

THE MANAGEMENT OF HUMAN RESOURCES AT YARSI VOCATIONAL SCHOOL MATARAM, INDONESIA

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Abstract

This study aims to reveal and describe about human resources management, particularly on the aspect of recruitment and selection of SDM (Human Resources), as well as on the aspect of human resources planning, human resources management and organization, implementation and evaluation at YARSI Health Vocational school in Mataram. This study used qualitative descriptive approach. Data collection was done by conducting interview, observation, and documented study. Data analysis was conducted by data reduction, data presentation followed by drawing conclusion and data verification. The results show that: 1) The capability of human resources management at Yarsi Health Vocational school Mataram was the ability to take the decisions related to the human resources planning which were recruitment and selection. 2) The capability of human resources management at Yarsi Vocational school Mataram in terms of the development of organization was the ability to ability to realize the organizational structure of the school, the clearer description of the tasks, authority and responsibility of each field, and the determination of the human and material resources needed. 3) The capability of the human resources management at Yarsi Vocational school Mataram in terms of human resources motivation was the ability to trigger group members to carry out work in accordance with their

respective duties. 4) The capability of human resources management at Yarsi Vocational school Mataram in evaluation and supervision of human resources was the ability to improve the implementation of subordinate in order that the planning that have been made to achieve intuitional goals can be well organized. The description illustrates that supervision can be formulated as a process of determining to will be achieved, standards to use, assessing the implementation, and to make improvements, in order that the implementation is in accordance with a predetermined planning.

Keywords: Management, Headmaster, Human Resources, Recruitment, Planning

INTRODUCTION

Educational institutions are required to have educational resources to prepare resilient, superior, participatory and competitive people in changing era. Educational resources are things used in the implementation of education which include educational staff, community, funds, facilities and infrastructure (UURI No. 20 of 2003). Furthermore, it is stated that educational staff are the members of a community who are devoted and appointed to support the implementation of education.

The reality of the Indonesian educational system has not shown the expected quality and success yet. National Education has not been supported by superior human resources in terms of intellectuality, morality, spirituality, professionalism and competitiveness. In fact, education in Indonesia is difficult to advance. Even on a global scale its quality is far different from neighboring countries.

Good human resources absolutely require good management in order they are directed according to their goals. For this reason, the role of competent human resources is needed, the human resources who have the knowledge, skills and ability to adapt to environmental changes. Through good human resource management every school member will provide an optimal role for improving the learning process. The demand for efforts to improve the quality of education basically has implications for the need of schools to develop human resources, because HR Management is very important in an organization. Educational institutions also require effective management of human resources in improving the performance of organizations. The demand for efforts to improve the quality of education basically implies the need for schools to have human resources both educators and non-educators to work optimally. To actualize this, headmasters need to collaborate systematically in developing human resources in accordance

with formal legal demands such as qualifications and competencies in order to improve the quality of learning.

Educators, educational institutions and the government really expect the education in Indonesia to be more qualified. This can be achieved in four ways which are focusing on autonomy, accountability, conducting accreditation and evaluating the teaching learning. To achieve the implementation of a good education, a new paradigm of education needs to focus on autonomy, accountability, accreditation and evaluation. These four pillars of management are expected to eventually be able to produce a good education. Education as an effort to educate the life of the nation is expected to be able to provide a role and contribution in the acceleration of national development.

YARSI Health Vocational School Mataram is the first health school in NTB which is established in 1990. Initially it was called the Nurse Health School (*SPK*) and had graduates who all work as civil servants in hospitals, health centers and private health services. The change of curriculum is almost the same as high school. This affected to the number of applicants/registrants. When the school applied the *SPK* curriculum, the applicants was up to 100 people. However, after the curriculum was equated to (vocational school) *SMK*, the public interest decreased to 50 applicants per year.

Moreover, the reason encouraging the researchers to conduct this research is that the development of education is not a simple job since it requires integrated and comprehensive management. It also needs to be supported by a further research and evaluation as an empirical inquiry that can be used as a basis for development.

METHODOLOGY

This research is a qualitative descriptive study. Qualitative research is a study that aims to understand the phenomena that have been experienced by research subjects done entirely by describing them in the form of language, in a specific natural context utilizing various scientific methods (Moleong, 2006: 6). This research includes studies related to behavior, perceptions, motivations, and actions.

This study wants to express the meanings and contexts of behavior as well as the processes that occur in observing the factors related to perceptions held by participants. In connection with this, to obtain a complete, in-depth and comprehensive understanding of research focus, the appropriate approach for this study is a phenomenological approach. Therefore the data obtained, in the form of information, observations, information and observations regarding to "the management of human resources at Yarsi Health Vocational School Mataram" is more appropriate when expressed in the form of words (language)

according to the characteristics of a qualitative approach with the result that the researcher can obtain depth and broader observations and information.

A qualitative approach attempts to understand and interpret a meaning or human behavior in certain situations according to the researchers' own perspective. This is in line with Bagdan and Biklen proposing five characteristics of qualitative research quoted by Moleong as follows:

1. A natural setting as a direct source.
2. Humans as research tools or instruments.
3. Descriptive analytics
4. More concerned with the process than the results
5. Analyzing data inductively

According to the five characteristics obtained above, this research can be described as follows:

1. Direct sources in this research are obtained by involving to the school in order to search, collect data, and information from data sources related to the implementation of human resource management, especially recruitment and selection at YARSI Health Vocational School Mataram.
2. In this research, data collection was done directly by the researchers. This means researchers are the main tool for collecting data. The researchers tried to find the sources related to the implementation of human resource management.
3. The data was collected through observations, interviews, and documentation.
4. This research focuses more on the process than the results in order that the relationship of each aspect being studied will be much clearer when observed in the process of a research.
5. Researchers analyze the data obtained through interview observation and documentation accurately.

The data collected in this study were divided into 2 (two) types, which were primary data and secondary data. The techniques and procedures used in data collection includes observation, interviews, and documentation.

Population is the generalization of the object and subject of research whose characteristics is determined by the researcher to be studied. Furthermore, the population can also be interpreted as a value obtained from the results of measurements or calculations from a particular group of objects. The population of this research was 55 people consisting of headmaster, vice headmasters, teachers, and employees.

Whereas sample is part of the subject taken from the overall subject of research (population). The partial number taken (sample) must represent the entire number of research

subjects (population). In other words the population and sample are two things that are interrelated or inseparable, through this sample one can know the character of a number of subjects in a particular place. This research took five (5) people from YARSI Vocational Mataram as the sample.

This research used two sampling techniques which were purposive sampling technique and snowball sampling technique. Purposive sampling is a sampling technique of data sources with certain considerations. While the snowball sampling technique is a data source sampling technique, which was initially small in number, then becomes large since the limited number of data sources are asked for someone else that can be used as a data source.

ANALYSIS AND RESULTS

The data presentation of the results begins with describing an overview of the research background which includes a general description of YARSI Mataram Health Vocational School, the headmaster, teachers and employees of the school, as well as the characteristics of informants/research subjects.

YARSI Vocational School (*SMK*) Mataram located at TGH. NTB Ali South Batu Lingkar Street was pioneered in 1990 in the name of the YARSI Health Nursing School (SPK). It was previously addressed at Catur Warga Mataram Street behind the Islamic Hospital (RSI). The curriculum used was purely nursing. Based on the Ministry of Health Decree in 1999, the Health Nursing School (SPK) was deleted and its last graduation was in 2002. The Health Nursing School (SPK) then was converted into the Nursing Academy, however the Health Nursing School YARSI continued into YARSI Vocational School which had the Decree numbering 1.34/Kep/Diklat/Kes/84. From that day, YARSI Health Vocational School has been active in managing high vocational school in health education whose almost same curriculum as common nursing high school. Yet, the content of the nursing curriculum was limited to the knowledge of nursing basics. The status of the school was private school and B accredited. YARSI Vocational School Mataram has been led by 6 (six) headmasters. The late headmaster was Wahyu Sutantri, S.Pd (leading from 2013). The characteristics of his leadership were hard-working, doing promotion for school, authority, firmness and sometimes his policies was opposed by some staff.

The study program at YARSI Vocational School Mataram includes specialization programs such as pharmacy and nursing.

The students' data of YARSI Health Vocational School Mataram in nursing specialization for 4 years are as follows:

- a. The data of students

Table 1: The data of students

Academic Year	Grade VII			Grade VIII			Grade IX			Total		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total
	2016/2017	20	40	60	15	35	55	20	30	50	55	105
2017/2018	21	44	65	20	40	60	15	35	55	56	119	175

Source: Administration of YARSI Health Vocational School Mataram (2016)

Based on students' data above, it can be explained that the number of students of YARSI Health Vocational School Mataram has increased every year.

b. The data of Teachers Based on Educational Qualifications

Table 2. The data of Teachers Based on Educational Qualifications

No.	Level of education	Number and Status of Teachers						Total		
		GT		GK		GB		M	F	T
		M	F	M	F	M	F			
1	Postgraduate (S3/S2)	1				2	1	3	1	4
2	Undergraduate (S1/D4)	3	3	4	5	5	6	12	14	26
3	Associate Degree (D3)									
4	Associate Degree (D2)									
5	Associate Degree (D1)									
6	High School									
Total		4	3	4	5	7	7	15	15	30

Source: Administration of YARSI Health Vocational School Mataram (2018)

In 2017, most of the teachers of YARSI Mataram Vocational School were bachelor. Whereas the teachers who were master were only 4 teachers.

c. Data on the Condition of Teachers in academic year 2017/2018

Table 3. Data on Educational Staff (Teachers) at YARSI Vocational School Mataram in academic year 2017/2018

No.	SUBJECT	TEACHER	EDUCATION			
			D3	S1	S2	S3
1	Civics	2		2		
2	Islamic Education	2		2		
3	Christian Education	1		1		

4	Hindu Religious Education	1	1	
5	Indonesian	1		1
6	Physical Education	1	1	
7	History	1	1	
8	Mathematics	3	3	
9	English	1	1	
10	Physics	1	1	
11	Natural Science	1	1	
12	Chemistry	1	1	
13	Biology	1	1	
14	Religious Education & Counseling Guidance	1	1	
15	Counseling Guidance	1	1	
16	Nursing Ethics	1		1
17	<i>KDK&KDM</i>	2	2	
18	Public Health	1	1	
19	Nursing Communication	1	1	
20	Internal Medicine	1		1
21	Japanese	1	1	
22	Entrepreneurship	1	1	
23	<i>Perkesmas</i>	1		1
24	Surgical Science	1		1
25	Nursing Ethics	1	1	
26	Anatomy	1	1	
	Total	30	26	4

Table 3...

In 2017/2018, the graduation of YARSI Vocational School Mataram based on the results of the National Examination with reference to graduation Minimum Value of 4.25 and the minimum average of 5.50 was 100.00% with the following description:

Table 4. Graduation data from YARSI Mataram Vocational School based on the results of the National Examination with a reference to the graduation of Minimum Value of 4.25 in Academic Year 2017/2018.

PROGRAM	Not Passed	%	Passed	%	Total
Science	0	0,00 %	151	100 %	151
Social	0	0,00 %	130	100 %	130
Total	0	0,00%	281	100 %	281

Source: Secondary Data (2018)

While the value distribution for each test scores tested nationally is as follows:

d. The data of administrative staff

Table 5. Additional Staff

No	Additional Staff	The number of Additional Staff and educational qualification				The number of Additional Staff based on status and gender				Total
						Civil Servant		Honorary		
		Junior High School	Senior High School	D3	S1	M	F	M	F	
1	Administration		9		3	2	5	2	3	12
2	Library		1	1			1	1	1	3
3	Laboratory		2						2	2
4	Computer Laboratory			1					1	1
5	Language Laboratory	1						1		1
6	Multimedia Room									0
7	Canteen		2							0
8	School Guard	1				1				1
9	Gardener	3						2		2
10	Security	2	1			1		2		3
Total		7	15	2	3	4	6	8	7	25

Source: Secondary Data (2018)

e. The Characteristics of Informants/Research Subjects

Before describing the research data, the characteristics of the informants/research subjects are presented first. The informants in this study were 60 people consisting of headmaster, vice headmaster, two permanent teachers of YARSI Health Vocational School Mataram. In detail, the characteristics of the research informants can be seen in the following table:

Table 6. Characteristics of Research Informants

No	Name	Function	Educational Background
1	WahyuSutantri, S.Pd.	Headmaster	Undergraduate
2	DewaNym, Putra, W.S.,Pd.H.	Vice Headmaster	Undergraduate
3	Bq, SitiHajar, S.AN.	KTU	Undergraduate
4	Sri Rohmani, S. Pd	Librarian	Undergraduate
5	Ade Ermawati, S.Pd	Vice Headmaster	Undergraduate

Source: Primary Data (2018)

DISCUSSION

The Management of HR Planning at Yarsi Mataram Vocational School

The HR planning of Yarsi Vocational School Mataram was the efforts made to prepare decisions related to human resource planning, such as recruitment and selection of human resources,

which consists of orientation and placement, training and development, assessment performance, career management and planning, employee dismissal, and compensation. With the result that the implementation of human resource development gets benefits in accordance with the mission or vision of the school. Based on the observation and interview, the researchers found that:

1) HR Recruitment

Based on the findings of data research related to the HR recruitment of YARSI Vocational School Mataram, the facts are explained as follows:

- a. The recruitment of non-permanent teachers/employees/contracts, assistive/honorary teachers was conducted entirely by school management.
- b. To determine the position or job and requirements needed, job requirements criteria or characteristics includes the expertise, knowledge, skills and experience needed to do. These job requirements must, of course, be determined since they help to identify the employees needed.
- c. The last step in the recruitment process carried out by the management of YARSI Vocational School Mataram was to determine the source and method of recruitment. The school management has several sources and methods which are internal sources including new recruits from existing staff in schools by using closed method. It means that the headmaster provided new tasks to those workers based on their ability and work. In other words internal candidates were obtained by means of giving or nominating several people as candidates for promotion. Whereas for external sources consisting of people who had not yet become school personnel and would be recruited in the future. In this recruitment process the management of YARSI Vocational School Mataram applied the principles of professionalism and transparency. It means that the school management provided open opportunities to prospective applicants whose good competent to submit their job application in accordance with the desired choice based on the terms and conditions applied by school management.
- d. In this process the YARSI Vocational School management set its own standards according to school needs related to the quality/academic achievement, teaching experience, scientific background and ethic.

2) HR Selection

The selection held by the YARSI Vocational School aimed to choose the applicants as precisely as possible in accordance with desired expectations and the needs. The function of this stage was to filter applicants in order that the organization could take the appropriate employee.

The research findings related to the selection of human resources at YARSI Vocational School Mataram based on data exposure were to conduct early selection or preliminary selection. The school management conducted preliminary acceptance in the form of administrative selection or sorting of incoming application files and taking only a few people according to the criteria and needs of the school. Furthermore, applicants who passed the administrative selection would be called by giving an announcement letter. Applicants should attend an interview at the school. Then the school management prepared a list of names of participants who have participated in the selection. The list of names was then used to compare the applications with the criteria needed of each applicant. With the result that the applicants whose the best criteria would be called for more information by the school management. Then the temporary decision (SK) letter would be given before the fixed contract letter was issued.

This is in line with what was conveyed by the headmaster of the Yarsi Vocational School Mataram, Wahyu Sutantri S.Pd as follows:

"I usually carry out planning activities at the beginning of the learning year which are; 1) holding annual meetings, making draft budget, and compiling a one-year activity planning, 2) giving awards, 3) preparing annual school programs and shuffling vice-principal positions in in order to provide opportunities for other teachers to have the same experience so that the teachers will get a broad insight." [translated] (the Headmaster of SMK Y.3.10.2018).

3) Orientation and placement

Based on the research findings in the orientation and placement of employees at YARSI Vocational School Mataram, it can be described as follows: 1) the orientation towards new teachers and employees at YARSI Vocational School Mataram was provided in a non-formal manner. The teachers and new employees were expected to be proactive in adapting to the school environment, 2) there were two ways that school management does for placement. First, it was done by placing or filling in positions/jobs for new teachers and employees. Second, it was done by giving assignments to old teachers or employees for different tasks or new positions, 3) the placement of teachers and employees was done by considering competency and performance.

This is in accordance with what was expressed by the headmaster of YARSI Mataram Vocational School, Mrs. Sutantri S Pd:

"In the placement section, the teachers as well as new staff are expected to be proactive to adapt to the school environment. I will put them it in accordance with the available vacancy, along with their qualifications. While the old employees are given new responsibility. There are several criteria that must be owned by teachers and employees at YARSI Vocational School Mataram which are awareness, commitment, and loyalty." (R.5.W.SMK.Y.M.03. 10.2018)

4) Training and development

Based on the data gained from interview, observations and supported by documentation studies, the findings can be described as: 1) YARSI Vocational School Matarram conducted training in the form of guided directives or motivations through weekly and monthly meetings. 2) Teacher and Employee Education and Training of YARSI Vocational School was carried out through In House Training (IHT) both independently and in collaboration with other schools, through Subject Teacher Consultation (MGMP), as well as several education and training in the form of seminars, upgrading and training organized by the government.

In the job site patterns and on the job training methods seem more preferred by school management in developing teachers and employees skills. It was done by giving directions, guidance, verbal and nonverbal motivation, all of which were institutionalized in the form of real activity programs through weekly meetings held every Monday after ceremony for 40 minutes and monthly meetings held every first day in month, during working hours. Second, the off the job site pattern and the off the job training method were done by arranging or participating in teacher and employee training and development programs and carried out specifically outside working hours. In this case there were several types of training and development programs which were attended by teachers and employees such as upgrading, MGMP and study.

Staff development was based on the considerations of (1) the development of science and technology, especially the globalization and information, (2) covering weaknesses that were not visible in the selection stage (employee acceptance), (3) developing professional attitudes, (4) developing competencies of professionalism and (5) growing inner bonds. This is in line with what was expressed by Mr. DeweNym. Son. R. S Ps as the Deputy Secretary of Facilities and Infrastructure Affairs of YARSI Vocational School Mataram as follows:

“To maintain the quality and improvement of human resources, Yarsi Vocational High School Mataram utilizes the human resources whose expertise in the IT. It is done through training and workshops for teachers who are still lacking in IT skills.” (R.6.W.SMK.Y.M.10.0310.2018).

5) Performance Assessment / Evaluation)

To find out the extent of the teachers and staff ability, the headmaster conducted an evaluation of teachers' performance. Evaluation included assessment of teachers' performance and participation in school activities, as well as their personality in achieving the expected results. This is in line with what was stated by the headmaster as follows:

“As the leaders, I am aware of the importance of teachers' role in the progress of a school, especially a well-known school. YARSI Vocational School Mataram conducts an evaluation by looking for problems related to the condition of the teacher in teaching learning process in terms of attendance, teaching methods, and approaches to students. Also, the findings of DP3

assessment reported to the education office will be discussed in the first semester or in work meeting.” (W.SMKY.M. 08.10.2018)

6) The Improvement/Management and Career Planning

The findings of the small team as the result of evaluation were there are several things that need to be corrected, in the form of education and training which is a form of human development program (personal development). This is in accordance with what was revealed by the head of the Yarsi Mataram Vocational School below:

“When the findings of the small team are discussed at the work meeting, a re-planning of work will be held and will be included in the RKJM (mid-term work meeting) and annual work meeting in order that every problem the teachers face can be minimized although the solution is not as perfect as expected.” (R.1.W.SMK.Y.03.10.2018)

Based on the results of interviews, one of the teachers stated that:

“The small teams formed are people who are very professional in carrying out their duties. From their various findings, teachers are very receptive to input and want to improve things that need to fix, such as their low competence and other things about self-development.” (R.5.W.SMK.Y.M.08.10.2018).

7) Compensation

Compensation is the total remuneration received by employees as a result of carrying out work in the organization in the form of money or otherwise. It can be in the form of salaries, wages, bonuses, incentives and other benefits such as health benefits, holiday allowances, etc.

Giving compensation for teachers and employees at YARSI Vocational School Mataram was not taken from their basic salary. They also get honorariums payment beside the basic salary such as teaching and learning committee theory and practice/incentives, and holiday allowance. Compensation was one of challenges that must be faced by management (school) since the rewards by the teachers were no longer viewed solely as a means of satisfying their material needs. It had been the part of to human dignity. This is in line with what was expressed by the principal of the school as follows:

“The compensation system is taken from the workload. For instance the teaching assignments with more than 24 hours of a subjects will get incentives. Teachers and employees will receive an honorarium from the committee. They will be given financial assistance to participate in activities such as training and training held outside the school.” (R.1.W.SMK.Y.M.08.10.2018)

8) Employee Termination/retirement

YARSI Vocational School Mataram did not enter into agreements with each teachers in terms of transfer or even dismissal of the teacher. But if there were those who retire, the teacher or employee would receive severance pay according to the institution's ability. They also got

pension plan that had been transferred by the institution to permanent staff. The existing human resources were developed in order that they could succeed according to the vision and mission of an institute. This can be seen through interviewing with the principal as follows:

“The leaders must be wiser to see the problems faced by teachers. There are some steps taken as a system at YARSI Vocational High School Mataram, they are: 1) observing the problems experienced by new teachers in order to take corrective action , 2) any conditions or problems experienced by the teachers will be resolved in a good way, 3) inviting teachers to support the vision with the clinical approach, 4) senior teachers should synergize with junior teachers, and 5) the potential of the teachers will be developed, placed in accordance with their ability and providing opportunities for teachers to hold positions as to gain experience.” (R.1.W.SMK.Y.M.03.10.2018)

Mangkunegara (2014: 10) states that there are two human resource planning systems:

1. Manpower budgeting

This is an activity that combines the amount of available employee with the amount of employee needed. This is also called information compilation. In compiling then information, there are several things that need to be considered such as: a) the basis of formation arrangement, b) the system of formation arrangement, c) analysis of employee necessity, d) employee budget.

2. Preparation of employee programs

It is activities to fill the formation that includes the program of employee procurement, employee promotion, employee training and development, career development, employee maintenance programs and employee dismissal programs.

The Management of Organizing human resources at YARSI Vocational School Mataram

Every organization will face various challenges, both internal and external. Therefore, strategies and management are needed to find a solution. YARSI Vocational School Mataram also overcame uncertainty or weakness (infirmity), such as: a) teachers with low competence, b) teachers and students with different personal characteristics, c) teachers' and students' different educational background. Through interviewing, the researchers got some statements from the headmaster as follows:

“An organization has a dynamic that is clearly inevitable. A sense of sensitivity between people is caused by various reasons. Especially Yarsi Vocational School Mataram has the teachers and students whose heterogeneous culture and religion. As a leader. I clearly must have a high spirit of nationalism and be fair in giving assignments and decrees to teachers/employees since they have to consider their qualifications.” (R.1.W.SMK.Y.M.05.10.2018)

The adjustment of organizing programs was carried out continuously in order that the institution get achievements and be stable in managing school organizations as well as the programs for community service such as teacher research, socialization, etc.

The researchers got information through interview with the vice headmaster for infrastructure as follows:

"As a leader in managing an educational institution, the headmaster certainly takes the responsibility to determine tasks and activities for the teachers as a motivation the next leader to maintain what has been done by previous leader. The headmaster also has to be wise and fair to every decision made. Moreover, the teachers do not only get education in school but also in several training held for them." [translated] (F1.W. the Deputy Head of School for infrastructure of SMK.Y.5.10.2018).

According to Robbins activities carried out in organizing human resources can include (1) determining tasks to be done; (2) determining the employee to do the tasks; (3) how the tasks are grouped; (4) determining the employee reporting the task; (5) determining the decision to be made.

The Management of Movement/Mobilizing Human Resources at YARSI Mataram Vocational School

1). Employee Ownership

The teachers and employees of YARSI Vocational School Mataram thought that the school was a part of their life. Therefore they worked wholeheartedly. This is stated by the headmaster through interview as follows:

"Teachers are very satisfying in terms of the way they work and their closeness with students. Despite they have a problem to others, they continue to work professionally and still have strong teamwork, family ties, monthly social gathering in their homes, and the feeling of sociable individuals. The point is that family culture is a distinctive feature of YARSI Vocational School Mataram, and whoever comes must be able to adapt to that culture." (R.1.W.SMK.Y.M.03.10.2018).

Likewise the results of observations on the PPDB program (the acceptance of new students), all teachers participated as committee members. It was clear how cohesive the team was. Also the teachers felt they had the same obligation to participate in a program that was very popular and prestigious for teachers and employees in the city of Mataram.

2) Sharing Information

Teachers had the information needed to do what was ordered to achieve the school's success. This is expressed through the interviewing with the deputy headmaster of the administration section as follows:

“Every new activity and information of the teachers will be informed via personal message and on the teachers’ announcement board. If the activity announced is outside, the teachers who will be given a decree (SK) have to take their role.” (R.3.W.SMK.Y.M.03.10.2018)

3) Training and Skill Development

Teachers were still sent for training to support work professionalism by providing the widest opportunity in training and skill development. It was because there were opportunities for promotion for teachers in our school. This is expressed through interviewing with the headmaster as follows:

“Every next leader who continues the leadership relay from the previous leader, have a risk, burden and motivation to maintain the previous program. Therefore, as a leader, I should not damage the values or culture of the school. I should develop them in order that it continues to advance and provide opportunities for honor teachers to innovate and participate in every school activity both sending training and training. Honorary (temporary) teachers are highly recognized for their work, so their duties and functions are very much higher than permanent teachers, and the welfare of honorary teachers is quite high.” (R.1.W.SMK.YM.05.10.2018)

4) Cross Utilization and Cross Training

In addition to the basic work of teaching, the teachers had other jobs in an effort to progress the school. The headmaster said:

“Basically YARSI Vocational School Mataram teachers are quite prosperous with the salary they receive. However, to provide more rewards all teachers are included in various tasks and activities in the school, both as coaches and other activity committees.” (R.1.W.SMK.Y.M.05.10.2018)

5) Participation and Empowerment

The teachers provided constructive ideas and opinions for the progress of the school in meeting. This is stated by the headmaster as follows:

“I like the teacher meeting since there are many ideas are obtained. The dynamics of the meeting are good. The teachers are active in giving ideas that are good for the progress of the school.” (R.1.W.KSMK.Y.M. 05.10.2018)

Achieving goals not only depends on good planning and organizing, but also depends on mobilization and supervision. Planning and organizing is only a strong foundation for the direction that is directed towards the intended target. Moving without planning will not work

effectively since planning is determined by goals, budget, standards, work methods, procedures and programs (Sukarna, 2011: 82-83).

The Management of Supervision and evaluation of human resources at YARSI Vocational School Mataram

1) Work Ability

YARSI Vocational School Mataram conducted the HR development process where the organization wanted to improve and develop individual skills, knowledge and abilities (SKA) in accordance with current and future needs. Teachers at YARSI Vocational School Mataram had met the criteria for skills, knowledge and ability (SKA). This is as the result of interviewing researchers with the headmaster as follows:

“We are aware of many things that must be improved and developed about the teachers’ potential in learning. The positivity of a high sense of family and curiosity in terms of self-development, active participation in workshops and training in school or outside of school are the keys to the quality shown by the teachers. This is seen from the way the team works helping each other by filling in the other shortcomings.” (R.1.W.SMK.Y.M.08.10.2018)

2) Attendance

Teacher attendance in schools was a reflection of the discipline whether the teachers came and went home on time. If they did not go for work, they would send health certificate to school. This is as stated by vice headmaster below:

“The rule applied by the principal is personal awareness as his trademark. The school gate will be closed at 7:30. Anyone may not enter even the teachers after the gate is closed. This is what makes the teachers aware and ashamed of themselves when they come late to the school.” (R.2.W.SMK.Y.M.03.10.2018)

The observation of the researchers on teachers’ work discipline in YARSI Vocational School Mataram, as follows:

“The teachers come and go home on time. The teachers send a notification letter if they cannot attend/be unable to attend, fill the lesson on time. These rules made are obeyed by the teachers.” (R.4.W.R.SMK.Y.M.08.10.2018).

3) Compliance with work discipline

Even though YARSI Vocational School Mataram was a school with various activities, the teachers were still on time to teach the students. Every rule made was obeyed by the teachers. This is based on interviews with the headmaster as follows:

“The teachers are active and always aware with their duties. It has become a characteristic of my leadership. Therefore, the rules are not too strict. If there is a teacher who is sick or unable

to go for work since there are other activities outside school, the task will be prepared by other teachers. Regarding compliance and discipline of the presence, the teachers of this school are very disciplined based on teachers' presence and reward.” (R.1.W.SMK.Y.M. 08.10.2018)

4) The Responsibility for The Task

The supervision task of the headmaster of YARSI Vocational School was to monitor the jobs that had been given in accordance with their responsibility. If there was an error, it would be corrected directly by the headmaster particularly those relating to the existing rules. While the staffing department accepted all files submitted by applicants such as application letter, graduation report, passport, ID card, academic transcript and certificates. The applicants who were not allowed to take the next stage were automatically declared failed. Furthermore, those who passed the administration requirement were allowed to take the interview section. The interview test was done by the headmaster of YARSI Vocational School.

Marno and Triyo proposes there are several elements that need to be considered in the supervision process which are; 1) the process of determining the work that has been and will be done; 2) a means to motivate people to work towards the goals they want to achieve. 3) Monitoring, assessing, and correcting the implementation of work. 4) Avoiding and correcting errors, irregularities or misuse. 5) Measuring the level of effectiveness and work efficiency.

CONCLUSION AND SUGGESTIONS

1. Human resource management planning at YARSI Vocational School Mataram is described as follows: a) it was done democratically, b) the placement of professional teachers was more considered in psychology, c) Utilizing the staff who were expert in IT, d) Small teams (all vice headmaster) were asked to find problems, e) Annual work meeting (RAKER), f) Welfare of the teacher, g) Conditions or problems were resolved in a good way. In sum, HR planning at YARSI Vocational School Mataram was done by increasing the competency of existing staff, solving problems hindering the organizational process, and improving the welfare of staff.
2. The management of human resources at YARSI Vocational School Mataram is described as follows: a) Strengthening the attributes of YARSI Vocational School Mataram and improving the humanist work climate and culture (togetherness and exemplary), b) the awareness of IT, c) Having clear quality goals, d) Individual approaches quickly influenced teachers to adjust to the headmaster's leadership style (clinical supervision). Thus, HR management at YARSI Vocational School Mataram was based on a shared commitment built on the values of family, school culture, and mastery of IT.

3. The implementation of human resource management at YARSI Vocational School Mataram is explained as follows: a) YARSI Vocational School Mataram produced teachers with family awareness, b) task rotation was always done based on the ability and quality of work, c) Providing incentives, d) having a strong and resilient team which tended to obtain satisfactory results, e) Commitment and cooperation of the teachers prioritized the interests of the school rather than personal interests in work. Thus, the implications of HR management at YARSI Vocational School Mataram were the appearances of close family relationships between teachers and the realization of commitment and teamwork.
4. The supervision and evaluation of human resource management at YARSI Vocational High School are described as follows: a) Cooperation, b) personal awareness, rewards and c) implementation of the 5S flagship program, c) the rules were not too strict, d) Scheduled curriculum programs were under control of the headmaster, e) Teachers were able to unite, work together, understand, accept each other toward common goals, f) Focusing on four teacher competencies, g) the usage of productive teachers for creative work, and Teacher *IN* (National & Regional Instructors), h) the characteristics of the participant leader, i) The activity of being a coach, committee/supervisor, training, seminar, and socialization. In sum, the HR management technique at YARSI Vocational School was to place personnel according to their competencies, to develop educational programs for personnel, to work together for the success of school programs, and to characterize participant leadership.

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