




Implementation of Human Resource Management in the Framework of Improving Teacher and Employee Competence at SMA Negeri 7 Kediri

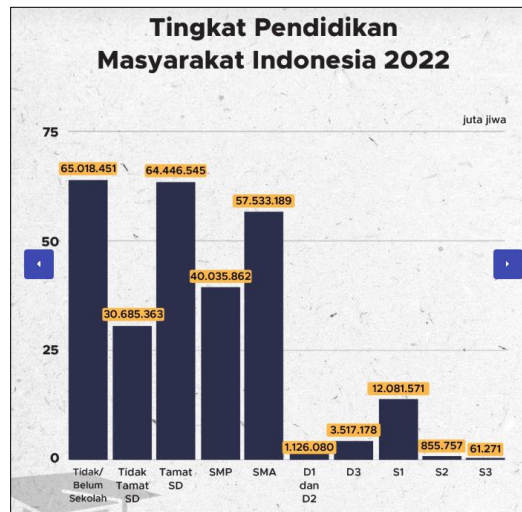
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Article Info	Abstract
<p>Paper Type: Research paper</p> <p>Correspondence Author: (*)Moh. Rifai</p> <p>Email address: mo4rifai@gmail.com</p> <p>Submitted: 25 – February-2025 In Reviewed: 28 – February – 2025 Accepted: 15 – April – 2025 Available Online : 13 – April - 2025</p> <p>Keywords: HR Management; Teacher Competency; HR Development; Sustainable Education; SMA Negeri 7 Kediri</p> <p> https://doi.org/</p> <p>Copyright©2025 Journal of Social Innovation and Business</p> <p>Cite this as: Rifai, M., Rahayu, B., & Utami, S. (2025). Implementation of Human Resource Management in the Framework of Improving Teacher and Employee Competence at Sma Negeri 7 Kediri. Journal of Social Innovation and Business, 1(1), 40-57.</p> <p> Open Access</p> <p></p> <p>This is an open-access article distributed under CC BY-NC-SA 4.0 License.</p>	<p><i>The sustainability of education plays a crucial role in preparing future generations to navigate increasingly complex global challenges. However, data from the Indonesian Directorate General of Population and Civil Registration (Dukcapil) in June 2022 revealed that only 6.41% of Indonesia's population has attained higher education, with an even smaller percentage reaching postgraduate levels. This highlights the urgent need to enhance teacher and staff competencies to build a high-quality and competitive education system. This study examines human resource management (HRM) practices at SMA Negeri 7 Kediri, focusing on evaluating teacher and staff competencies, HR planning, and training and development programs. The principal plays a central role in implementing HRM through recruitment, selection, placement, training, and evaluation. Findings indicate competency gaps due to mismatched educational backgrounds, inadequate understanding of regulations, and limited technological proficiency. To address these deficiencies, the school implements academic supervision, MGMP programs, IHT sessions, and workshops with external experts to improve teaching quality. For administrative staff, competency classification is categorized into administrative heads, task executors, and special service officers. Workload analysis is conducted to optimize resource allocation and prevent burnout. HR development initiatives, including workshops, training, and further education, are aligned with the school's vision and mission. This study provides a comprehensive understanding of HRM implementation at SMA Negeri 7 Kediri and proposes strategic improvements to strengthen sustainable education quality.</i></p>

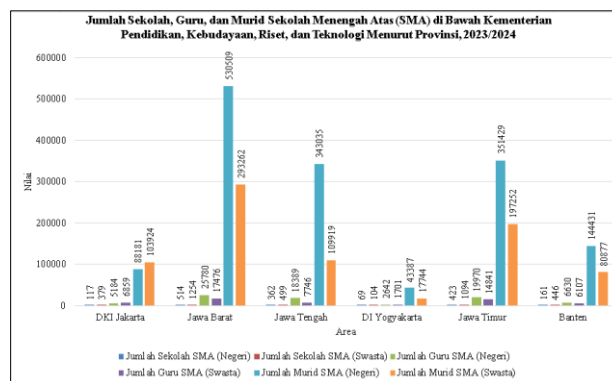
1. Introduction

The sustainability of the world of education is an important key in facing the increasingly complex and dynamic challenges of the future. In the era of globalization and rapid technological development, education not only plays a role as a means of transferring knowledge, but also as a foundation for forming an adaptive, innovative, and highly competitive generation. Sustainable education ensures that every individual has access and opportunity to continue learning, developing, and contributing to the development of an inclusive and sustainable society. Thus, the sustainability of the world of education is essential in creating a brighter and more equitable future. Based on data from the Director General of Dukcapil, the population of Indonesia in June 2022 reached 275.36 million people. Of that total, only 6.41% have succeeded in completing their education to college. In detail, 0.41% of the population completed their education at the D1 and D2 levels, while the D3 level was taken by 1.28% of the population. Meanwhile, 4.39% of the population completed their education at the S1 level, and only 0.31% reached the S2 level. For the highest level of education, namely S3, only 0.02% of the population managed to achieve it. This data shows that even though the population of Indonesia is very large, the percentage of the population who are able to achieve higher education is still relatively low, especially at the postgraduate and doctoral levels.



Picture1. Level of Education of Indonesian Society

Before going to higher education, Senior High School (SMA) and Vocational High School (SMK) have a very important role as a foundation before continuing their education to college (Figure 1). At this level, students not only develop basic academic knowledge, but also practical skills that are relevant to the world of work, especially in vocational schools. Education in SMA/SMK forms character, discipline, and problem-solving skills, which are very much needed in college and the professional world. Furthermore, the role of quality Human Resources (HR) in the SMA/SMK educational environment is crucial to ensure that students are ready to face the challenges of higher education. Competent teachers and educators are able to guide students in choosing a career path that suits their interests and talents, both to continue to college and to work directly (Edy, 2016). They also have the responsibility to equip students with soft skills such as communication, teamwork, and work ethic, which are essential for success in many areas of life (Novari, 2020). The quality of human resources in this high school is the main pillar in producing a generation that is ready to compete in the era of globalization, where technical and academic skills must go hand in hand with emotional and social intelligence (Yuniati & Anne Putri, 2023). Thus, education in high school/vocational high school plays a vital role in forming a strong foundation for students before they step into higher education, either in college or the world of work.



Picture2. Number of Senior High Schools, Teachers, and Students under the Ministry of Education, Culture, Research, and Technology by Province, 2023/2024

In DKI Jakarta, there are 117 public senior high schools and 379 private senior high schools with a total of 5,184 teachers in public schools and 6,859 teachers in private schools, serving 88,181 students in public schools and 103,924 students in private schools (Figure 2). In West Java, the number of public senior high schools is 514,

while the number of private senior high schools is 1,254, with 25,780 teachers in public schools and 17,476 teachers in private schools, educating 530,509 students in public schools and 293,262 students in private schools. Central Java has 362 public senior high schools and 499 private senior high schools, with 18,389 teachers in public schools and 7,746 teachers in private schools, and 343,035 students in public schools and 109,919 students in private schools. DI Yogyakarta has 69 public senior high schools and 104 private senior high schools, with 2,642 teachers in public schools and 1,701 teachers in private schools, serving 43,387 students in public schools and 17,744 students in private schools. East Java has 423 public senior high schools and 1,094 private senior high schools, with 19,970 teachers in public schools and 14,841 teachers in private schools, as well as 351,429 students in public schools and 197,252 students in private schools. Banten recorded 161 public senior high schools and 446 private senior high schools, with 6,630 teachers in public schools and 6,107 teachers in private schools, as well as 144,431 students in public schools and 80,877 students in private schools, so that an institution or company requires an effective and efficient human resource management pattern, because humans are valuable resources in achieving goals and success. Improving the skills and quality of human resources in every institution or organization is very important to improve the quality of output that is beneficial to society. Human resources (HR) which are defined as all people who are bound in an institution to provide the best contribution to the running of the organization, certainly require good management so that everyone can carry out their duties well while supporting the organization with motivation, talent, creativity, work, and innovation from each of them.

The management process involves organizing, planning, directing, and controlling the use of all available resources, including non-human resources to achieve goals. (Yoevita & Widjajanti, 2022). The ability to use and empower others to work together with other resources to achieve goals and develop business in accordance with the dynamics around it is known as human resource management (HR). (Noviyanti et al., 2021). In realizing the vision, mission, and achieving its goals in the short, medium, and long term, every business strives to have competent human resources and meet the required competency standards. Every company has characteristics related to human resources (HR) as follows:

1. Know their roles, responsibilities and powers.
2. Have the knowledge necessary to carry out his/her responsibilities to the fullest extent possible.
3. Able to carry out the tasks assigned to him because he has the necessary knowledge and skills.
4. Having creativity, productivity, inventiveness, interpersonal skills, dependability, and loyalty, (Sutrisno, 2014:8).

The current era of globalization has brought changes to a number of industries, including education. To provide quality education that is in accordance with today's needs, these factors must be handled proportionally, especially difficulties related to HR qualifications that are in line with current developments. According to Article 3 of the National Education System Law Number 20 of 2003, education is intended to help shape the attitudes, behaviors, and personalities of students in addition to providing knowledge and understanding (transfer of knowledge and understanding) to students. The article contains:

"National education functions to develop abilities and shape the character and civilization of a superior nation in order to enlighten the life of the nation, aiming to develop the potential of students to become human beings who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens."

Humans who carry out educational activities, then human resources have a very important role in the field of education. Society can become aware of things they do not know and can form their identity through education. In any educational environment, ideally all students are seen as subjects of education, and teachers must also adjust to the individual potential of each student. Education serves as a strategic tool to enforce social norms. Teachers and other educational workers play an important role in educational activities and have a great responsibility to guide students towards their goals.

The availability of qualified, competent and professional teaching staff and educators is one of the many elements that greatly influences the effectiveness of educational programs through the teaching and learning process. (Syafri & Alwi, 2014). Considering that educators and other educational personnel are one of the most vital and significant resources in assisting the educational process in schools, their professional development and empowerment need to be continuously improved in order to maximize the achievement of school goals.

The current advancement of science and technology is so rapid that it influences every teacher, educator, and staff in schools to improve their professional and personal competence. The level of competence demonstrated by instructors and other staff in an educational institution or school is one of the measures used to assess its success. To maintain quality graduates, of course, good human resource (HR) planning is needed and balanced with the implementation of training and development programs for both teachers and employees. This will ensure the achievement of professional teacher and staff competence and the quality of teaching that meets needs. By holding various training and exercises on an ongoing basis, efforts to improve teacher and staff competence in schools need to receive the greatest possible motivation and support from the teachers themselves, school administrators, supervisors, the government, and other related parties. The Ministry of Education and Culture (Kemdikbud) stated that by December 2022, 50% of Indonesian teachers would have been accredited. One of the metrics used to assess professional suitability is certification. High school (SMA) certification has a percentage of 49.01%, while junior high school (SMP) certification has a percentage of 48.44%. The percentage at the elementary school (SD) level is the next highest at 45.77%, and higher at 28.49% at the vocational high school (SMK) level. In this case, the problem of poor quality education in Indonesia cannot be solved simply by changing the curriculum or the resources used; instead, the solution lies in employing educated and experienced teachers who can help students develop into good people.

Improving the quality of educational staff in schools must be accompanied by improving the quality and competence of teachers to become even better. (Hesti Kusumaningrum et al., 2024). The implementation of educational activities in schools depends entirely on these two components: teachers (educators) and staff (educational personnel). To improve the quality of educational services and the teaching and learning process, both parties must help each other. Based on the description above, the researcher is motivated to conduct further research at SMA Negeri 7 Kediri located at Jalan Penanggungan No. 4, Mojoroto District, Kediri City, in order to find out more and understand more deeply. The location was chosen by the researcher for three reasons: the location is quite easy, the theme mentioned exists, and the data collection is simple, thus allowing the collection of information and data needed effectively or efficiently. SMA Negeri 7 Kediri is a private school that was established in 1989 and has an "A" certification. Managed by the Education Office. The two main sources of basic policies related to SMA Negeri 7 Kediri are decisions taken by the leadership and regulations set by the State through the Ministry of Education and Culture. Therefore, to achieve the goals of school management, especially

those related to human resource management in all aspects, the principal must be able to coordinate the implementation of school management.

For example, not all human resources at SMA Negeri 7 Kediri are certified, competent, or have a background that matches their main responsibilities and functions.(Syanan & Magdalena, 2023). On the other hand, the implementation of teaching and learning activities must continue to be carried out as well as possible in order to improve the quality of education. Recruiting, training, developing, and improving human resources (teachers, employees, educators, and education personnel) to ensure the fulfillment of ideal needs in terms of qualifications and professional competence based on applicable State Regulations and based on policies and interests(Tjahyanti & Chairunnisa, 2020). The foundation entrusted to the Principal is the main challenge for the principal at SMA Negeri 7 Kediri. Findings(Hesti Kusumaningrum et al., 2024), reveals various factors such as strategic planning of human resources, competency development, application of information and communication technology, and stakeholder involvement, are the focus of this study. The literature study research method was used to collect information from various relevant sources. The results of the study indicate that the implementation of the strategic management model of human resources provides a positive contribution in improving the quality of education, by providing a structured and holistic framework for human resource management in educational institutions. The study(Pradana & Arijanto, 2024), revealed This research was conducted at SMP Labschool Cirendeu by analyzing Strategic Human Resource Management as an effort to improve the quality of education at the school. The researcher used a research strategy design. This research is a qualitative research with consideration of the problem and the goal is to see the phenomenon of the conditions of the implementation of Strategic Human Resources. The data collection methods used consist of observation and questionnaires. Meanwhile, the coding process is carried out by connecting the text in the transcript with the code. Strategic Human Resource Management to improve the quality of education at the school which consists of seven themes, namely Quality Assurance, Quality Improvement, Planning and Evaluation, Supervision, Recruitment, Parents as Partners, and Implemented Solutions. Findings(Agus et al., 2023), implementing efforts to improve human resources in improving school quality, namely by improving resources whose research focus is teachers. The purpose of this study is to increase insight related to efforts to improve school quality through human resource management. The results of this study are that there are several things in the application of human resource management in efforts to improve school quality at SMP Bhakti Pertiwi. Findings(Afifurrohman et al., 2023), revealed that professional human resources in educational institutions will determine the success or failure of the development and improvement of its quality. The purpose of this study is to determine the improvement of the quality of education through human resource management at the Blokagung Tegalsari Banyuwangi Islamic Boarding School. The type and approach to this study is to use field research with a qualitative approach. The data collection technique in this study is to use the Interview model, interviews, and observations. Data processing techniques use data reduction, data display and data verification. The results of this study, that human resource management in improving the quality of education at the Darussalam Blokagung Islamic Boarding School includes: 1) planning, 2) organizing, 3) controlling or controlling, 4) procurement, 5) job analysis, 6) recruitment, 7) selection, 8) development and evaluation. Findings(Febrianti & Kholili, 2022), shows that human resource management in improving the quality of education at PAUD Modern Al - Rifa'ie Malang can be concluded that, human resource management in the institution is good through three human resource processes in improving quality, the first stage is planning, the school carries out planning by identifying educators and education personnel

according to school needs. The second stage is development, carried out by appointing or holding development activities such as workshops and webinars. The last stage is performance evaluation, in its implementation the school conducts an evaluation once a month.

Research on human resource management (HR) at SMA Negeri 7 Kediri is very important to improve the quality of education at the school. SMA Negeri 7 Kediri, as a private school established in 1989 and has an “A” certification, is managed by the Education Office and operates under the policies of the Ministry of Education and Culture. The main challenge faced is the mismatch between HR certification and competency with their responsibilities, which affects the quality of teaching. To overcome this, the principal needs to implement effective HR management, including strategic planning, competency development, and the application of information technology. Previous research has shown that a strategic HR management model can significantly improve the quality of education by providing a structured and holistic framework. This study also notes the importance of planning, development, and evaluation in HR management to ensure optimal quality of education. By focusing on factors such as strategic planning, competency development, and stakeholder involvement, this study aims to provide in-depth insights into how good HR management can improve the quality of education at SMA Negeri 7 Kediri and other educational institutions. This study aims to analyze in-depth the practice of Human Resource (HR) management and mapping in schools. The main focus of this study includes: evaluation of the quality of teacher and employee competency, review of the ongoing HR planning process, and review of the implementation of HR training and development programs. The purpose of this study is to determine the practice of Human Resources (HR) management and mapping at SMA Negeri 7 Kediri. In this Human Resources (HR) mapping, among others: (a) HR management and learning; (b) teacher competency quality; (c) employee competency quality; (d) HR planning; and (e) HR training and development. This research has both theoretical and practical uses. Theoretically, this research contributes to the development of HR management theory in the education sector, enriches the literature on the evaluation of educator competency, and supports a more structured HR management concept. Practically, this research is useful for the author in increasing insight into HR evaluation and mapping, as well as for educational institutions, especially SMA Negeri 7 Kediri, in improving the quality of educators, HR planning, and training effectiveness. In addition, this research is also useful for academics as teaching materials and references in the study of HR management in Education

2. Research methodology

2.1. Design

The framework of thinking in this study serves as a guide to the flow of thinking that will be applied during the study. In this concept, a flow is created that aims to explain the research process related to the application of human resource management in order to improve the competence of teachers and employees at SMA Negeri 7 Kediri. The main focus of this study is to understand the application of effective HR management. Therefore, the core theory used is human resource management, supported by supporting theories such as competency development, training, and performance evaluation. In order to stay focused and not deviate from the research objectives, these main and supporting theories are limited by referring to previous studies. Previous studies are used as references and limitations to achieve relevant results. The framework of thinking in this study is based on the core theory and supporting theories, which are then modeled according to the research flow. This study is a qualitative field study that aims to understand the phenomena encountered by research participants, such as

behavior, perception, motivation, actions, and so on, in their entirety. To do this, the study will use various scientific methods in relation to verbal and linguistic descriptions in a unique natural environment, (Moleong, 2006: 6). Research seeks to explain the context and meaning of behavior and the processes that emerge in observation patterns from various factors related to participant perceptions.

In understanding the research topic comprehensively, in detail, and comprehensively, the phenomenological technique is considered appropriate for this study. Therefore, the information collected is the symptoms of observation and information. Therefore, the information collected is the symptoms of observation, information, and observation regarding "Implementation of Human Resource Management in the Framework of Improving the Competence of Teachers and Employees of SMA Negeri 7 Kediri" is more suitable to be expressed verbally, which adheres to the characteristics of a qualitative approach. This allows for a more comprehensive and in-depth understanding of the observation results that underlie the information and results of field observations. This study uses a qualitative descriptive approach and is classified as qualitative research. This approach was chosen because it takes into account data that describes how school administrators—in this case the principal, vice principal, teachers, administrators, and school operators—understand human resource management at SMA Negeri 7 Kediri. This understanding covers a number of topics, including HR development, training, and the human resource planning process. This method also seeks to gain a comprehensive and practical understanding of the meaning of events and realities that emerge in the field. Qualitative research prioritizes process characteristics over results. To maintain its naturalistic descriptive character, qualitative research also uses natural terrain as a direct source of data. In accordance with the above view, the purpose of this study is to determine the description of the knowledge of human resource management of school administrators at SMA Negeri 7 Kediri and the programs that have been implemented.

Meanwhile, because of the close interaction between research and research subjects, researcher participation in qualitative research becomes very important. Humans are the main research instruments because of their high level of adaptability and ability to change along with the times. According to Nasution (1992: 54–55), this means that researchers as instruments are responsible for all aspects of the research process, including planning, implementation, data collection and analysis, and becoming pioneers in the field of research. research data This research was conducted with the aim of analyzing in depth the practice of human resource management and mapping at SMA Negeri 7 Kediri. The main reason for this research is to objectively and comprehensively understand the management of human resources that play an important role in improving the quality of education in schools. By evaluating the competence of teachers and employees, reviewing the HR planning process, and reviewing the implementation of training and development programs, this research seeks to identify potential improvements that are needed. Another objective is to provide a comprehensive picture of how HR management in schools functions, focusing on important aspects such as: (a) HR management and learning; (b) teacher competency quality; (c) employee competency quality; (d) effective HR planning; and (e) training and development of human resources. The results of the study are expected to contribute to improving human resource management policies and practices in the school.

2.2. Population and Sample

In the informant selection activity, starting with choosing a series of locations and research periods is very important for qualitative research. The problems to be discussed in this study are considered when choosing the

location and study hours. The object of research and location are the time and place mentioned in the study. SMA Negeri 7 Kediri, located on Jl. Perusahaan Asuransi No. 4, Kediri City, is the designated location in this case. Meanwhile, the research period was carried out from February 2021 to December 2023. The principal of SMA Negeri 7 Kediri, vice principal, head of school operator, head of administration, and the teaching staff were used as research subjects in this study. Currently, subjects are selected depending on the data needed by researchers to collect realistic and accurate data that is relevant to the research topic. To obtain a complete and comprehensive picture of Human Resource Management at SMA Negeri 7 Kediri, all relevant subjects must be studied through words and deeds. The information extracted includes the behavior and activities of the research subjects in addition to the verbal information they provide. Because the selection of research subjects depends on their relevance to the research objectives, the selection of informants is variable and depends on events that occur in the field, not strictly determined

2.3 Operational Research Variables

Research variables are used to draw conclusions about the attributes or values of an object that has various variations as a basis for the research process.(Suliyanto, 2018). This study uses several main variables, namely Human Resource Management, which is related to the management of the workforce in an organization; Human Resource Competence, which assesses the skills and abilities of the workforce; Human Resource Planning, which focuses on the strategy of compiling HR needs; Human Resource Training, which aims to improve the skills of the workforce; and Human Resource Development, which includes efforts to improve the quality and capacity of individuals in the organization.

Table 1. Operational Definition

Variables	Definition	Method	Measurement Results
Human Resource Management	The process that includes planning, organizing, implementing, and controlling human resources to achieve organizational goals effectively.	1. Observation 2. In-depth interview 3. Document review	Information : 1. Revealing objective conditions related to the number of human resources working at SMA Negeri 7 Kediri 2. List of positions and their job descriptions 3. School Organizational Structure 4. Describe School Programs and Those Responsible for Them
Human Resources Competence	The abilities and skills possessed by teachers and staff include knowledge, technical skills, and attitudes that are relevant to work at school.	1. Observation 2. In-depth interview 3. Document review	Information : 1. HR Supporting Factors 2. Inhibiting Factors of Human Resources
Human Resource Planning	The process of determining human resource needs in a school, including the appropriate numbers, qualifications, and assignments to achieve educational goals.	1. Observation 2. In-depth interview 3. Document review	Information : 1. Conducting planning meetings 2. Analyzing HR needs 3. Analyze the work that must be done by HR 4. Analyze positions that suit the job 5. Analyze appropriate HR recruitment patterns and processes 6. Analyzing HR Competencies

			7. Analyze HR specifications, terms, conditions and qualifications
Human Resources Training	Programs designed to improve the knowledge, skills and competencies of teachers and staff through internal and external coaching and training.	<ol style="list-style-type: none"> 1. Observation 2. In-depth interview 3. Document review 	Information : <ol style="list-style-type: none"> 1. Informal coaching process by school leaders 2. Determine the training program that suits your needs 3. Conduct internal training for teachers/employees 4. Assign teachers/employees to attend training outside of school
			Information : <ol style="list-style-type: none"> 1. Conducting technical guidance for teachers and staff after training inside and outside of school 2. Conduct coaching and performance evaluation of teachers/employees who have attended training
Human Resource Development	Continuous efforts to update and improve teacher and staff competencies through guidance, evaluation, and post-training training to improve work quality.	<ol style="list-style-type: none"> 1. Observation 2. In-depth interview 3. Document review 	

Source: data processing, 2025

2.4 Observations and Interviews

This research data collection technique is useful for obtaining data used in research. The research data collection technique uses in-depth interview methods, observation, document review and documentation from the company.(Yusuf, 2017). This observation activity is a technique used to dig up data information used to find out an event in each place used as a research location. Observation is a technique of direct review of an event, but this is not only seeing visually but also listening to activities, recording something that is needed in research(Raco, 2016).

Interview activities use a question and answer conversation method to each party involved, namely informants for taking observation sessions are the warehousing, production and expedition divisions. The purpose of the interview is to obtain clearer information and have sufficient depth about the aspects in this study covering research samples that have been used as variables for qualitative analysis. This interview activity is carried out according to the needs of researchers related to the clarity and ability of problem formulation. Questions and answers in this interview activity to informants who are considered to have sufficient information about each division involved in the study(Raco, 2016). Thus, each informant is considered capable of providing useful data for conducting this research.

2.5 Research Tools

The method in reviewing this document is to find data that supports the research. This data will be formed into a research sample and used as a form of research variables.(Sugiyono, 2012). This document review reviews the research that will obtain various data. Therefore, the activity of reviewing documents is to review documents that are appropriate according to data validation. This document review is a type of information that supports and adds evidence and reinforcement of the results of this study.

2.6 Research Procedure

Data analysis techniques are the process of systematically searching and compiling data by organizing data into categories, describing them into patterns, choosing what is important and what will be studied and making conclusions. In qualitative research, the data collected is predominantly in the form of documents, including field notes, documentation, company history, letters, data from the warehousing, production and expedition divisions and other data. Thus, data selection is required so that the data used is in accordance with the formulation of the problem being studied. This data reduction is the main component in the analysis of research results. Therefore, in order for the scope and limitations of the research to remain consistent, data reduction is needed. The advantage of data reduction activities is that it makes it easier for researchers to examine the data that will be used (Ongirwalu et al., 2015). This data reduction is a process of selection, abstraction and simplification of interview activities, document review and observation. Thus, this study can facilitate the drawing of conclusions in accordance with the formulation and objectives of the study. The data that has been collected, both from interview activities, observations and document reviews will be selected according to research limitations. Thus, this study still refers to the topic being studied.

The presentation of data from this study is information that must be structured in a narrative model that already has data from the results of reduction. The data presented must be interesting to read with a systematic presentation. It would be good if the sentences or language used also involve evidence from interviews, documentation or theoretical studies that can support the narrative of the results of data presentation. (Raco, 2016). Data presentation requires a basis for problem formulation so that it does not become inconsistent with the researcher.

Data reduction and data presentation activities will display verification. This verification is the drawing of conclusions that are in accordance with the meaning of the data that has been obtained and a systematic explanation, understanding of proportional cause-effect patterns and this verification is in accordance with the data validation that has been carried out. Data collection that has been carried out in the early stages of research as a form of initial data recording and developed as a formulation of problems in the field according to the research topic and the formulation of the problem used. Thus, this verification can be concluded because the data that has been reduced can be developed into a manuscript that is included in the research results

2.7 Framework of Thinking

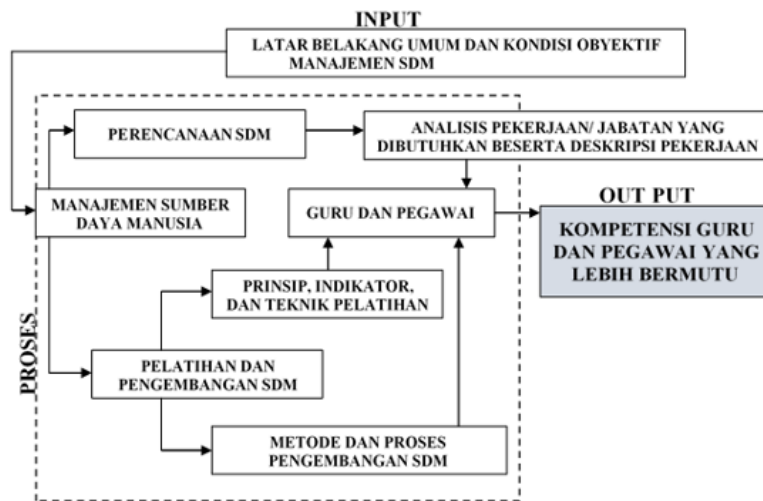
The framework of thinking in this study is designed to systematically explain the flow of Human Resources (HR) management at SMA 7 Kediri in order to improve the competence of teachers and employees. This framework integrates input, process, and output aspects, so that it can describe the relationship between elements that support comprehensive HR development (Figure 3).

The input of this system starts from the general background and objective conditions of HR management at SMA Nusantara Plus. This information is the basis for conducting an analysis of workforce needs, including an analysis of the jobs and positions needed, as well as a detailed job description. Furthermore, in the process stage, HR management is carried out through several stages, namely:

- a. Human resource planning, which identifies the need for teachers and staff based on the results of job analysis.
- b. Human Resources Training and Development, which aims to improve the quality of individuals through appropriate training principles, indicators and techniques.

- c. Human Resource Development Methods and Processes, designed to ensure sustainable competency improvement, both technical and non-technical.
- d. Each process is integrated and contributes to increasing the capacity of teachers and staff. The role of HR management is very important in developing training and development strategies, so that the results are in accordance with the needs of educational institutions.

The results of the entire process produce output in the form of higher quality teacher and employee competencies, which are expected to have a direct impact on improving the quality of educational services at SMA Nusantara Plus.



Picture3. Framework of thinking

3. Results and Discussion

3.1. Results

- a. Human Resource Management and Mapping

Management is a process of activities consisting of planning, organizing, motivating, supervising, and evaluating carried out by the management of the organization to increase the contribution of human resources in order to achieve organizational productivity while achieving common goals by empowering human resources and other resources that are worked on in an organized manner (Source: Observation July, 2024). All organizational activities in achieving their missions and goals are highly dependent on the people who make plans and manage the organization, including the management of the human resources working in it. Human Resource Management (HRM) in all organizations is actually the same, namely the existence of HRM planning. In educational institutions, especially schools, HRM planning is under the direct control of the Principal who is assisted by several appointed people. Human resource management in education is the management of educational staff, namely teachers and education personnel, namely employees. From the results of the study, it is known that such conditions also occur at SMA Negeri 7 Kediri, where the planning and control of all activities in the school, including all activities related to HRM, are in the hands of the Principal who also plans, supervises, and evaluates all implementation of activities in the school assisted by several people consisting of teachers and employees. However, because SMA Negeri 7 Kediri is a private school owned by the Foundation, all policies set by the Principal must be in accordance with the Foundation's policies. In addition, the Principal will also adjust the school management governance in accordance with applicable Laws and State Regulations related to the implementation

of educational activities and all aspects surrounding them. So that SMA Negeri 7 Kediri runs in harmony with all school stakeholders.

b. Teacher Competency Quality

At SMA Negeri 7 Kediri, not all teachers are certified and have complete competence. The lack of teacher competence is caused by, among other things: qualifications and educational backgrounds that are not in accordance with the field of duty, lack of understanding of educational regulations, lack of mastery of subject matter, minimal learning strategies, lack of mastery of digital technology in supporting the learning process, and lack of ability to provide motivation to students (Source: Observation July, 2024). The above reality is a challenge for the Principal of SMA Negeri 7 Kediri in carrying out his duties and functions as a school leader to find solutions and innovate in developing teacher competence in teaching and learning activities at school in order to improve the quality of education. The Principal of SMA Negeri 7 Kediri strives to develop more effective and efficient teacher competence through academic and clinical supervision, teacher empowerment in MGMP (Subject Teacher Deliberation) between schools, motivating teachers to continue their education to the next relevant level, IHT (In House Training), and workshops or training with speakers from outside the school. Some other efforts that have been made by the Principal of High School towards teachers include: establishing effective working relationships and communication, providing guidance and input in completing teacher assignments, building teacher morale/work spirit, giving awards to teachers who excel, actively involving teachers in formulating or making decisions, resolving all problems or conflicts in the school wisely according to school regulations, and creating a healthy work climate. The supporting factors that influence the improvement of teacher competence at SMA Negeri 7 Kediri include; teaching experience, work ethic, motivation and love of teachers for their profession, teacher health conditions, educational background, learning support facilities, education and training (training attended), economic conditions or teacher welfare levels, and coaching by the principal.

c. Employee Competency Quality

Based on Law No. 20 of 2003 concerning the National Education System, Article 1, paragraphs 5 and 6, educational personnel are members of the community who dedicate themselves and are appointed to support the implementation of education. Where the educational personnel meet the requirements stipulated by applicable laws, are appointed by authorized officials, are assigned duties in a position, and are also paid according to applicable regulations (Source: Observation July, 2024). Educational personnel are personnel tasked with planning and implementing administration, management, development, supervision, and technical services to support the education process in educational units, hereinafter also referred to as school administrative personnel (TAS). School administrative personnel are required to have educational qualifications and competencies in accordance with their duties and must have the following competencies: managerial, personality, social, and technical. From the explanation above, it is clear that there is a need for minimum competency requirements for school administrative personnel. This has been regulated in the Regulation of the Minister of National Education Number 24 of 2008 concerning the categorization of school administrative staff into 3 types, namely: (1) head of school administrative staff, (2) executors of affairs, and (3) special service officers. The head of school administrative staff is tasked with coordinating all tasks of school administrative staff. The executor of affairs is tasked with carrying out the part of the task that has been assigned by the head of school administrative staff. The Executor of Affairs section consists of several affairs, namely: (1) personnel affairs; (2) student affairs; (3) financial affairs; (4) curriculum affairs; (5) administration and correspondence affairs; (6) public relations (PR)

affairs; and (7) infrastructure affairs. Meanwhile, special service officers are officers who take care of activities outside the office, for example school guards, cleaners, security officers (satpam). At SMA Negeri 7 Kediri, not all employees are certified and have complete competence. The lack of employee competence is caused by qualifications and educational backgrounds that do not match the field of duty, so that sometimes they do not understand the applicable education regulations. At SMA Negeri 7 Kediri, the organizational unit that manages administrative activities and technical services is under the principal. Therefore, the Principal always ensures whether school employees have carried out their responsibilities according to their duties or not. If not, then the Principal will also direct and assist the employee so that they are able to work according to their duties. The administrative and technical service staff at SMA Negeri 7 Kediri are tasked with providing services to the school community starting from the Principal, teachers, other education personnel, students, and the general public who are users of school services.

d. Human Resources Planning of State Senior High School 7 Kediri

Planning is basically the core of management, because planning helps reduce uncertainty in the future. With good planning, it allows decision makers to use all available resources to achieve goals effectively and efficiently (Source: Observation July, 2024). Likewise with HR planning, this is essential in Human Resource Management (HRM), because planning will always be part of various other HRM activities such as recruitment, selection and placement, training and development, evaluation, compensation, and so on. HR planning at SMA Negeri 7 Kediri is the responsibility of the Principal. The planning draft is prepared in advance by the Principal, then the draft is analyzed with his team, and its implementation is determined through an HR planning meeting held before the New Academic Year (odd semester) begins, namely after the distribution of the Even Semester Report Cards. The HR planning meeting is held in order to evaluate the objective conditions of HR in the school while anticipating the possibility of job transfers or job rotations or if there are Teachers or Employees who resign, so that there is no HR vacancy. If the school lacks human resources, the school will look for the right personnel to fill the position or position related to various considerations (including based on intellectual capacity, capability, experience, and academic achievement or skills), then provide training and development needed by human resources according to their work needs. If the school does not lack human resources, the planning meeting will discuss more about the training and development program plans needed by teachers and employees at SMA Negeri 7 Kediri.

e. Workload Analysis

Workload analysis is a calculation process carried out to determine the time and effort required to complete a particular job. The results of the workload analysis are useful for determining the right number of employees to carry out certain tasks efficiently. At SMA Negeri 7 Kediri, the Principal always conducts a workload analysis by involving all components of the organization in this case teachers and education personnel to determine the right and ideal number and qualifications of educators to support the implementation of learning at school. The workload analysis is intended so that every job or activity carried out at school can be carried out properly, does not become overloaded, and provides optimal results in achieving school goals. Therefore, the Principal at SMA Negeri 7 Kediri also involves a competent team to prepare a work schedule, task division plan, and management of activities at school (Source: Observation July, 2024).

f. Human Resource Development Planning

Human resource development is an activity that is carried out continuously to improve the quality and capabilities of human resources to be more competent in carrying out their duties and responsibilities (Source: Observation July, 2024). At SMA Negeri 7 Kediri, human resource development planning is carried out by involving various activities such as: training and development, workshop programs, seminars, and continuing education. All of these activities are intended to improve the competence of teachers and employees so that they are able to work effectively, efficiently, and with quality. In addition, the Principal at SMA Negeri 7 Kediri also tries to identify training needs based on competency needs analysis and work evaluation results and feedback from learning activities. All of this human resource development planning must be prepared by considering the school's vision and mission as well as the policies set by the Foundation.

3.2. Discussion

g. Human Resource Management and Mapping

The Principal is responsible for planning, organizing, motivating, supervising, and evaluating HR activities in the school. All HR management policies at SMA Negeri 7 Kediri must be in accordance with the Foundation's policies and national regulations related to education. The Principal also coordinates with various related parties to ensure that HR policies and activities are in line with the interests of all school stakeholders. HR management at SMA Negeri 7 Kediri includes training, workshops, seminars, and continuing education to improve the competence of teachers and staff. (Fuadi, 2020; Nurlaely et al., 2019; Rosid, 2017; Yoevita & Widjajanti, 2022).

Major Propositions underline the main points of HR management at SMA Negeri 7 Kediri which involves the Principal comprehensively in the managerial process.

Minor Propositions provide further details regarding responsibilities, policy compliance, coordination with stakeholders, and the types of HR management activities undertaken in schools.

h. Teacher Competency Quality

Competence is caused by a mismatch between educational background and field of work, a lack of understanding of educational regulations, and minimal technological skills. 1.2 Efforts made to address deficiencies include academic supervision, empowerment through MGMP, advanced training, and workshops with external speakers. 1.3 Additional steps include establishing effective communication, providing guidance, building work enthusiasm, providing rewards, and creating a healthy work climate. 1.4 Supporting factors that influence teacher competence include teaching experience, work ethic, motivation, health, educational background, facilities, training, and teacher welfare.

Explanation:

The Major Proposition emphasizes the main challenges in the quality of teacher competence.

Minor Propositions provide details regarding the causes of deficiencies, efforts taken, additional steps, and supporting factors in improving teacher competency.

i. Employee Competency Quality

Educational staff at SMA Negeri 7 Kediri must have managerial, personality, social, and technical competencies in accordance with their duties as school administrative staff. Regulation of the Minister of National Education Number 24 of 2008 categorizes school administrative staff into head of administrative staff, executors of affairs, and special service officers, each with different responsibilities. 1.3 The Principal of SMA Negeri 7

Kediri is responsible for ensuring that employees carry out their duties in accordance with their duties and provide direction if necessary. The lack of employee competency at SMA Negeri 7 Kediri is often caused by educational qualifications that do not match their field of work and a lack of understanding of regulations. Steps taken to address competency issues include providing training, coaching, and ensuring that employees can work in accordance with their main duties and functions. (Karweti, 2010; Lidiawan et al., 2024).

This proposition organizes information from interviews and findings to provide a clear picture of the issue of the quality of educational staff competency at SMA Negeri 7 Kediri.

j. Human Resources Planning of Kediri 7 High School

Major Proposition: Human Resource Planning at SMA Negeri 7 Kediri is a crucial process carried out by the Principal to reduce uncertainty and utilize resources effectively.

Minor Proposition: The HR planning draft is prepared by the Principal and analyzed together with the team in a planning meeting before the new school year. (Edy, 2016; Risqi & Murahman, 2023; Yasa et al., 2021). The HR planning meeting evaluates the objective condition of HR, anticipates job transfers, job rotations, and resignations to avoid vacant positions. If there is a shortage of HR, the school seeks appropriate personnel based on capacity, capability, experience, and skills, and provides the necessary training and development. If there is no shortage of HR, the planning meeting focuses on training and development program plans for teachers and staff.

k. Workload Analysis

Workload analysis at SMA Negeri 7 Kediri is carried out comprehensively by involving all components of the organization to ensure efficiency and effectiveness of work. The Principal conducts a workload analysis to determine the time and effort required to complete school tasks. All components of the organization, including teachers and education personnel, are involved in determining the ideal number and qualifications of education personnel. (Ariyanti, 2018; Dewi et al., 2019; Septian & Herwanto, 2022; Tiara & Perdana, 2019). Workload analysis helps in creating an optimal work schedule and task distribution plan, and avoids work overload. A competent team at the school helps in creating work schedules and managing activities, ensuring that all tasks are carried out effectively.

Explanation:

Major Proposition emphasizes that the workload analysis at SMA Negeri 7 Kediri is carried out by involving all components of the organization for efficiency.

The Minor Proposition provides details about the process, participation, and outcomes of the workload analysis, as well as the role of the competent team in supporting the implementation of school activities.

l. Human Resource Development Planning

Human resource development planning at SMA Negeri 7 Kediri is carried out continuously to improve the quality and capability of human resources through training, workshops, seminars, and continuing education. Human resource development aims to improve the competence of teachers and employees to be more effective, efficient, and qualified. Identification of training needs is carried out through competency needs analysis, work evaluation, and feedback from learning activities. Human resource development planning must be in line with the school's vision and mission and the applicable Foundation policies. 1.4 All human resource development activities are designed to support the school's goals and comply with the policies set by the Foundation.

Major Propositions highlight the main activities in HR development planning at SMA Negeri 7 Kediri and the objectives of these activities.

Minor Propositions detail important elements in HR development planning, including goals, needs identification processes, and alignment with school policies.

4. Conclusions and Recommendations

This study examines the practice of Human Resources (HR) management and mapping at SMA Negeri 7 Kediri with a focus on evaluating the quality of teacher and employee competency, HR planning process, and implementation of training and development programs. HR management at SMA Negeri 7 Kediri is carried out by the Principal who is responsible for planning, organizing, motivating, supervising, and evaluating. HR planning is the core of management, which includes recruitment, selection, placement, training, and evaluation. This planning is important to reduce uncertainty and maximize existing resources, in accordance with Foundation policies and state regulations. Current conditions show that not all teachers and employees at SMA Negeri 7 Kediri have adequate competency. The lack of certification and competency is caused by inappropriate educational backgrounds, poor understanding of regulations, and limited technological capabilities. The Principal tries to overcome these challenges through academic supervision, MGMP programs, IHT, and workshops with external speakers, while improving work relationships, motivation, and conflict resolution. For administrative employees, regulations establish three categories based on competency: head of administration, executor of affairs, and special service officers. Deficiencies in employee competency are also caused by educational backgrounds that are not in accordance with their duties. The principal plays a role in ensuring that employees carry out their duties properly and provides guidance when needed. The workload analysis at SMA Negeri 7 Kediri aims to determine the ideal number of employees and avoid overload. This process involves all components of the organization in planning work schedules and dividing tasks. HR development planning involves training, workshops, seminars, and continuing education to improve the quality and capabilities of HR. This planning must be in accordance with the school's vision and mission and the Foundation's policies. This study provides a comprehensive overview of HR management at SMA Negeri 7 Kediri and identifies potential improvements for better HR management implementation.

Declaration of Competing Interest

None Competing Interest.

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