

Increasing Teachers' Competence Through Human Resources Management In Implementing Online Learning

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Abstrak

Masa pandemi yang masih berlangsung menuntut guru untuk dapat melaksanakan pembelajaran secara online. Pembelajaran online adalah pembelajaran tanpa kegiatan tatap muka, yang dilakukan dengan menggunakan berbagai platform yang tersedia di internet. Kemampuan guru dalam memanfaatkan media teknologi yang ada sangat mempengaruhi pelaksanaan pembelajaran online. Sekolah memiliki tanggung jawab untuk melakukan pengelolaan sumber daya manusia (SDM) dengan baik untuk memastikan semua guru dapat melaksanakan pembelajaran secara online dengan menggunakan berbagai platform yang tersedia. Penelitian ini bertujuan untuk mengkaji lebih dalam terkait manajemen sumber daya manusia dalam meningkatkan kemampuan guru dalam melaksanakan pembelajaran online. Metode penelitian kepustakaan digunakan dengan menggali informasi dari berbagai literatur terkait penerapan manajemen SDM di lembaga pendidikan dan upaya peningkatan kompetensi guru dalam melaksanakan pembelajaran online. Hasil penelitian menunjukkan bahwa peningkatan kompetensi guru dalam melaksanakan pembelajaran online dapat dilakukan melalui pelaksanaan kegiatan pelatihan pembelajaran online, pembentukan tim khusus yang fokus mendampingi guru dalam melaksanakan pembelajaran online, dan kegiatan supervisi berkelanjutan.

Kata Kunci: *Pembelajaran Online, Manajemen Sumber Daya Manusia, Kompetensi Guru.*

Abstract

The pandemic period, which is still ongoing, requires teachers to be able to carry out online learning. Online learning is learning without face-to-face activities, which are carried out using various platforms available on the internet. The teacher's ability to utilize existing technology media dramatically influences the implementation of online learning. Schools have the responsibility to carry out human resource management (HRM) properly to ensure that all teachers can carry out online learning using various available platforms. This study aims to examine more deeply related to human resource management in improving the ability of teachers to carry out online learning. The library research method is used by extracting information from various literatures related to the implementation of HR management in educational institutions and efforts to increase teacher competence in implementing online learning. The results show that increasing teacher competence in implementing online learning can be done through implementing online learning training activities, forming a special team that focuses on assisting teachers in implementing online learning, and continuous supervision activities.

Keywords: *Online Learning, Human Resource Management, Teacher Competence.*

INTRODUCTION

Educational institutions are places where students spend their time learning various sciences. The various knowledge is received through learning activities carried out by the teacher. The National Education System Law number 20 of 2003 explains that learning is a process of interaction between students and educators and learning resources in a learning environment. From this understanding, it can be understood that in actual learning activities, there is an interaction between students and educators (Sa & Serpa, 2020). This interaction is understood as an interaction that occurs directly. This means that educators and students meet directly in one room, where educators seek to convey material, and students seek to understand what the teacher conveys. So that through a series of activities carried out in these learning activities, the purpose of learning, namely increasing students' cognitive, psychomotor and affective abilities, can be achieved (Jeong & So, 2020).

Things are different during a pandemic. Direct interaction in learning activities should not be implemented. The COVID-19 outbreak has haunted all citizens of the world, including Indonesia. Therefore, the government has made a series of policies to reduce the rate of adding positive COVID-19 patients. One of them is a policy in education by implementing distance learning (PJJ) (Rahiem, 2020). The form of PJJ is online learning or also known as online learning. Online or online learning is defined as a knowledge transfer experience using video, audio, images, text communication, software and with the support of the internet network. Online learning can take advantage of applications, websites, social networks and learning management systems (Suryani & Drajadi, 2021). Infrastructure that supports free online learning through various discussion rooms such as google classroom and WhatsApp. While video teleconferencing can take advantage of zoom, google meet or jitsi meet. All of these platforms can be used according to the needs of teachers and students (Sobaih et al., 2020).

In addition to the absence of direct interaction between educators and students, online learning carried out by students in their respective homes requires active participation from parents. Suppose previously parents only played a role in accompanying children when doing assignments at home because children studied at school, then in online learning. In that case, parents take over teachers' role in assisting learning and doing assignments (Selvaraj et al., 2021). So that in online learning, the role of parents is more remarkable than before online. The parent's role in the form of the teacher's role in schools. The role of parents is to be a motivating parent in every way. In this case, the role of parents is to guide and motivate children so that children remain enthusiastic in carrying out activities at home (Knopik et al., 2021).

Before the pandemic, teachers were often busy with various training on the preparation of learning tools, making media, implementing learning strategies to carrying out classroom assessments. However, currently, teachers are required to focus more on innovating learning activities. Because learning activities since March 2020 that have been carried out online require teachers to take advantage of information technology (Nashir & Laili, 2021).

Online learning requires skilled teachers to carry out learning activities through various online platforms. If previously the teacher was familiar with these various platforms, this would not be difficult. However, if the teacher has never known before because the focus is on direct learning, the teacher will find it challenging to carry out this online learning (Simamora et al., 2020). Thus, the principal in charge of activities in educational institutions must ensure that all teachers in his school can carry out online learning. Human resource management must be considered as an effort to ensure teachers can carry out their role as good educators amid a pandemic that is still ongoing (Al-

Kumaim et al., 2021). This study seeks to explore more deeply related to the implementation of human resource management in improving the competence of teachers in implementing online learning.

Human Resource Management

The implementation of management essentially lies in human resource management (HRM), or it can be said that HR management is identical to management itself. Human resource management is a part of management science that focuses on regulating the role of human resources in the activities of an organization. Through HR management, it is hoped that an increase in employee performance in an institution will occur. When referring to educational institutions, the employees referred to are educators and education staff. In his book, Mulyasa states that the purpose of HR management is to effectively and efficiently utilize educational staff (teachers and employees) to achieve optimal results but still in pleasant conditions so that a school principal is in charge of not only trying to achieve school goals, but also the goals of education personnel personally (Troth & Guest, 2020).

Humans are a strategic factor in all institutional/organizational activities. HR is the most important factor, among other factors that also determine the achievement of organizational goals. Sadili Samsudin explained that humans are the most critical asset in Islamic educational institutions that must be owned and considered in management. Humans who design and produce educational innovations, monitor quality, market products, allocate financial resources and formulate all organizational strategies and goals. Human resources are what make other resources work. Therefore, the implementation of HR management needs special attention from the leadership (Chams & Gracia-Blandon, 2019).

In HR management activities, a series of stages must be carried out, from HR planning, recruitment, selection, placement, appearance and performance appraisal, training and development, work safety compensation, career development, and pension or old-age insurance. The entire series of activities are carried out to ensure the maximum performance of employees and their welfare can be achieved (Amrutha & Geetha, 2020).

Planning is the earliest function of the entire management function. Planning is an activity process that systematically prepares activities to be carried out to achieve goals. HR planning is carried out by identifying HR needs in educational institutions. With good planning, selection, training and development activities, and other HR-related activities are more focused. Among the benefits of this planning are the organization can make better use of the existing human resources in the organization, the work productivity of the existing workforce can be increased, and this HR planning is related to determining the need for labor in the future, both in terms of number and qualifications. Thus, the need for human resources in an institution is well planned so that it supports all existing programs in the institution (Boštjančič & Slana, 2018).

Recruitment, selection and placement are personnel procurement activities according to needs. Recruitment can be carried out by utilizing internal and external sources. Internal sources include current employees who can be nominated for promotion, reassignment or job rotation or former employees who can be recalled. Meanwhile, external sources are recruitment carried out by posting announcements in various media so that anyone who meets the qualifications can apply for the job. Recruitment by utilizing external sources can produce a large number of qualified and qualified candidates according to the institution's needs. After going through the recruitment stage, the next is the selection stage. Among the things that must be considered in the selection is a job

analysis that will be entrusted to the applicant, the requirements that must be met and the applicant's achievements. After going through the selection process and being declared accepted, the next step is placement. Placement is a process of activities carried out by the leadership to determine the position and work location so that employees can carry out their duties within the organization. In this placement, it is necessary to pay attention to the compatibility between the position and the competencies (the right man in the right place) (Allal-Cherif et al., 2021).

After being declared accepted and placed, the next activity is the appearance and performance appraisal. Appearance is an employee's concrete work that can be observed and measured. It is hoped that educators and students can work optimally with the placement of positions following competencies. Meanwhile, assessment activities are essential activities carried out by a leader. This is to ensure that all people in the institution work according to their respective tupoksi. In educational institutions, assessment is carried out through academic and managerial supervision by school principals and supervisors (Penaloza et al., 2020).

The next activity is training and development. A principal needs to think about how his employees have the opportunity to improve their competence. This is because the program to improve the quality of human resources through education will benefit the institution in the form of productivity, morale, work efficiency, stability, and institutional flexibility. The various training programs aim to improve the mastery of various skills and techniques for carrying out detailed work for current needs. Meanwhile, development is carried out to prepare employees who are ready to assume certain positions in the future. Education and training will answer the problem of the weakness of human resources in educational institutions, where all human resources must grow and develop and be able to compete competitively with the times that are moving forward so that in the end, human resources in educational institutions with the best quality are born and produce the best outputs (Piwowar-Sulej, 2021).

Compensation is the remuneration the organization provides to employees that can be valued in money and tends to be given regularly. Maximum compensation will affect teacher satisfaction in carrying out their duties and responsibilities. The higher the degree of satisfaction will further increase teachers' motivation at work. The principle in providing compensation is fair, proper and reasonable. Fair means that the amount of compensation must be adjusted to work performance, type of work, risk, responsibility, and position and meet internal consistency requirements. While the principle of proper and reasonable means that the compensation received by employees can meet their needs at the ideal normative level (Chan & Ao, 2019).

Meanwhile, work safety assurance is a form of responsibility of an organization both morally and physically. Meanwhile, the purpose of promotion in career development is to provide greater recognition, position and rewards to employees with high performance. This clarity in career development motivates educators and education staff to show their achievements. And lastly, the institution's attention to retirement is a form of the institution's responsibility in thinking about the future of employees after the service period has ended. For private institutions, this needs to be considered early on. Various policies can be implemented to provide old-age insurance to all educators and education staff who have devoted themselves to the institution for a long time (Wang et al., 2020).

Teacher Competence

The teacher is the spearhead of learning activities in the classroom. The teacher is a determinant of the success of the implementation of a curriculum by the government. Teachers have an essential role in education, so almost all reform efforts in education depend on teachers. On the

shoulders of teachers, the next generation of the nation is educated to become competent people who will ultimately determine the nation's progress in the future (Hempel et al., 2020).

In this regard, the government pays great attention to teachers. Various policies were put in place to ensure the welfare of teachers. This is expected to be a new spirit for teachers to be willing and able to do their best for the nation's next generation. In addition, the government also applies competency standards for teachers to ensure that teachers in Indonesia are competent (Chu et al., 2021).

Based on Law Number 14 of 2005 concerning Teachers and Lecturers, it is stated that teachers must have four competencies: educational, personality, social and professional. Teachers must possess these four competencies to carry out their duties as educators well. Pedagogic competence is a competency that characterizes explicitly and distinguishes the teaching profession from other professions (Apriliyanti, 2020).

This competency is mastery of developmental theory and learning theory. Based on government regulation number 16 of 2007, regarding teacher qualification and competency standards, it is explained that pedagogic competencies include:

1. Mastery of the characteristics of students from the physical, moral, social, cultural, emotional and intellectual aspects.
2. Mastering learning theory and educational learning principles.
3. Develop a curriculum related to the field being taught.
4. Organizing educational development activities.
5. Utilizing information and communication technology for the benefit of organizing educational development activities.
6. Facilitating the development of the potential of students to actualize their various potentials.
7. Communicate effectively, empathically and politely with students.
8. Conducting assessments and evaluations of learning processes and outcomes.
9. Utilize the results of the assessment and evaluation for learning purposes.
10. Take reflective action to improve the quality of learning (Hartiwi et al., 2020).

In addition to educational competence, teachers must have personality competencies. Personality competence is the ability of a teacher to have personal traits such as compassion for students, gentleness, humility, respect for knowledge, fairness, enjoyment of *ijtihad*, consequent words with actions and simplicity. Concerning this competency, based on PP number 16 of 2007, a teacher must demonstrate the following attitudes:

1. Act following Indonesian national religious, legal, social and cultural norms.
2. Present yourself as a person who is honest, noble, and an example for students and the community.
3. Present yourself as a stable, stable, mature, wise and authoritative person.
4. Demonstrate work ethic, high responsibility, pride in being a teacher and self-confidence.
5. Uphold the code of ethics for the teaching profession (Mutalov, 2022).

Furthermore, teachers are required to have social competence. Social competence is related to the teacher's ability to relate to other people. In detail in PP number 16 of 2007, these competencies are described as follows:

1. Be inclusive, act objectively, and do not discriminate because of gender, religion, race, physical condition, family background and socioeconomic status considerations.
2. Communicate effectively, empathically, and politely with fellow educators, education staff, parents and the community.

3. Adapt to the place of duty in all regions of Indonesia which have socio-cultural diversity.
4. Communicate with the professional community and other professions orally, in writing, or other forms (Hart Barnett, 2018).

Finally, teachers are required to have professional competence. A professional teacher must master the ins and outs of education and teaching and other sciences that support his competence. These competencies include:

1. Mastering the material, structure, concept and scientific mindset support the subjects taught.
2. Mastering competency standards and essential competencies of the subjects/development areas being taught.
3. Develop creatively guided learning materials.
4. Sustainably develop professionalism by taking reflective actions.
5. Utilizing information and communication technology to communicate and develop themselves (Copriady et al., 2021).

METHOD

This research will be carried out using a qualitative approach the method. The data used in this study are the results of previous studies and studies considered relevant to this research. The research data that has been successfully collected will be analyzed by the researcher so that later from the results of the analysis, research conclusions can be found.

RESULT AND DISCUSSION

Online Learning Implementation Training

Online learning is a model that was not well known before the pandemic. In this learning model, teachers and students do not meet in person but through various platforms available on the internet. Online learning is a government policy to suppress the rate of addition to the number of covid 19, with the hope that there will be no additional patients, mainly from the education sector.

The existence of online learning raises its dilemma. On the one hand, for teachers who are young, who are used to using IT, this is not a problem. However, this will undoubtedly confuse some elderly teachers who rarely use IT daily. In this regard, a school principal needs to pay special attention to a series of policies to ensure that all teachers can implement online learning effectively.

In the HR management stage, there are training and development activities. These two activities focus on developing the competence of teachers and employees. HR development is a program designed by an organization to assist employees in improving their abilities, knowledge and attitudes. So that the ability of teachers to carry out online learning by utilizing various platforms such as google meet, google classroom and e-learning is part of the training and development of teacher competencies.

One of the efforts that school principals can make is to conduct online learning implementation training. This training can be held independently by the school or involve teachers in various training held by the local education office or by existing private institutions. If the school conducts it independently, it can be from internal or external sources as a tutor. Internal resources can be obtained by appointing a teacher capable in the IT field and understanding how to learn using various platforms. Meanwhile, the school can seek tutors from external sources if this is not possible.

This training should ideally be held on an ongoing basis. This is because online learning takes place over a long period. So that various online learning innovations are needed so that students do not feel bored following them. Because online learning is new, various problems arise in the field.

Among some of the problems that arise, when viewed from the aspect of educators, are the following:

1. Students may not necessarily understand material content delivered online because this content is presented in the form of e-books, power points and learning videos. Maybe the material can be understood, but students' understanding is not comprehensive.
2. The ability of teachers is limited in using technology in online learning.
3. Limitations of teachers in exercising control during online learning.

Meanwhile, the problems that arise from the aspect of students are as follows:

1. Students are less active and interested in online learning even though adequate facilities support them.
2. Students do not have mobile devices/gadgets that are used as online learning media, if any, it belongs to their parents.
3. Some students live in areas that do not have internet access.
4. The study from home (SFH) journey has been going on for about six months since mid-March. According to some students, SFH takes too long to make them lazy.

To overcome this, the things that can be done are:

1. The teacher tries to prepare the material as enjoyable as possible. The material can be in the form of power points or learning videos uploaded on YouTube or Google Drive. Exciting material and changing forms can prevent students from getting bored.
2. Teachers can use the most straightforward media, such as WhatsApp groups. However, teachers still have to try to learn IT so that their competence increases. This can be done by attending training/workshops and listening to various YouTube tutorials.
3. To motivate students, the teacher should routinely carry out video calls. Through video calls, they feel more monitored by the teacher.

Based on the explanation above, it can be concluded that the ability of teachers to use IT during a pandemic is critical. Online learning, which is still ongoing, requires teachers to innovate so that students do not feel bored in every learning activity. Training can be carried out in stages. Starting from how to start creating classes in Google Classroom or e-learning, giving assignments, filling out attendance lists, assessing through tests, to training on making interesting learning videos.

Teacher Assistance Team in Implementing Online Learning

To follow up the implementation of the training so that teachers master the material, it is essential to have a special companion team to implement online learning. This team assists all teachers and as a place to ask questions when teachers experience various obstacles. This team is also tasked with monitoring teachers in carrying out online learning. So, no teacher cannot teach well in this online learning. When the teacher has difficulties, they can immediately ask team members.

Ideally, this team will receive a special decree from the school principal. This will encourage maximum teamwork. In addition, it is also necessary to consider the number of companion teams with the number of teachers in the school. So that teamwork can work optimally.

Based on the results of research conducted by Ahmad, as evidenced by the presence of mentoring, teacher competency scores have increased. Initially, before the mentoring action was carried out, the average competence of teachers in managing online learning was between 60-70. In cycle 1, the teacher competency score increased to 65-74. In cycle two, the teacher competency score was 71-77; in cycle three, the teacher competency score increased to 81-87. From this research, it can be seen that the existence of a mentoring team significantly impacts teacher competence. The treatment carried out by the companion to improve teacher competence is by

providing direct guidance before carrying out the cycle by looking at the signs in the management of PJJ-SFH. So it can be concluded that improving teachers' skills and competencies can be done with activities that are stimulating, coordinating and guiding on an ongoing basis. Guidance services in mentoring can become a foothold for teachers for continuous improvement.

Principal Academic Supervision

Supervision is a coaching activity carried out by school principals to teachers so that teachers can carry out learning activities effectively. Academic supervision focuses on observing academic problems, which are directly related to learning activities. This supervision is ideally carried out on an ongoing basis so that any deficiencies or obstacles experienced by teachers related to learning activities can be adequately monitored. This includes the implementation of online learning.

There are several techniques for implementing supervision, namely individual and group. Individual supervision is carried out face-to-face directly between the supervisor and the supervised. At the same time, group supervision is carried out together in an activity such as seminars, meetings, group discussions, workshops and in-service training. A supervisor can determine which supervision technique is more effective in his institution.

As previously explained, online learning requires mastery of IT. So various problems arise mainly for teachers aged 40 years and over. Based on research conducted by Sarjono, it was found several obstacles to online learning, namely most teachers aged 40 years and over, many who have difficulty using digital technology for learning. Lack of knowledge about learning management systems and lack of two-way interaction between teachers and students and teachers and guardians of students during online learning. Therefore, academic supervision needs to be carried out regularly, hoping to encourage teachers to be more enthusiastic in preparing lesson plans, preparing materials and carrying out online learning well.

Academic supervision can be focused on five aspects assessed by the Ministry of Education and Culture when the education unit implements SFH, namely: infrastructure readiness, teacher's ability to utilize learning technology, planning and learning during a pandemic, student readiness, the role of school principals, teachers and parents in learning, and main obstacles. Through continuous supervision, it is hoped that teachers can arrange learning tools well and carry out learning well. This is the results of research conducted by Cokorde Istri Mirah Kusuma Widiawati that continuous guidance for implementing the quality of online learning through teacher academic supervision can increase teacher motivation in compiling complete learning administration to produce higher quality learning.

The existence of academic supervision that can improve teachers' skills in implementing online learning is also corroborated by research conducted by Sarjono. In his research, it was found that the application of academic supervision was able to improve the skills of teachers in implementing the SFH program at Dabin I Korwilcam Education Sector Sumowono District, with an average value of teacher skills in the first cycle of 72 (enough category) which then increased to 77.75 (good category) in the second cycle. Efforts can be made to provide guidance, training, motivation, direction, and feedback.

CONCLUSION

Online learning carried out by almost all educational institutions in Indonesia during this pandemic needs to be well prepared. This is an effort to ensure education quality, considering online learning takes a long time. The principal in charge of educational institutions needs to make a number of breakthroughs to ensure that all teachers can carry out online learning well. Some things

that can be done are online learning training, forming a team that focuses on assisting teachers in preparing for online learning and conducting ongoing academic supervision. Through these various efforts, it is hoped that online learning can be carried out effectively.

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