the driving school for SMA Negeri 1 Masbagik is due to the lack of ability of some teachers to apply IT, to be able to even out their competencies or capabilities by holding

training in stages so that all teachers can carry out their duties properly".

Program planning for human resource development in driving schools of the SMA is prepared based on an analysis of teacher needs to improve the quality of their performance. The human resource development planning program in the driving school of the SMA is related to long-term, medium-term and short-term programs. In planning the development program that has been carried out, targets, policies, budgets, participants, curriculum and implementation time are determined. The deputy principal of the school also conveyed this:

"This human resource development plan focuses on implementing long-term, medium-term and short-term activities".

In preparing human resource development programs in schools, schools. The driving force for the SMA implemented several steps, including determining needs, targets, and program evaluation. The things programmed at the SMA driving school include training, supervision, MGMP, and workshops. Planning for the development of human resources for educators and education staff is carried out by the statement from the interview results above, namely:

1. Determination of needs. The decision of conditions in the framework of developing human resources for educators and education staff in driving schools of the SMA, the first thing to do is to analyse the needs of educators and education staff with predetermined performance standards, whether they are by predetermined performance standards or not. If it is not appropriate, then an investigation will be carried out on the problems or constraints that affect the performance of educators and education staff. Thus, it will be seen whether there is a shortage. Next is to analyse the strategic plan that will be carried out in planning for human resource development by the results of the analysis that has been made with the school's internal team. The strategic plan has several human resource development program plans, such as 1) consultative and asymmetric assistance, 2) Strengthening school human resources, 3) New paradigm learning, 4) Data-based planning, and 5) School digitisation. This needs analysis aims to determine what should be in that position. So that teachers can develop their potential and abilities for the better.

2. Target setting. Determining targets in developing human resources for educators and education staff in driving schools for the SMA is based on a needs analysis. Some of the steps taken are identifying the performance standards of educators and education staff and the development needs of educators and education staff. As previously explained, this HR Strengthening training targets the school principal and teachers who are formed into the Learning Committee Team. This team consists of Supervisors from the Education Office, the Principal, the Deputy Principal of the Curriculum Section, subject teachers in phases E and F and one guidance and counselling teacher. The selection of the learning committee was based on criteria set by the central government. Training activities for the learning committee are held online. Therefore, the necessary facilities are a laptop and an internet network. Based on the explanation above, it can be concluded that,

Planning Human resource development carried out at the driving school of the SMA is carried out to improve the performance of the human resources of educators and education staff by compiling development programs/planning including 1) Needs analysis, 2) Target setting, 3) Program implementation, 4) Evaluation of program implementation (evaluation). According to [8], human resource development planning is an effort to develop the quality or ability of educators and education staff through educational planning, implementation, and evaluation of these programs.

In planning the resources of educators and education personnel, essential steps need to be taken into account by effective planners, starting with setting goals entirely and clearly. Several crucial steps in making a planning program for human resource developers (educators and education staff) include: 1) determining needs, 2) determining targets, 3) determining program content, and 5) assessing program success.

In the analysis of the need for the development of human resources for educators and education staff, what is being done is to dissect the causes of the changes in the changes in educators and education staff, which refer to education management standards, especially the standards of educators and education staff. In the needs analysis, according to [9] that planning for the development of human resources for educators and education staff is a process of forecasting, developing, implementing, and controlling that en-

sures schools have compatibility with educators and education staff, correct placement, the right time is very important economically advantageous.

Planning for developing human resources for educators and education staff, systematically estimating the future demand (needs) and supply of the organisation's workforce [8]. Furthermore, human resource planning is the steps management takes to ensure that the right resources are available within the company to occupy various positions and the right jobs at the right time [10].

Implementing the human resource development planning program in the driving schools of the SMA is carried out by emphasising the calculation of needs and interests such as consultative and asymmetric assistance, strengthening school human resources, training related to new paradigm learning, data-based planning and school digitisation. According to [11], defining human resource planning is a series of activities carried out to anticipate business and environmental interests in the organisation and meet workforce needs arising from various conditions.

Based on what has been said above, it can be concluded that planning for the development of human resources for educators and education staff is carried out in the driving school of the SMA through several stages, namely: 1) Needs analysis, 2) Target setting, 3) Program implementation, 4) Evaluation. Preparing a human resource development program for the SMA's driving school involved several steps, including determining needs, targets, program implementation and program evaluation.

Determination of needs in the framework of developing human resources for educators and education staff in driving schools of the SMA, the first thing to do is to analyse the needs of educators and education staff with predetermined performance standards, whether they are by predetermined performance standards or not. If it is not appropriate, then an investigation will be carried out on the problems or constraints that affect the performance of educators and education staff. Thus, it will be seen whether there is a shortage. Next is to analyse the strategic plan that will be carried out in planning for human resource development by the results of the analysis that has been made with the school's internal team. The strategic plan has several human resource development program plans: 1) consultative and asymmetric assistance, 2) strengthening

school human resources, 3) New paradigm learning, 4) Data-based planning, and 5) School digitisation.

According to [12], there are three essential sources to consider in analysing Training Need Analysis: organisational, job and individual analysis. Meanwhile, according to [12], job analysis can be done by comparing the requirements of employees with their abilities so that training needs can be identified. The approaches that can be taken for individual analysis include skills tests, individual work assessments, questionnaires and surveys of all employees or members of the organisation.

CONCLUSIONS

Based on the research results, it can be concluded that the steps in planning the human resource development program for educators and education staff consist of several stages, namely, 1) Determination of needs, 2) Target setting, 3) Program implementation, and 4) Program evaluation.

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