



Educator Development as an Elementary School Resource

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Abstract

Educator Development as Human Resources at SD Bhinneka Pasar Kemis Development is given to educators as human resources who have an important role in achieving the goals of educational institutions or schools. development is carried out with the aim that educators as human resources have competences that can compete amid the development of science and technology. Qualitative methods are an option in this study. The results illustrate that the development of educators as human resources at SD Bhinneka Pasar Kemis is carried out in several steps and uses on the job learning and of the job learning methods. In addition, the development of educators as human resources is influenced by internal factors, namely 1) vision and mission, 2) strategy for achieving goals, 3) nature and types of activities, 4) types of technology used and external, namely: 1) government policies, 2) socio-cultural society, 3) development of science and technology. The hope is that the development of teaching human resources can be improved continuously.

Keywords: Development, educators, Human Resources,

INTRUDUCTION

Facing the 21st century requires skills and competencies that support humans to be able to be competitive. The 21st century is known as a century of very sophisticated technological development. In this era, humans have to compete with sophisticated technology. Very rapid technological developments will have an impact on various areas of life, one of which is the field of education. In your time, it is also known as the industrial era 4.0, which is a collaboration between humans and technology that requires literacy skills, skills and quality of character. As is the opinion of (Imron & Nurcholia, 2019), education 4.0 has the aim of forming human resources who are able to innovate in accordance with the world's commitment to prepare yourself to face the resolution of an all-digital industry. The demands of the 40's industrial revolution became a trigger so that human resources (HR) were able to compete in following the flow of change. Therefore. Humans should prepare provisions with knowledge and mastery of technology so that they have competitiveness and value, being able to take advantage of the opportunities that exist around them Putrani, 2021). Preparing

competitive human resources is not something easy, and this is homework for educational institutions to produce competent human resources (Fawwazi et al, 2020)

Humans are agents of change who play an important role in educational institutions and are also the main resource that must be processed and developed (Schlebusch & Keats 2017) argue that HR is a combination of a person's mental abilities and physical abilities. Therefore, it is necessary to design and package well in human resource development (Astuti, 2018), also of the opinion that human resource development is an effort to improve quality through activity programs such as educational training, and the development of educational institutions as a forum that must be able to form and create human resources who are competent and capable. competitive without competency that is capable of being then the dream of improving a better life will be difficult to achieve. This is because educational institutions have a big influence in preparing competent and competitive educators. Through the educational process, efforts to create competitive human resources can be carried out. As included in the national education system law number 20, tal 2003 where education is a conscious effort directed at developing the poles of students so that they can be realized in the form of abilities, skills and personalities that are in accordance with the objectives of national education (UUD, 2003). Educators as HR play an influential role in a process that can produce good education (White et al, 202. In discussing HR, it cannot be separated from management activities such as management development planning strategies and institutional development (Elfranto, 2016). The importance of human resources demands that every institution education to obtain quality and productive human resources. Therefore, teachers must be more proactive in order to be able to carry out the main duties and functions of educators professionally (Muliastri, 2019). Considering this, it is important for educational institutions to carry out various efforts that can develop teachers as educators. To become more professional To become a professional with good skills and competencies, special treatment is needed such as training activities for teachers, familiarization and sufficient and evenly distributed education (Melnyk et al, 2020) and competencies on an ongoing basis (Waldopo, 2019. This should be done, because it has not been All teachers in an educational institution have good competence and are well trained. The duties and responsibilities of teachers are very heavy. Not to mention the duties of teachers which involve supporting administration which must be completed. Therefore, teachers must be more proactive in order to be able to carry out their main duties and functions as educators professionally (Muliastri, 2019). Considering this, it is important for educational institutions to carry out various efforts that can develop teachers as educators to become more professional. To become professionals with good skills and competencies requires special treatment such as training activities for teachers, familiarization and adequate education as well as mactata (Melnyk et al, 2020)

Because so far activities related to developing teacher competence only apply to a handful of people. That is why efforts to develop educational resources have an important role in produce qualified and professional educators. This is often stated in the opinion of (Prabu Mangkunegara 2009) that in the world of education, human resource development is carried out towards the development of higher quality education and the formation of reliable human resources. pissluctif, creative and accomplished. In line with that. (Elfridawati Mas Dhuhani, 2016) conveys the need for organized and directed management so that the process of achieving the vision and mission of the institution is more effective and efficient, which can be done by improving human resource performance. Problems related to educational resources in school institutions are internal problems and benchmarks for institutions. that education. Because human resources are very important to develop in an educational institution, the author is interested in studying and exploring through research the development of educational resources at SD Bhinneka Pasar Kemis, where the school has many limitations regarding existing educational resources. Namely, the limited number of ASNs available and almost all of them also have other additional duties such as deputy head, treasurer, head of labor, head of library, asset manager and other tasks. Apart from that, there are still some educators whose basic education is not

relevant to the field of study being taught.

This condition explains that the development of educational resources is truly important. Human resources are a very strategic factor in determining the success of the education system, namely a) educators are the main capital in educational institutions b) personal qualities determine the achievement of vision and goals. c) educators are humans who can be supervised in educational institutions, d) human appearance becomes the dominant problem, and e) the importance of identifying behavior to achieve goals. Based on the description of the problem above, the author is interested in directing this research with the main focus of Educator Development as Human Resources in Educational Institutions. This has a purpose. how the development of educators as human resources at Bhinneka Elementary School is carried out well

METHOD

This research was conducted using qualitative methods which focused on programs and forms of human resource development for educators at Bhinneka Elementary School which were in accordance with the conditions and development of the school, according to the opinion of Tumuz 2021), generally qualitative research aims to describe and reveal (to describe and explore) and describe and describe (to describe and explain), therefore the use of interviewing, observation and documentation becomes a data collection technique. Interview activities are carried out to obtain information directly from the information provider (Sugrono 2016). The parties who will be asked for information are the school principal, curriculum representatives and several educators at Bhinneka Elementary School Observation activities were also carried out at Bhinneka Elementary School by making important notes which would serve as data sources. Where in this research the researcher plays the role of participant observer. Where the researcher is directly involved with the subject being researched. Other data is in the form of documentation that supports the data needed by the researcher. According to (Sugiono. 2016), documentation can be in the form of notes on pictures or monumental works. Meanwhile, the data analysis used is inductive data analysis. This is in line with the opinion (de Saxe et al., 2020). One of the characteristics of qualitative research is that data analysis is carried out inductively. The data analysis technique is carried out by studying the results of previous research that already exists and is related to the development of educational human resources. In this research, the first triangula is carried out using theory. The validity of the data obtained is measured using theory as a view of opinion or finding. The second data processing check does not utilize expert opinions, namely research contributors. The third data processing check is by utilizing data processing techniques (Subarsimi 2014)

RESEARCHRESULT AND DISCUSSION

Bhinneka Elementary School is one of the schools located in Sandang San Village, Pasar Kemis District, Tangerang Regency. The principal as manager always tries to develop educational resources in schools led by Bhinneka Elementary School in the form of improving human resources for educators through activities that have been designed in the form of programs. The program is designed based on an analysis of the needs for human resource development for Bhinneka Elementary School educators. The school principal as manager facilitates activities developing human resources for educators, such as allocating costs, time, methods and forms of activities that are in accordance with the needs and development of science and technology. This is in line with (Special Edition on Covid 19, New Normal, and Development Planning 2020), that a plan designed for an improvement program needs to pay attention and considering participants' budget, curriculum, implementation time gaps and other things which are conveyed transparently to educators

Teachers as educators and instructors are the spearhead of education. This is

reinforced by the opinion (Aisa & Lixita. 2020) that teachers are the spearhead of education who directly try to suggest and develop the competence of their students to become human beings who are sensitive, skilled and have good morals. Therefore, teachers as new educators Competent To become a competent educator requires human resource development. The process of developing human resource educators carried out at Bhinneka Elementary School implements several steps, namely. 1) Designing or planning activity programs, activity program planning is prepared by the school principal as manager and his team. Where the design is included in the school budget plan 2) Needs analysis Needs analysis is carried out by Bhinneka Elementary School to see current and future needs which are adjusted to the school's budget 3) Target In this case the targets are all Bhinneka Elementary School teachers who have the same right to receive guidance and training in human resource.

The goal of this improvement program is to improve educators' abilities in understanding the material. technical, ethical and moral mastery of educators in accordance with the position they hold. 4) Program determination. The HR development program carried out at SMAN 1 Koto Salak is based on an analysis of needs and targets. Where human resource development can be carried out in the form of providing opportunities for educators to take part in training. coaching and education (Mansor et al. 2018), argue that HR development is related to providing learning opportunities and opportunities, designing training programs that refer to Planning, Organizing, Actuating and Controlling (POAC) 5) implementing HR development programs. Implementation activities are carried out referring to program designs that have been prepared and implemented according to needs and situations. Organized event schools have designed various activities such as In House Training (IHT), workshops. School workshops also provide equal opportunities for all teachers to take part in Teacher Group (KKG) activities. During the Covid-19 pandemic, teachers had more opportunities to take part in various development activities carried out online by various institutions organizer of training activities without having to leave the location and school duties. 6) Evaluation of the implementation of the HR improvement program. Evaluation activities are carried out to see how much mastery and success is achieved after educators participate in HR development activities. Expected results from activities

HR development includes increasing work ethic, changing behavior and professionalism educators in carrying out their duties The suggestion above is that Bhinneka Elementary School carries out human resource development step by step. 1) designing/planning the program, 2) needs analysis, 3) targets. 4) program determination, 5) program implementation and 6) program valuation.

The human resource development activities carried out also establish on-the-job learning and off-the-job learning methods. This is in line with the opinion of (Mufidah, 2019) which suggests HR development methods, namely on-the-job learning and off-the-job learning. On-the-job learning is carried out using

Marotas said the temporary position of job learning involves educators taking part in In House Trating (IHT) workshops, seminars or webinars, sarashan and KKG The development of human resource educators at Bhinneka Elementary School is carried out on an ongoing basis which is influenced by internal and external factors. These factors are related to school conditions. Firstly, internal factors which include 1) vasa and mua ackolah. In order to achieve the mission and mission of the school, educators as human resources who play an important role must increase their competence through HR development programs in the form of training activities. bimtck workshops, IHT or seminar activities. During the Covid-19 pandemic, these activities can be participated in online. Various agencies and institutions hold activities that can support increasing the competence of educators in order to achieve the aspects and missions of educational institutions. 2) Strategy for achieving goals. To achieve and achieve educational institutions, a strategy is needed. The strategies carried out by each educator as a human resource in MRAYA HAVE the vision and mission of educational institutions are not the

same. However, it has the same tuvan to brand the content and mission of the school. 3) The nature and types of activities. In developing human resources for educators, the nature and types of activities are adjusted to the needs of the school itself. 4) The type of technology used. The type of technology used also needs to be prepared according to the requirements, where to achieve this it is necessary to have personnel who are able to operate the technology well. Both external factors include. 1)

Government policy. This relates to policies issued by the government such as government regulations or circulars. During the Covid-19 pandemic, many government powers were handed down to be implemented according to conditions. This requires educators as human resources to learn and apply these habits. Online activities are an option that teachers in elementary schools must prioritize. Bhinneka must embrace and study it 2) Socio-cultural society. Educational institutions are established for the benefit of society and to serve society. Therefore, educators must understand the socio-cultural needs of the community around the school. For this reason, schools hold activities that involve elements of society, and 3) The development of science and technology. Human resources must be able to follow and balance developments in science and technology. Therefore, educators must adapt to the demands of the revolution 4) Where humans must be able to compete with sophisticated technology. For this, Bhinneka Elementary School facilitates educators to learn various things related to technology. This includes implementing training programs, creating digital teaching media in the form of learning videos, and using online learning

CONCLUSION

Based on the results of research conducted on the development of human resources in elementary schools, it can be concluded that the development of educational resources is carried out by following several steps, namely 1) designing a program, 2) needs analysis, 3) targets for human resource development. 4) program determination, 5) implementation of program evaluation programs. The methods used are on-the-job learning methods, such as job assignments, and off-the-job learning, such as workshops, IHT, seminars or webinars, saraichan and also KKG. And the process of developing educational human resources is influenced by internal factors, namely 1) va and mai. 2) social culture. 3) developments in science and technology And from the above conclusions, suggestions can be given for developing human resources for educators at Bhinneka Elementary School so that they can be further improved continuously. And it is hoped that educators as human resources at SD Bhinneka can compete and keep up with changes and advances in science and technology in the 21st century.

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