

# Innovation of Schools Quality through the Development of Human Resources Management

(Multi-Case Studies at Diponegoro Senior High School and State Islamic Senior High School 2-Tulungagung- East Java- Indonesia)

Akhyak<sup>1+</sup>, Ahmadi<sup>2</sup>, Riduwan<sup>3</sup> and Moh.Ali Yusron<sup>3</sup>

<sup>1</sup> STAIN Tulungagung- East Java- Indonesia.

<sup>2</sup> STAIN Ponorogo- East Java- Indonesia.

<sup>3</sup> STAI Pangeran Diponegoro Nganjuk- East Java-Indonesia.

**Abstract.** Innovation of school quality still needs to be done seriously in Indonesian schools. Nowadays, the Indonesian education institution must face the demands of globalization. There are factors that can determine the schools to become successful, especially, both quality of teachers and educational human resource management. The objectives of study are required to have a management that can achieve the vision, mission and targets desired, so that educational programs can be improved well and achieved as effectively and efficiently as possible. The result of this research is the personal management of all personal relationships involved must be maintained as communicatively as possible. A strategic relationship among the headmaster, teachers and employees, as well as the relationship among teachers and employees will create a strategic opportunity and communication in order to be a core-creation institution of education so far. Finally, it must produce teachers and school employees to become strategic and professional ones.

**Keywords:** Innovation, School Quality, Human Resource, Development

## 1. Introduction

The quality of education is still a major problem in Indonesia. Education in Indonesia was not able to give birth to beings capable of meeting the needs and demands of the times in the current global era. As we know that the quality of education in Indonesia at this time was still poor when compared to the quality of education in other countries. Based on Webometrics explored that Banking Web of World University (RWWU) at January 2009 told us that 100 universities in Asia positioned only two universities from Indonesia, those are UGM and ITB. Human Development Index (2007) put Indonesia at 107, as explained as follows HDI value 0.728, life expectancy at birth (year) 68.7, Adult literacy rate (% aged 15 and above) 1995-2005 stayed at 90.4, Combined gross enrolment ration for primary, secondary and territory education 68.2 %, GNP per capita (PPP US \$) 3.843, life expectancy index 0.745, Education index 0.830 and GDP index 0.609. Finally, Education has not been able to bring the nation of Indonesia in various areas progress, but gave a lot of unemployment. Education has not been able to produce productive human resources (HR) as expected.

The current reality, Human Development Index which reached Indonesia is now under countries positioned besides it. The main causes of the low quality of school due to a low quality of human resource management education itself. It's related to the education and development of educational programs that are still weak. Education in schools had a basic role in the success of national education. In educational institutions are moving towards quality improvement, as well as the presence of qualified human resources capable of responding to rapid changes are needed to make improvements in all aspects that existed at the institution. Undeniably, human resources quality is a key part to address the problems faced by most of the educational institutions.

---

<sup>+</sup> Corresponding author.

*E-mail address:* akhyakyunis@yahoo.co.id.

Educational institutions are managed by HR professionals will be able to grow and develop in a healthy organization and meet the needs of the customer so far. It would be appropriate with the choice and needs of the community that makes also the customer to be satisfied because of the institutions managed by HR professionals that effect to be gradually left the strategic community.

It's necessary to standard among education institution especially both school employee and teachers to improve their competence based standards set. In new wave technology era, Quality of human resources needed as it is certainly not to be born in an instant but it is a necessary process through upon the preparation and development of human resources quality in accordance with the rapid social transformations. Hunkins (1980:113) cooperative action perhaps is the key to producing and managing effective curricula; teacher, scholar-expert, professional educator, parents, students, teacher organizations, staff, and school. Finally, the focus of the research was carried out the management of human resources development and it has been conducted at both Diponegoro Senior High School and Islamic Senior High School 2 Tulungagung, East Java, Indonesia.

## **2. HRD Management Concept**

Management of Human Resource Development is the series of human resource development, which contains of whole senses. Monday and Noe (1990:4) Human Resource Management is the utilization of human resources to achieve organization objectives. The understanding of it is all the concepts and techniques required to deal with some aspects of personnel or human resources from a managerial position, such as selection, training, remuneration, appraisal and all the other activities. Armstrong (2006:3) said that it is a strategic and coherent approach to the management of organization's most valued assets-the people working there who individually and collectively contribute to the achievement of its objectives. So, it is also basically a description of the education administrative by identifying functions as a process of setting administrative or management education designed to be interrelated between individual and organizational goals. It's also an important and effective role in supporting the achievement of the goals among individuals, institutions, and school organizations. Leibner et all, (2009:1) determined that every employee should be acting in concert with that future-the strategic goals of the organization.

The existence of an educational institution is concerned to the quality of human resource that match the services provided to the customer's expectations and satisfaction, either expressed or implied. If the core goal of quality can reach the needs of their customers, then it must be clarified to the customer's needs and desires. Sallis (1993:89) said that a key aspect of the leadership role in education is to empower teachers to give them the maximum opportunity to improve the learning of their students. That is for improving the quality of teaching and education outcome required school effective management which are quality-oriented and based on the potential of the school. Thus, good management on improving the quality of education through school-based management can maximize the educational process for the realization of quality, independence, participation and transparency included the pillars of success in improving the quality of school-based education itself.

In strategic management, planning is a core process of utilization of resources in an integrated manner, this is expected to support the activities and measured to be carried out effectively and efficiently in achieving its objectives. Robson (1997:93) said; that is a running process that provides the framework that determines the implementation detail. Armstrong (2006:120) told us that Human resource planning determines the human resources required by the organization to achieve its strategic goals. If we want to plan some program of education, we have to remember what components of people have. So, Covey (Kotler, 2010, 34-35) said also that a whole human has four basic components; a physical body, a mind capable of independent thought and analysis, a heart that can feel emotion, and a spirit-your soul or philosophical center. Barney and Clark (189) employee firm-specific investments-including employee knowledge of how a firm operates, knowledge about a firm's key suppliers and customers and knowledge about how to work effectively with other employees-often meet the criteria established in resource-based logic for generating sustained competitive advantages.

There are six human resource development philosophies. Armstrong (2006:134); i) human resource development makes a major contribution to the successful attainment of organization's objectives, and

investment in it benefits all the stakeholders of the organization, ii) human resource development plans and programmes should be integrated with and support the achievement of business and human resource strategies, iii) human resource development should always be performance related-designed to achieve specified improvements in corporate, functional, team, and individual performance and make a major contribution to bottom-line results, iv) everyone in organization should be encouraged and given the opportunity to learn-to develop their skills and knowledge to the maximum of their capacity, iv) the framework for individual learning is provided by personal development plans that focus on self-managed learning and are supported by coaching, mentoring and formal training, v) the organization needs to invest in learning and development by providing appropriate learning opportunities and facilities, but the prime responsibility for learning and development rests with individuals, who will be given the guidance and support of their managers and, as necessary, members of the HR department.

Murgatroyd and Morgan (1994:64) there are five critical features of successful quality organization that required to an achieved sustainable, steep-slope quality improvement. There are; i) alignment within the organization (everyone pulling towards the same strategic ends) and commitment to a shared vision, ii) an extended understanding of the customer-driven and process-oriented basis for quality, iii) an organization designed around teams, with investments made in team development and changes made in performance management system to reflect teamwork as the basis for the organization's activities, iv) the setting of particularly challenging or outrageous goals, which commit the organization to significant increases outcomes, and v) the systemic daily management of the organization through the use of effective tools for measurement and feedback. Fidler (2002:72) advised that there are some factors that influenced to the school management which are high expectations, academic emphasis, shared vision/goals, clear leadership, an effective SMT, consistency in approach, quality of teaching, student-focused approach, and parental support/involvement.

### **3. Research Method and Finding**

The approach used in this study is descriptive qualitative approach. By this, it is expected to lift an idea of actuality, social reality and perception research objectives without applying by the formal measurement. The type of research design used in it is a multi-case. That explored more deeply through examination of behaviour of several individuals. In addition, multiple cases can also deliver the researcher entered the smallest social units such as associations, groups, families, schools and various other forms of social units which have been organized in common. The main characteristics of the multi-case study is researchers studied two or more subjects, settings or data storage. One of the unique in qualitative research is the researchers themselves as the main instrument, while the non-human nature as an instrument complementary data. The presence of the researcher is a measure of the success or understanding of some cases. Researcher acted as the primary instrument in data collection or key instrument. This research has been run in Diponegoro Senior High School (SMA Diponegoro) and State Islamic High School 2 (Madrasah Aliyah Negeri 2) Tulungagung-East Java-Indonesia. The main data sources were the headmaster and vice of headmaster, teachers and school staffs at both schools. As additional sources, however, for the selection of informants in qualitative research done by snowball sampling, key informants will appoint the people who knew the issues that would be studied to complete his statement and the people purposed will appoint another person if the information provided is inadequate. This process will stop if the data is explored between the informant and another one there are similarities, so the data is considered sufficient and no new ones. Data collection activities conducted by researchers were the participant observation, in-depth interviews, analysis and documentation. This research used multiple case study design, the data was analysed by two stages. Those are: (1) single-case data analysis and (2) cross-case data analysis. The writer established the validity of the data as carefully as possible. The implementation of inspection techniques based on certain criteria. There are four criteria used; the degree of credibility, transferability, dependability and certainty.

There are difference ways of human resources planning in State Islamic Senior High School 2 (MAN 2 Tulungagung) and in Diponegoro Senior High School (SMA Diponegoro) Tulungagung. In State Senior High School 2; the educators in HR planning activities and education involving all elements of the

management. Headmaster, vices of headmaster, head of the Administration, the teachers and staffs are involved in planning as a new power supply and planning next year's program. While in SMA Diponegoro, all elements of the planning process involved in management meetings, the determination of legitimate planning concepts established by the board of trustees. The reason of it is Diponegoro Senior High School run by the community school, whereas State Islamic Senior High School 2 is a state-owned institution school. The Equation planning of both institutions are as follows: a) The Human Resource Planning of Diponegoro Senior High School and State Islamic Senior High School 2 conducted through analysis manpower changes that occur, through the annual evaluation conducted periodically and held once a year, b) Arranging of planning to determine the need for any personnel that will be needed, c) Internal resource analysis before implementation of the program and determining the force drawdown, d) Human resources development planning associated with increasing the power capabilities.

The term planning is one of the most important management function. Even planning is always attached to the activities of our daily lives, whether consciously or not. A plan will greatly influence the success and failure of a job. Because it's a good job is planned and we should do the work according to planned one. The findings of the study showed: *first*; to analyze some of the factors causing changes in human resource requirements, *Second*; forecasting human resource requirements, *third*; determine human resource needs in the future, *fourth*; analysis of the availability of human resources, and *fifth*; the determination and implementation of the program. Analysis of the factors causing the changes made by the workforce management is to know whether the amount of force was insufficient, excessive or failure, if there is a force that will retire, transfer and so on. After analyzing the various factors that affect or cause changes in the human resource needs further management planning to determine the need for any power and what criteria are also prospective applicants will be recruited. The determination of the type and energy criteria has to be made jointly with the involvement of school administrators to provide input in determining the manpower requirements.

The differentiation of them are; the organization of human resources at Diponegoro Senior High School must held on by the division of labour but at MAN 2 should be coordinated based on their takes and respective fulfilled based on school's agenda. Meanwhile, In Islamic Senior High School 2 Tulungagung HRM was made for assignments out such as official duties, school purposes, comparative studies and others that must be coordinated with among of them in the beginning program of the year.

In the quality of schooling, both Diponegoro High School and Islamic Senior High School 2 are planned after the new personnel has been obtained, the management of both these schools make arrangements for new personnel or old personnel to new positions. Before doing the placement, management of both schools has to socialize to new person on the job through orientation activities to enhance effective support as follows: a) Orientation for new teachers and staffs are formally given and determined by the results of the meeting organizer, b) For the placement stage, there are two ways in which the school management, i) by placing or filling positions/jobs for teachers and new employees, ii) by giving back to the teacher or the assignment of long serving employees on assignment or new positions are different, c) For teachers and staffs placement by considering the competence and performance, d) Coordinating carried out regularly through incidental, weekly, monthly, semester, and year-end meeting.

The differences related with mobilization improving the quality of human resource development in State Islamic High School 2 held special development for teachers and staff involving both temporary school employees and temporary teachers (civilian and GTT/PTT) in order to increase the capacity and quality of the school. Meanwhile, at Diponegoro Senior High School, for human resource development, is also conducted for teachers and staffs, both temporary and government employees, but especially related with school teachers mobilization of human resource development was covered with the activities assigned by the District Education Office. Related to efforts to improve the ability and quality, both schools are relatively the same may be said that by training, seminars, workshops, comparative study and studies on education, learning and teacher training. The equation mobilization of human resources development for improving both the quality of the school is applied by improving and training of teachers and staffs. This is done by both the school based programs that have been prepared by school management as a commitment and seriousness in improving and developing the quality of education as superior programs related with skills and

independent personality. All that being needs of the organization are realized through the approach of school strategy with respect to the current environment and future.

The differences related with evaluation in improving the quality of human resources at the two schools showed that State Islamic High School 2 Tulungagung is often done but no daily or routine evaluation. The Headmaster and vice-headmaster of it assess the teachers who come late, furthermore, classroom supervision, at least once in a month. Meanwhile, at Diponegoro High School evaluation is often done, either formally or informally to personnel school such as: i) Monitoring of the problems experienced by teachers, ii) Monitoring of teachers' professionalism, iii) Monitoring of the teaching-learning process. In the informal system, superiors continuously assessed individually on the performance of his/her subordinates. Instead, employers can use the techniques of formal assessment when assessing their performances, and off cause the assessment is constructed in objective ones.

Whereas, the evaluation of equality in improving the quality of human resources at the both schools are; as education institutions should take an account of the importance of the performance. So, management performance evaluation is viewed an important thing to be done, and should be considered in the management of performance. From the findings of this research is that assessment of the performance of the principal teachers included: i) an assessment of the implementation of the learning process in the form of class supervision, ii) an assessment of the implementation work periodically during the years are realized in the form of a specific format known as evaluation for civil servants, and iii) assessment models in the form of report cards principal records.

#### **4. Discussion**

The factors that can determine successful in school education are educators and educational human resource management. For the schools are required to have a management that can achieve the vision, mission and goals desired to be availability of educators and education professionals. The qualified and professional management must relevance to their expertise as what Murgatroyd and Morgan said (1994:64) alignment within the organization (everyone pulling towards the same strategic ends) and commitment to a shared vision. Leibner et al, (2009:1) also determined that every employee should be acting in concert with that future-the strategic goals of the organization.

The process of procurement planning educators and education in school can run properly and reach the expectations of the schools stakeholders, it is necessary to involve all components in the school to participate in the planning process. It should be done with patterns of participatory planning approaches from below. Due to the use of this pattern made possible the teachers and staff participated in the planning, which in turn makes them feel school ownership and ultimately be responsible for implementing the planning. Besides that teachers and staffs allowed to try, learn and develop professional including in the field of planning. The development of the teachers' and personals' professional can reach the target rightly because it had needed to be planned through the planning process as well and directed. It required planning a professional development of teachers and staffs are also encouraged to hold on collaboration among universities and other training institutions. Those are suitable with what Covey (Kotler, 2010, 34-35) and Barney and Clark (189) told us that employee firm-specific investments-including employee knowledge of how a firm operates, knowledge about a firm's key suppliers and customers and knowledge about how to work effectively with other employees-often meet the criteria established in resource-based logic for generating sustained competitive advantages.

Obtaining the maximum results in human resources management of teachers, education staffs, and supervision must be performed both continuous and consistent monitoring the implementation of learning activities. It's necessary also to know for schools' stakeholder about the various constraints and problems encountered in order to look for the solution as soon as possible. By conducting the follow-up evaluations to improve the quality of education, it can be a quality assurance for the schools to the customers. Those activities related with: motivation, training, workshops, seminars, assignment of responsibilities, an activity, promotions, incentives, and other refreshing. Consequently, it is necessary to provide sufficient budgetary special funds for professional development activities of teachers and staffs. They are appropriate with what six human resources development philosophy explained above. Armstrong (2006:134) and so did

Murgatroyd and Morgan (1994:64) said that there are five critical features of successful quality organization that required to an achieved sustainable, steep-slope quality improvement.

The schools' educational programs can be done well by school and achieved the desired goals so far. Consequently, the personal circumstances of all personal relationships involved must be maintained so that the relationship can be harmonious. Hoy and Miskel. (Miller and Seller, 1985:51) the school is a system of social interaction; it is an organized whole comprised of interacting personalities bound together in an organic relationship.

A good relationship between the leadership of the teachers and employees, as well as the relationship between teachers and employees to create a climate and working conditions at the school a healthy and conducive, it would be a strategic climate. Moreover, with this approach it is possible to improve spirit and morale of teachers and employees in the discharge of his professional duties.

## 5. References

- [1] Armstrong, M. *Strategic Human Resources Management A Guide To Action*. 3RD Edition. London. 2006.
- [2] Barney, J.B. and Clark, D.N. *Resource-Based Theory: Creating and Sustaining Competitive Advantage*. New York. Oxford University Press. 2007.
- [3] Fidler, B. *Strategic Management for School Development Leading Your School's Improvement Strategy*. London: A SAGE Publications Company. 2002.
- [4] Human Development Index. 2007.
- [5] Hunkins, F.P. *Curriculum Development: Program Improvement*. Columbus-Ohio: Charles E. Merrill Publishing Compony A Bell & Howell Compony. 1980
- [6] Kotler, P et, all. *Marketing 3.0*. John Wiley & son, Inc. 2010.
- [7] Leibner, Josh, et all. *The power of Strategic Comittment: Achieving Extraordinary Results Through TOTAL Alighment and Engagement*. USA. AMACOM. Washington D.C. 2009.
- [8] Mondy, R.W and Noe, R.M. *Human Resource Management*, Fourth Edition. New York. 1990.
- [9] Murgatroyd, S and Morgan, C. *Total Quality Management and the School*. Open University Press. Philadelphia. 2004.
- [10] Robson, W. *Strategic Management and Information System: An Integrated Approach*. England. Second Edition. 1997.
- [11] Sallis, E. *Total Quality Management in Education*. London. 1993.