

**Human Resources Development Practices: Case Study in
Indonesian Vocational High School**

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Abstract

Human resources in schools must be appropriately managed, including through development activities. The primary goal of human resource development is to enhance traits that contribute to higher work productivity. This research discusses about the importance of human resource management in school management as one of the keys to educational success. Therefore, good human resource management is needed, one of which is through development activities. The role of human resource development is to improve quality which has an impact on work productivity. This research aims to explore human resource development practices in one of the vocational high schools in Indonesia. The research method used is qualitative research with a case study design to describe human resource development practices at SMK SORE Tulungagung. In this research, data collection was carried out through observation, interviews and documentation to obtain in-depth information regarding human resource development practices at the school. The data obtained was then analyzed using a qualitative descriptive approach. The research results show that the development of human resources at SMK SORE Tulungagung is carried out in two ways, namely internal training and external training. Human resource development is also carried out through several stages, namely planning, implementation and evaluation. The conclusion of this research is that human resource development practices at SORE Vocational School can be an example for other schools in implementing human resource development practices in vocational schools.

Keywords: Human resources development, case study, vocational schools

INTRODUCTION

The growth of a country is highly dependent on various factors, one of which is the quality of superior human resources who has knowledge of the current world developments. In the context of education, good human resources also play a role in improving school's quality (Warisno, 2018). Therefore, human resources in schools need to be managed properly, one of which is through development activities. The main objective of human resource development is to improve qualities which leads to increased work productivity (Mukhlison, 2021). Previous research findings showed that human resources quality is an important factor in productivity (Ummah, 2019). As part of efforts to develop human resources, education is one of the important factors in developing quality human resources (Rismawati et al., 2023). Human resource development should be a concern for developing countries to achieve optimal national growth and to ultimately increase national competitiveness so that it can achieve welfare goals for all its people (Santoso, 2020). Human resource development must be designed and packaged as well as possible because human resources are an important factor in an institution or organization. Human resource development in general is an effort to improve the quality of an individual to achieve previously set goals (Mustopa, 2021).

The ASEAN Economic Community aims to face the globalisation of the world economy in the 21st century and this requires the increasing capacity and quality of human resources, especially teachers in Indonesia (Silalahi & Sahara, 2022). The development of teacher competencies in Indonesia is in line with the Regulation of The Minister of Education Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies, where there are three competencies that teachers must have, including pedagogical competence, personal competence, social competence (Misbah, 2020). Each of these competencies is interrelated with each other and teachers are required to have all three competencies. Based on UNESCO data in 2017, the quality of Indonesian education was ranked 108th in the world and ranked fifth in ASEAN (Zhou, et al, 2023). One of the biggest factors inhibiting education in Indonesia is the heavy burden on teachers such as compiling learning devices, so that this makes teachers even less optimal in carrying out their main duties

Human resource development is a major challenge for Indonesia's development because of its large population, because the core of the problem lies in the Indonesian generation itself. Therefore, there are several things that need to be considered in preparing optimal human resource development, including (Nurmalasari & Karimah, 2020): a) human resources must have a clear vision and mission, b) human resources must be able to create jobs, which is closely related to productivity which can only be achieved if the quality and performance of human resources are good, c) human resources must be able to improve the welfare of society, and d) human resources must be able to be responsible for advancing the nation and state

In practice, maintaining education quality also requires technological skills to encourage the implementation of various digital tools and platforms. Technology in education provides teachers with the flexibility to access broader training and development programs that are tailored to their individual needs. In the context of vocational schools, this allows teachers to master the technical skills needed in technology-based learning. Research by Sari (2024) stated that learning innovation necessitates empowerment in the teaching process as an effort to improve learning quality. The pandemic period became a turning point in awareness of the empowerment of online learning platforms such as Zoom and Google Classroom. This has an impact on

teachers' skills in packaging teaching materials, so that they are interesting and easy for students to learn and understand through digital content.

The problems that currently occur in the education system in Indonesia are such fundamental problems: less optimal teacher performance, inefficient curriculum, and inadequate facilities (Mujahid, 2023). As a result, many schools do not receive a response from the community and their existence is marginalised. Therefore, the quality of teachers in schools needs to be developed optimally, one of which is through development activities. Human resource development in the context of education has a process that is more or less the same as resource development in general, starting from the recruitment process, training or coaching, followed by appropriate and planned development. This is because the goal of human resource development is to improve performance by optimising existing resources through reliable management. In the context of education, educators act as human resources and influence the process of continuing education (Boon et al., 2019). Human resource management includes elements such as quality development. Ultimately, the importance of this human resource factor indirectly encourages all educational institutions to maintain quality and productive educational human resources.

The main objective of human resource development is to improve the quality of individuals which leads to increased work productivity (Labola, 2019). Previous research findings showed that the quality of human resources is an important factor in work productivity (Mayasari, 2023). Education is one of the alternatives to improve the quality of human resources. Therefore, the education system in developing countries should be given more attention to achieve optimal national growth, thereby increasing national competitiveness, and achieving prosperity for all its people (Yuniarti & Lingga, 2019). Concrete steps that can be taken include allocating the education budget for human resource development and inviting all elements of society to actively participate.

Based on data from the Human Development Index (HDI), Indonesia is ranked 111 out of 189 countries in the world, where this ranking is in accordance with the ranking in 2017 (Kusumawati, 2022). Compared to other ASEAN countries, where Singapore is ranked 9, Brunei is ranked 43, Thailand is ranked 77, Malaysia is ranked 61, and the Philippines is ranked 106, human resources in Indonesia still tend to be below. There are three aspects that are the basis for consideration, namely the continuity of life, level of knowledge, and adequate standard of living according to UNDP in 2021. Based on the data above, it can be concluded that Indonesia is included in the category of developing countries with medium human resource development.

Human resource development (HRD) in the context of education refers to various efforts made to improve the capacity and competence of educators (Sutiawan & Fauzan, 2021). This can include training, professional development, and skills and knowledge improvement programs which are designed to support teacher performance. Human resource development has three stages that must be carried out in practice, namely: (1) preparing a development program design, (2) implementing the designed program, and (3) evaluating the program that has been implemented (Karisma & Nadziroh, 2023).

The detailed human resource development process can be carried out as follows. First, planning stage. In this first stage, it is necessary to design how human resource management development can be implemented according to the needs of the institution based on (1) educational institution problems, (2) educational institution needs, (3) group and individual needs, (4) optimization of reserve human resources, and (5) evaluation of programs that have been implemented. Second, implementation stage. In this second

stage, the planned design is very important to be implemented. This implementation must be carried out according to the sequence of the five stages that have been explained previously. This implementation stage also requires support and coordination from various stakeholders to create superior and professional human resources. Third, evaluation stage. Evaluation is the final stage in human resource development. In the evaluation stage, educational institutions should review changes in performance after the development program and evaluate each stage of planning and implementation of human resource development.

Planning is the initial stage in a series of activities by identifying each action that must be taken to achieve a certain goal (Khuluq, 2021). The achievement of these goals and objectives depends on the planning stage, including human resource planning. This is because the planning stage will have an impact on the ability of an activity to survive and develop. The main objective of the HR development planning stage in the context of education is to develop quality teacher HR according to the needs of the school to support the school's vision and mission. Implementation according to Prabowo (2024) is the stage of taking action that is carried out to create predetermined goals. Implementation stage of human resource development in the context of education refers to the implementation of plans for the development of school human resources that have previously been prepared in detail. Evaluation is the stage of systematically collecting, interpreting, and presenting information that forms the basis for decision making, policy development, or program preparation in the future. In the context of current research, the evaluation stage in HR development is a process that determines objectives, further planning, further implementation, and the desired results. The results at the evaluation stage are also used as considerations in making further decisions and understanding things that need to be improved. The aim of evaluation is to obtain accurate and objective information regarding the success of a program, where this information will later be used to assess the preparation process, implementation, results, and impact of the program that has been implemented (Haris, 2018). In addition, this information will also be used to prepare the next program and make policies related to the program. Hanum & Zamzami (2021) explained that the objectives of the HR development program include: 1) to develop work skills so that a job can be completed effectively and efficiently, 2) to develop knowledge so that a job can be completed rationally, and 3) to develop attitudes that create good cooperation with colleagues and leaders. Therefore, HR development programs should be evaluated effectively by considering the three indicators above.

There are several important concepts related to human resource development according to Nugraha (2020), namely: training, development, and education. The differences between the three concepts include: 1) training contributes to improving a person's abilities in skills, attitudes, and knowledge that are directly related to a task or job, 2) development adopts skills, attitudes, and knowledge to be applied in the long term in the future, and 3) education contributes to skills, attitudes, and knowledge that are applied in life.

Based on the discussion above, it can be concluded that there is an urgency for vocational high school (*Sekolah Menengah Kejuruan/SMK*) to apply human resources development practices. SMK SORE Tulungagung as vocational education institutions face significant challenges in facing the demands of 21st century teacher competencies that include innovation, technological skills, and effective pedagogy. Therefore, SMK SORE Tulungagung carries out supportive development for human resource potential. This is done as an effort to improve the quality of schools under the auspices of the Islamic

Foundation “Sunan Rahmat” and established since 1989. Considering the description above, it is concluded that there is a gap in previous study regarding HR development in school area, specifically in terms of management process. SMK SORE Tulungagung has applied the HR development program for maintaining school’s quality. Previous study by Sumual (2024) revealed that HR development positively impacts on teacher’s competencies in vocational high school. Hamdani (2020) on his previous study also mentioned that HR development program done by planning, implementing, and evaluating the programs. In order to prepare the program, Riadi (2019) added that HR management in private vocational high school, the principal needs to involve other stakeholders in terms of organising the HRs. Therefore, the current study focuses on HR development practices in SMK SORE Tulungagung as one of private vocational schools in Indonesia in order to enrich the literature about HR practices, especially in educational management.

METHOD

This study employed a qualitative research with a case study design. According to Fadli (2021), a qualitative approach is used to provide an in-depth understanding of a complex phenomenon. Qualitative research aims to explore something individual in detail. The case study research approach is an intensive and detailed approach in order to obtain in-depth information about a program, event, activity, or other problem being studied (Assyakurrohim et al, 2022).

In the current study, the qualitative research design was chosen by the researcher to provide an in-depth and comprehensive understanding of HR development practices at SMK SORE Tulungagung. Through in-depth exploration of the experiences and perspectives of informants, this study is expected to describe and to analyse efforts to develop teacher HR in similar vocational schools. The participants are stakeholders, school principal, HRD staffs, and teachers.

Researchers conducted the research by collecting data through observation, interview, and documentation studies. SMK SORE Tulungagung, located at Jalan Mastrip No. 100 Tulungagung was situated as the study site. The data collected was analysed using data condensation, data display, and conclusion drawing. The validity of the research data was done using data triangulation techniques (Syahrizal & Jailani, 2023).

FINDINGS AND DISCUSSION

Based on the results of the research that has been conducted, human resource development at SMK SORE Tulungagung is carried out with two types of activities, namely internal training and external training. The process of human resource development at SMK SORE Tulungagung is carried out in three stages, namely the planning, implementation, and evaluation stages.

Head of HRD staff stated that:

“...SMK SORE Tulungagung practically has two types of human resource development. In order to maintain education quality, SMK SORE Tulungagung, which is a private vocational education institution, has two types of development programs, namely internal training and external training. Internal training focuses on pedagogical competence, personality competence, and social competence. This training is facilitated by the foundation, while external training is training based on practical professional competence facilitated by the government such as the Centre for the Development of Vocational Education Quality Assurance (BBPPMPV).”

Training is an alternative to improving the competence and performance of teachers (Yuniarti & Lingga, 2019). Training is a short-term investment with long-term benefits. The process of transferring knowledge and expertise through training is an alternative to the urgent needs of a school so that its sustainability in maintaining the quality standards of education in the school is still carried out. In addition, training also allows teachers to have new skills in a shorter time compared to continuing education which takes a relatively longer time. In terms of organization, public institutions and large-scale companies currently use training activities with the aim of improving the quality of human resources and productivity. Educational institutions such as schools also use training as an alternative in developing human resources to be ready to face changes in a sustainable manner.

Internal Training Practices at SMK SORE Tulungagung

Internal training conducted at SMK SORE Tulungagung includes training facilitated by the Islamic Foundation "Sunan Rahmat" Tulungagung. This internal training focuses on the following competencies.

First, pedagogical competence. Pedagogical competence is one of the basic competencies that must be mastered by teachers at SMK SORE Tulungagung. In the context of current research, pedagogical competence is defined as the ability of teachers to manage student learning, through the stages: 1) designing learning according to student needs, 2) implementing learning according to previously formulated learning plans, and 3) evaluating learning outcomes through student learning scores. Some examples of pedagogical competence taught through internal training at SMK SORE Tulungagung are: a) mastering learning theories and learning principles, b) preparing a syllabus according to the curriculum, c) using a learning plan according to learning objectives, and so on.

Second, personality competency. Personality competency is a teacher's ability to behave positively and be a role model for students. Good teacher personality competency can influence students and their environment. Therefore, this competency is taught as part of the internal training material for teachers at SMK SORE Tulungagung. This competency also refers to the teacher's ability to act in accordance with applicable norms and be a role model for students. This competency is one of three competencies that must be possessed by teachers at SMK SORE Tulungagung, in addition to pedagogical and social competencies.

Third, social competency. This competency focuses on the teacher's ability to communicate and interact effectively with students, fellow teachers, parents of students, and the surrounding community. Some examples of social competency indicators taught through internal training at SMK SORE Tulungagung, such as being objective and non-discriminatory, demonstrating polite behavior, and being able to adapt and communicate well. This is in line with research by Munawaroh (2018) that training can increase the effectiveness of educational institutions which have a positive and significant relationship to the quality of education, so it can be concluded that the quality of an educational institution depends on the quality and professionalism of teachers. If teachers are empowered through proper training, the potential to produce a knowledgeable and competitive young generation will be even greater.

External Training Practices at SMK SORE Tulungagung

External training at SMK SORE Tulungagung is training from the government, namely the Centre for the Development of Vocational Education Quality Assurance (*BBPPMPV*). The types of training taught through external training are upskilling and reskilling. This upskilling and reskilling program is a national training program for teachers in all vocational schools in Indonesia which aims to improve teachers' abilities in facing the challenges of the modern era. The competencies that need to be upskilled and reskilled by teachers in vocational schools are competencies that are in accordance with each teacher's teaching expertise.

The last upskilling and reskilling program attended by SMK SORE Tulungagung was organised by the Centre for the Development of Vocational Education Quality Assurance in the Field of Mechanical and Industrial Engineering (*BBPPMPV BMTI*) as one of the UPTs of the Ministry of Education, Culture, Research, and Technology in April 2024 with the theme "Industrial Standard Vocational Teachers". Several types of training were carried out, namely: Motion Graphic, Web Programming, Network Internet Service, Industrial Control Application Based PLC, and so on.

Planning Stage at SMK SORE Tulungagung

Human resource development planning stage at SMK SORE Tulungagung is carried out through several stages, including: 1) identifying school needs, 2) setting development program objectives, 3) reviewing the information needed regarding the development program, 4) designing the implementation of the development program, and 5) determining the evaluation of the development program. Planning is the initial step in identifying each direction of action that must be taken to get the best results (Lamuri, 2022). The achievement of educational goals and objectives depends on planning, including human resource planning. This is because human resource planning will have an impact on the ability of the related educational institution to survive and develop. The main objective of human resource development planning is to develop quality human resources according to the needs of educational institutions to support the commitment to the vision and mission of education. Therefore, in order to carry out human resource development at SMK SORE Tulungagung, the foundation management and principal play a role in ensuring that human resource development planning is carried out effectively and efficiently in order to improve teacher performance. The leadership of SMK SORE Tulungagung is also committed to ensuring that the human resources of teachers can support the achievement of the vision and mission of educational institutions properly.

Based on the interview session, HRD staff is stated that:

“... Human resource development planning at SMK SORE Tulungagung and SMKN 2 Tulungagung is implemented differently. Planning at SMK SORE Tulungagung is implemented in several stages, including: 1) identifying institutional needs, 2) determining development program objectives, 3) reviewing information needed related to development programs, 4) designing the implementation of development programs, and 5) determining development program evaluations.”

Implementation Stage at SMK SORE Tulungagung

The implementation of human resource development at SMK SORE Tulungagung is carried out simply, namely implementing human resource development programs according to previous planning. Implementation according to Tugiah & Jamilus

(2022) is an action taken by an individual or group of people that is directed at creating goals that have been set in policy decisions. In the context of current research, the implementation of human resource development refers to the implementation of plans for the development of human resources in educational institutions that have previously been prepared in detail.

The following statement is spoken by HRD staffs:

“...The implementation of human resource development in the two related institutions, namely SMK SORE Tulungagung by implementing human resource development program activities in accordance with previous planning.”

Evaluation Stage at SMK SORE Tulungagung

Based on the interview session with HRD staff, it is obtained that:

“...The evaluation process of human resource development at SMK SORE Tulungagung begins by reviewing the results of activities and each stage of implementation of human resource development. The evaluation is carried out formatively at the end of the development program at the end of each semester. This aims to determine the extent to which the development program has run as planned. Furthermore, the results of this development evaluation are used as guidelines in preparing the planning of subsequent human resource development activities ...”

The evaluation process of human resource development at SMK SORE Tulungagung is carried out by reviewing the results of activities and each stage of implementation of human resource development. According to Dwi et al. (2017), evaluation is the process of collecting, interpreting, and presenting systematic information that is the basis for decision making, policy development, or program preparation in the future. In the context of current research, evaluation of human resource development is a process that determines the objectives, planning, implementation, and results to be achieved. Evaluation also provides information that can be used as a consideration in making decisions and understanding phenomena that need to be improved. The main purpose of evaluation is to obtain objective information about the success of a program that this information will later be used to assess the program implementation process, impact, and results that have been achieved (Jemorang, 2021). This information is used to prepare the next program and make policies related to the program. Therefore, the evaluation stage in the human resource development program is carried out by SMK SORE Tulungagung in order to maintain the quality of education. Evaluation is an important element because it provides a better understanding of the effectiveness of the strategies implemented by SMK SORE Tulungagung. Through the evaluation process, policy makers can identify things that need to be improved so that they can make the necessary adjustments to achieve optimal educational outcomes (Bachtryanto et al., 2021).

This is in line with research conducted by Sunaryo (2020) on how HRD practices in schools can help mapping teacher strengths and weaknesses. Through performance evaluation, schools can develop more specific and targeted development plans. Teachers who are given clear and constructive evaluations also have a greater opportunity to develop and improve their performance. The current study highlighted the HRD practices in school area and it is hoped that it can enrich the literature about HR practices. Although the study discussed about steps in applying HR practices in educational terms, it is still debatable whether the process is applicable in any other dimension.

CONCLUSION

Based on the results and discussion above, it can be concluded that human resources development practices at SMK SORE Tulungagung has been practiced effectively. The HR development practices carried out in order to maintain education quality at SMK SORE Tulungagung are internal training and external training. Internal training focuses on pedagogical competency, personality competency, and social competency. External training is training that focuses on the professional competence of vocational teachers according to their respective teaching expertise. The process of developing human resources at SMK SORE Tulungagung in practice is carried out through three stages, namely planning, implementation or execution, and evaluation. Development planning is carried out through: 1) identifying school needs, 2) determining the objectives of the development program, 3) reviewing the information needed related to the development program, 4) designing the implementation of the development program, and 5) determining the evaluation of the development program. The implementation stage is carried out in accordance with the previously formulated planning, then the evaluation stage as the final stage is carried out by reviewing the results of activities and each stage of implementation or execution in detail. Although the findings of the study highlighted the process of HRD practices in vocational school systematically, the similar process is still debatable whether it is applicable in any other school levels.

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