
Implementation of Educational Resource Management to Enhance Service Quality for Students at SMA Negeri 1 Terbanggi Besar

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Abstract: *The preliminary research findings at SMA Negeri 1 Terbanggi Besar indicate that educational resource management has been implemented, but the quality of services to students has not improved. Therefore, the research aims to determine the implementation of educational resource management in improving the quality of student services. The research method used is qualitative, with data sources including the school principal, teachers, and students. Data collection techniques include participatory observation, interviews, and documentation. After collecting the data, data reduction, data presentation, and data verification are conducted. The results of this study include: planning teachers' assignments according to their educational background, at least an undergraduate degree (S.1), skilled in using teaching methods and media, developing teacher competencies through training and seminars, motivating further education, providing rewards for outstanding teachers and sanctions for those who lack discipline or have poor performance, involving teachers in every school development, accepting and developing ideas and potential of teachers, conducting direct supervision activities for teachers, following up on the results of teacher performance assessments, and giving recognition and attention to honorary teachers. The research conclusion is that the implementation of educational resource management can improve the quality of student services at SMA Negeri 1 Terbanggi Besar.*

Keywords: *Service Quality, Management, Educational Resource Management.*

1. INTRODUCTION

Public services in Indonesia are still very low. This is one of the conclusions drawn by the World Bank, as reported in the World Development Report 2002. In the field of education,



the provision of educational services is still lacking in many aspects. For instance, there is a lack of responsiveness from teachers towards the needs of their students, insufficient collaboration between teachers and parents, a failure to allocate time to listen to the complaints, suggestions, and aspirations of students, and a disconnect between lesson planning and its implementation by the teachers.

Efforts to improve the quality of educational services include enhancing the human resources in education as the managers of educational implementation in learning activities. As stated by Siti Wahidah, the high quality and respected nature of certain services are primarily attributed to the fact that they are provided by professionals.. In other words, to enhance the quality of educational services, it is necessary to improve the human resources in education as professional educators, enabling them to deliver quality educational services in learning activities.

Improving the human resources in education can be achieved by implementing educational human resource management. Educational human resource management involves potential human resources that play a role in realizing the national educational goals. The objectives of educational human resource management differ from those of human resource management in a business context. In the field of education, the objective of human resource management is more focused on developing high-quality education, shaping reliable, productive, creative, and high-achieving human resources. According to E. Mulyasa, the objective of educational human resource management is to effectively and efficiently utilize the educational workforce to achieve optimal outcomes while maintaining a pleasant working environment.

Based on the objectives of implementing educational human resource management, it can be understood that through educational human resource management, teachers can become professional educators who are capable of carrying out their duties and responsibilities effectively, thereby achieving educational goals more optimally. These professional teachers are capable of providing excellent service to their students in the implementation of the educational process. Therefore, it is crucial to build the professionalism of teachers by implementing educational human resource management, which is a critical part of the strategy to determine the quality of national education services.

According to Mulyasa, the implementation of educational human resource management includes the following activities: 1) educational workforce planning, 2) mentoring and development of educational personnel, 3) evaluation of educational personnel, and 4) provision of compensation. Based on that opinion, the researcher conducted a preliminary survey at SMA Negeri 1 Terbanggi Besar for the implementation of educational human resource management.

The preliminary survey conducted by the researcher at SMA Negeri 1 Terbanggi Besar regarding the implementation of educational human resource management yielded the following data: 1) educational workforce planning by assigning tasks and responsibilities according to their educational background, 2) coaching and development of educational staff by facilitating teachers who want to pursue higher education, involving teachers in training



and educational seminars, engaging all faculty members in every school planning and implementation, and providing facilities for teachers to utilize in-school learning resources, 3) evaluation of educational staff by holding meetings every 2 months to assess teachers' performance, school principals conducting classroom visits, providing guidance and direction to teachers, 4) compensation provision observed from 95% of teachers receiving certification as professional teachers, and equal attention given to contract-based staff as permanent employees.

Based on the results of the preliminary survey, initial data indicate that SMA Negeri 1 Terbanggi Besar has implemented educational human resource management, with the expectation of improving the quality of education services at the school. According to E. Mulyasa, quality education services encompass the following aspects: (1) Service that meets the promised standards (reliability). (2) Ensuring the quality of learning (assurance). (3) Providing a conducive learning environment (tangibility). (4) Giving full attention to students (empathy). (5) Being responsive to the needs of students (responsibility).

Based on the opinions mentioned, the researcher conducted a preliminary survey at SMA Negeri 1 Terbanggi Besar to assess the quality of its educational services. The survey yielded the following data regarding the quality of education services, particularly at SMA Negeri 1 Terbanggi Besar: 1) Insufficient guidance provided to students facing learning difficulties, with the tendency to label them as lazy or "stupid." 2) A lack of concern towards students' inappropriate behavior, such as failing to reprimand those who litter or allowing students with untidy attire. 3) Inadequate efforts to establish good relationships with parents. 4) Displaying rudeness, being easily offended, and using inappropriate language towards students. 5) Overemphasis on assigning workbook exercises as the primary teaching method. 6) Failing to give students an opportunity to ask questions. 7) Not providing opportunities for students to participate in remedial and enrichment programs. 8) Frequently arriving late to class and leaving before the scheduled class time.

Based on the survey results, it was found that despite the implementation of educational human resource management at SMA Negeri 1 Terbanggi Besar, the quality of educational services at the school is still not optimal. Therefore, the author is interested in conducting further research on "The Implementation of Educational Human Resource Management in Improving the Quality of Student Services at SMA Negeri 1 Terbanggi Besar."

Theoretical Review

Educational Human Resource Management

Workforce management is the art and science of planning, implementing, and supervising employees to achieve pre-established goals and fulfill the satisfaction of the employees. Another opinion defines educational workforce management as "the entire process of intentionally, diligently, and continuously planned activities by school employees to assist school activities (especially teaching and learning) effectively and efficiently". In the field of education, there is also educational workforce management, which means "the entire process of intentionally, diligently, and continuously planned activities by school educators to assist school activities (especially teaching and learning) effectively and efficiently."



Based on those definitions, it can be understood that educational workforce management in educational institutions is the activity of planning, organizing, directing, and controlling the recruitment, placement, development, compensation, integration, and maintenance of educational personnel to support the goals of the educational institution, so that the institution's objectives can be achieved as effectively and efficiently as possible, the needs of the educational personnel can be well served, and work productivity can be enhanced.

According to Mulyasa, the implementation of educational workforce management involves the following activities: 1) educational workforce planning, 2) nurturing and development of educational personnel, 3) evaluation of educational personnel, and 4) provision of compensation. 35 According to Syafaruddin, effective educational workforce management should involve the following actions: 1) preparation of prospective teachers, 2) selection process, 3) placement, 4) mentoring and development, 5) monitoring. 36 Thus, based on those opinions, it can be understood that educational workforce management should encompass the following activities: 1) workforce planning, 2) mentoring and development of the workforce, 3) evaluation of the workforce, 4) provision of compensation.

Quality of Education Services

Quality, according to Joseph Juran, is defined as the fitness for use of a product to meet customer needs and customer satisfaction, or quality as conformance to specifications. Regarding service, there are two terms that need to be understood: "melayani" and "pelayanan." "Melayani" means assisting in providing what someone needs. Meanwhile, "pelayanan" refers to the effort of serving the needs of others. "Pelayanan prima" is the translation of the term "excellent services," which literally means exceptional or best-in-class services, as per the applicable service standards. "Kualitas Pelayanan" is synonymous with "excellent services," which means providing the best service. Service quality refers to the effort of delivering education services as optimally, effectively, and excellently as possible to both internal and external stakeholders of Islamic educational institutions in order to achieve educational goals and the progress of Islamic education. Based on the aforementioned opinions, the quality of service referred to in this research is the quality of educational service, which is an effort made to provide the best possible education service to students.

The criteria for implementing quality service are as follows: (1) Listening to and genuinely understanding the needs of customers. (2) Observing and appreciating the behavior of customers. (3) Devoting full attention to customers. According to E. Mulyasa, quality service can be seen from: (1) Service that meets the promised standards (reliability). (2) Ensuring the quality of learning (assurance). (3) Providing a conducive learning environment (tangibility). (4) Giving full attention to learners (empathy). (5) Being responsive to the needs of learners (responsibility). Another opinion presented by Mujamil Qomar states that quality educational services include: (1) Providing complete learning facilities. (2) Continuously improving teacher professionalism. (3) Creating a conducive learning environment. (4) Ensuring a sense of safety, comfort, and tranquility for students. (5) Creating an enjoyable and entertaining learning atmosphere.



Based on the opinions mentioned above, it can be understood that the quality of student services is demonstrated by the ability of educators to provide services to their students in accordance with their goals and expectations, assisting students in participating in educational activities, creating a learning environment that makes students comfortable and happy, consistently paying attention to all student activities, and being responsive to their needs. If educators are able to provide such services, it can be said that the educational services provided to their students are of high quality.

2. RESEARCH METHODOLOGY

The type of research is phenomenology with a qualitative exploratory level. The research approach to be employed in this study is a qualitative research approach with a phenomenological research design. In this research, data will be obtained directly from the field, and the subjects will be naturally derived (natural setting). The research will be conducted at SMA Negeri 1 Terbanggi Besar. The data collection techniques used in this study are observation, interviews, and documentation. The data analysis technique to be employed in this research is qualitative descriptive analysis.

3. RESEARCH FINDINGS AND DISCUSSION

The following are the results of data collection through in-depth interviews and observations on the implementation of educational human resource management in improving the quality of student services at SMA Negeri 1 Terbanggi Besar.

The educational services at SMA Negeri 1 Terbanggi Besar are in line with the promised goals, which are to cultivate students who are faithful, pious, and have noble character. The school not only provides academic materials but also offers exercises, guidance, advice, and instills good values and discipline in students' daily lives. The provision of educational services goes beyond the classroom, as the school provides guidance to students who need assistance in reading the Quran fluently, guides those with poor moral conduct, and supports students with low academic achievements. Additionally, the school takes the time to engage in conversations with students outside of regular class hours. Facilities that enhance the learning process, such as LCD projectors, computers, teaching aids, libraries, mosques, and laboratories, are also provided to support better learning activities.

The learning process at SMA Negeri 1 Terbanggi Besar is of good quality, consistently engaging students by utilizing various methods and media. The school rewards student efforts, provides assessments and feedback on their activities. Students are actively involved in the learning process, motivated, and recognized for their achievements. Varied teaching methods are employed, and after each learning activity, students are given assessments. The assessments not only evaluate their understanding of the subject matter but also their skills and character. In general, students take a dominant role in the learning activities, while teachers observe, provide guidance, directions, and motivation. Students actively participate in various learning activities such as discussions, completing assignments, presentations, Q&A sessions, demonstrations, and more.



The learning environment at SMA Negeri 1 Terbanggi Besar is quite conducive. The learning activities are designed to make students feel relaxed and comfortable. This is evident from students not being ashamed or afraid to ask and answer questions posed by the teacher. Occasionally, learning activities take place inside the classroom, library, multimedia room, computer laboratory, or even the mosque, depending on the nature of the activity. The teachers who conduct the lessons are not easily angered and always provide opportunities for students to ask questions. They appreciate the students' questions and answers, even if they are not entirely accurate.

In addition, the teachers at SMA Negeri 1 Terbanggi Besar consistently give their full attention to their students. They pay attention when students ask or answer questions, and even if the students' answers are incorrect, the teachers never criticize or embarrass them. Instead, they value and appreciate the students' questions and answers, using encouraging words that motivate them to learn. At the end of each lesson, the students are also given motivation to encourage their enthusiasm for learning.

Based on the data collected, the quality of student services at SMA Negeri 1 Terbanggi Besar is quite commendable. They provide not only theoretical education but also practical training, advice, and habituation. The learning activities are designed to actively engage students, utilizing various methods and media. The teachers give their full attention to the students' activities and tailor the lessons according to their needs.

The high level of quality in student educational services at SMA Negeri 1 Terbanggi Besar is based on the data collected, which indicates that the management of educational human resources is implemented effectively. In the planning phase, the educational staff have a minimum educational background of S1 (Bachelor's degree) and possess sufficient professionalism. They have skills in using various teaching methods and media, as well as mastery of the subject matter. These research findings are consistent with Arianto's study, which outlines the stages of educational staff planning and management, including: (1) Analyzing the current situation and availability of human resources. (2) Conducting recruitment processes. (3) Implementing selection procedures. (4) Placing human resources in appropriate positions, while considering the criteria for educational staff. Rational resource planning in the field of education should be encompassed in the study of workforce needs to fill positions as human resources required by educational institutions.

In the stage of nurturing and developing educational personnel, efforts made include involving teachers in workshops and seminars, providing motivation to pursue higher education, giving recognition to outstanding teachers, and imposing sanctions on teachers who lack discipline and demonstrate poor performance. Teachers are also involved in every school development, and their ideas and potentials are accepted and developed. These research findings are consistent with Sahari's study, which proved the significant influence of education level, training, and teaching experience on the professionalism of teachers at SMA I Likupang. Another research finding also discovered that the Pre-Service Teacher Professional Education Program is a breakthrough in preparing certified professional teacher candidates. This research shows that with the education policy regarding teacher professional



development and enhancement, the position of teachers is increasingly supported by legal provisions, and with the implementation of Teacher Professional Education, teachers acquire more knowledge and professionalism in their role as educators.

Based on the relevant findings and research results, it is known that the development and enhancement of educational personnel in improving the quality of student services involve several aspects: involving teachers in workshops and seminars, providing motivation to pursue higher education, giving recognition to high-achieving teachers and sanctions to those who lack discipline or have poor performance, involving teachers in every school development, and accepting and developing the ideas and potential of teachers. However, the development of educational personnel through education still needs improvement due to a low participation rate of teachers in educational programs, mainly due to limited PPG quotas, financial constraints, and lack of information availability.

In the assessment phase of educational personnel, efforts are made to conduct direct supervision of the teaching activities carried out by the teachers. The performance assessment results of the teachers are also immediately followed up by the school principal, enabling teachers to receive direct feedback and improve their performance. This finding aligns with the opinion of Febry Windawan that there is a significant influence of performance assessment on the performance of educational personnel. Performance appraisal in human resource management is beneficial for evaluating performance, developing and motivating employees, verifying that employees meet performance standards, and assisting employees in managing their performance.

Other efforts to improve the quality of education services at SMA Negeri 1 Terbanggi Besar include providing compensation. In the provision of compensation for honorary teachers (GTT), the salary is in accordance with the city's minimum wage, and the payment of salaries is never delayed. Additionally, the school principal rewards every teacher's job performance. These findings are consistent with the research conducted by Aden Prawiro Sudarso, which suggests the influence of incentive policies on teacher performance, with 29.2% being influenced by the provision of incentives while 70.8% being influenced by other variables or factors. Other research results show that there is an influence of providing incentives on teacher performance. There is a significant relationship between incentives and teacher motivation.

Based on the description of the data collection results, it can be concluded that the implementation of educational human resource management in improving the quality of student services at SMA Negeri 1 Terbanggi Besar is quite good. This is evident in the stages of educational workforce planning, development and training of educational personnel, assessment of educational personnel, and the provision of compensation or rewards. Through these implementations, the quality of student services at SMA Negeri 1 Terbanggi Besar is considered good, as evidenced by providing practical education services in addition to theory, incorporating exercises, guidance, and habits, conducting learning activities that strive to engage students, utilizing varied methods and media, giving full attention to student activities, and aligning activities with the students' needs.



4. CONCLUSIONS

Based on the findings and discussions of the research, several conclusions can be drawn in accordance with the research problem. The implementation of educational human resource management in improving the quality of student services at SMA Negeri 1 Terbanggi Besar includes the following aspects: (1) in the planning phase, teachers should teach according to their educational background, have a minimum educational level of S.1, and possess skills in using teaching methods and media; (2) in the development and training phase, efforts should be made to involve teachers in workshops and seminars, provide motivation for further education, reward outstanding teachers, impose sanctions on teachers with poor discipline and performance, involve teachers in school development, and encourage the exploration of teachers' ideas and potentials; (3) in the assessment phase, school principals should conduct direct supervision of teachers' activities, promptly follow up on performance assessments, and (4) in terms of compensation and rewards, attention and recognition should be given to honorary teachers.

In line with the conclusions of this research, the following recommendations are proposed: (1) School supervisors should establish good cooperation with all school stakeholders, provide suggestions to improve teachers' professionalism and performance, and serve as a bridge between the school and the government. (2) School principals should continuously motivate teachers to participate in activities aimed at improving teachers' quality, such as subject teacher study groups, workshops, seminars, and other relevant events. Equal opportunities should be provided for all teachers to participate in competency development activities. Additionally, school principals should closely monitor the educational process, provide guidance and support to teachers in fulfilling their duties, and encourage the use of available teaching media. (3) Teachers are encouraged to actively enhance the quality of educational services for their students. They should continuously improve their own competencies, stay updated with the latest educational developments, and strive to make teaching and learning processes effective and efficient, as they directly impact educational outcomes.

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