PLACEMENT OF COMPETENT AND QUALIFIED EDUCATION PERSONNELS FOR INCREASING HIGHER EDUCATION QUALITY

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Abstract

Educational human resources comprise of administrators, teachers, and support personnel. Educators are frequently overlooked in educational administration. This study aimed to assess the impact of STIKes B’s implementation of educational staff administration for the sound quality of education. This research used descriptive qualitative research methodologies. Data collection techniques include interviews, observation, and documentation. The results indicated that the management of educators and education personnel at the stages of planning, selection, orientation, appointment and placement, observation and assessment, compensation, and dismissal had been implemented, but not to the greatest extent possible. There are educators and educational personnel who lack the requisite expertise. The offered compensation is regarded as meager. Good human resource planning, providing educational human resource support, and human resource development through training, certification, observation, and equitable compensation are required to enhance the quality of education personnel.

Keywords: Education Personnel Placement, Higher Education, Education Quality.

Human resources (HR) in education consist of all individuals who participate in educational activities. An organization's management activities are significantly impacted by HR training. Human Resources in Education consists of administrators, educators, education personnel, and employees. Human resources personnel in education are essential to education administration (Daryanto, 2013; Johanis, 2019; Nurhayati, 2015, 2020; Sukirman, 2010). Education personnel contribute to the improvement of education quality (Marsegi et al., 2023; Musa et al., 2020b, 2022; Winarti et al., 2022).

In this study, the administration of education and education personnel is comprised of a series of activities beginning with the planning and hiring of educators and education personnel and concluding with their termination. Government officials are extremely concerned about the quality of education (Piet, 1994). Educational institutions must continue to improve the quality of their instruction. Frequently, managing education to improve its quality places an undue burden on educational personnel (Dewi, 2022; Febriana, 2020; Musa et al., 2022). One of them is the quality standard for educational personnel. According to previous research, 1) people are the most valuable asset in educational organizations. 2) Personnel determine the success of educational goals; 3) the
human element is the largest controlled variable in organizations; 4) most organizational issues are related to the appearance of humans; and 5) the primary concern of the school system is identifying and managing process behavior in order to accomplish the set goals (Agustin & Supriyanto, 2021; Eliza et al., 2022; Johanis, 2019; Piet, 1994).

Because of these presumptions, the existence of pedagogical personnel is essential; consequently, the administration and development of human resources must be conducted in an appropriate manner (Daryanto, 2013; Hadis & Nurhayati, 2012; Johanis, 2019; Musa & Nurhayati, 2021; Nurhayati, 2018, 2020, 2021; Nurhayati & Rakman, 2017). It must also employ management functions, such as meticulous planning, recruitment and selection, appointment and placement based on educational background, equitable compensation, supervision and evaluation, in addition to acquiring human resources. Effective human resource management is anticipated to aid educational institutions in achieving their objectives and advancing in quality. This study evaluates the role of human resource management, specifically education personnel, in improving the quality of education at STIKes B.

**METHOD**

This study used a qualitative approach and descriptive research methodologies. The data sources for this study were the Head of STIKes B, Deputy Chair II, Chair of PPMI (internal quality assurance), and education personnel, with eleven samples collected. Data was gathered through observation, interviews, and documentation. The instruments employed were interview guidelines, observation guidelines, and documentation guidelines. In this study, data was processed and analyzed using a triangulation process.

**RESULTS AND DISCUSSIONS**

**Planning for the Acquisition of Higher Education Personnel**

According to the interview and observation results, the Head of the Foundation was responsible for the implementation of education management for education employees at STIKes B Jakarta. The educational background of the applicant and the demands of STIKes B serve as the basis for recruiting educational staff.

Teaching staff planning is the process of identifying the quantitative and qualitative requirements of teaching staff for the present and future. Preparing an effective teaching staff plan necessitates complete and precise information regarding the required work or duties within the organization. For teaching staff planning to obtain job descriptions, job analysis is required (Mulyasa, 2007b, 2007a, 2012). Job analysis is a skill expected of STIKes leaders and foundation leaders in planning. Prior to determining the planning for the acquisition of educators and education personnel to meet the requirements of the workforce, an analysis of jobs and key positions is conducted.

There are two planning methods: the conventional planning method and the integrated planning method. The traditional method of planning known as manpower planning focuses solely on the problem of the number of employees and the type and level of their skills. The integrated planning method is no longer centered on labor supply and demand concerns. Integrated planning, i.e., planning that is centered on a strategic vision, is then used as a measure of success (Nuraeni & Mujahidin, 2021; Sa’ud, 2011). The results of the study indicate that the planning method utilized by the leader of STIKes is the conventional planning method, as it focuses solely on the problem of vacancies and disregards the vision as an achievement standard. This may lead to
improper planning for the acquisition of educators and education personnel who will be recruited subsequently.

Selection and Employment

The results of the study indicate that STIKes executives have conducted recruitment and selection to fill open positions within the organization. STIKes leaders in the recruitment of pedagogical personnel have paid close attention to applicants' credentials. Nonetheless, there are still recruits who do not satisfy the requirements. This can obviously have a negative impact on the caliber of higher education. As a result, the recruitment procedure does not align with the existing objectives.

Recruitment is the process of locating, retaining, locating, and attracting candidates for employment within an organization (Akhyadi & Kaswan, 2018; Johanis, 2019). Recruitment begins with the announcement of employee recruitment, followed by employee registration, testing, and the announcement of employee acceptance or re-registration (Daryanto, 2013; Johanis, 2019). Consequently, recruitment is a procedure that begins with the search and concludes when the candidate's application is received. The objective is to fill vacancies with personnel who meet predetermined requirements and are deemed capable of performing their duties in their positions, get satisfaction so they can survive in the system, become effective contributors to achieving goals, and have the drive to develop themselves (Piet, 1994; Sukirman, 2010).

Selection is defined as a decision-making process in which individuals are selected to fill a position based on an evaluation of the extent to which their characteristics are concerned, as required by the position (Daryanto, 2013; Johanis, 2019; Sukirman, 2010). The objective of this phase is to identify the most qualified candidate for the open position or vacancy.

According to the findings of the study, the STIKes B leadership conducts the selection process for educational personnel via two channels: the selection process and without selection. Calling and receiving are the two methods utilized in the selection procedure. How to call is a process devoid of choice. To fill a vacant position in STIKes B, the Head of STIKes B or the staffing department personally contacts a candidate who is qualified to be an educator or educational staff member through a recruitment and selection procedure.

Utilizing a method of selection, the recruitment procedure will yield qualified candidates. Obviously, the optimal method for recruitment and selection is predicated on meticulous preparation. In recruiting, educational institutions determine the qualifications that are used as a benchmark for locating a candidate whose qualifications are in line with the position's requirements. So that the recruited staff has a strong performance in completing duties (Daryanto, 2013; Johanis, 2019).

If the recruits do not satisfy the required qualifications, they will not be able to achieve the goals of the recruitment and selection process. However, those who have already been recruited can undergo a variety of training initiatives and sustainable competency development. Training and development is an effort to improve the effectiveness and efficiency of educational personnel by enhancing their knowledge and skills (Anugrabwanto & Nurhayati, 2020; Intadiyah et al., 2021; Nurhayati, 2015; Nurhayati et al., 2022; Nurhayati & Rosita, 2020; Nurrawati et al., 2021; Syafrudin & Nurhayati, 2020).

Appointment and placement

The findings also indicate that there are still members of the educational personnel whose positions do not correspond with their educational credentials. This demonstrates that the
process of selection and placement has not been optimized. Appointment and placement are the division of responsibilities for each member of staff in educational institutions. The appointment and placement of old and new teaching staff must consider the appropriate educational background so that they can contribute to the achievement of the expected level of quality in tertiary institutions. Appointment and placement are processes for managing newly re-registered employees who wish to be notified of their placement (Daryanto, 2013; Johanis, 2019; Tan, 2018).

Consequently, appointments and placements are not made without considering the capability and readiness of educators and education personnel to carry out their responsibilities. Personnel are expected to carry out their responsibilities in a suitable, efficient, and effective manner. Their educational personnel must be organized according to the maxim "the right man in the right place and the right man in the right job" (Daryanto, 2013). To prevent personnel mismanagement, it is necessary to apply this principle.

Orientation

Each time a new employee is recruited, the focus should be on facilitating the employee's integration into the workplace. According to the findings of the study, STIKes B has never formally conducted an orientation program; only inductions have been conducted. The orientation procedure involves a brief introduction between new employees and long-tenured employees. Through meetings and an introduction to the STIKes environment, the assignment of duties is determined.

The purpose of orientation activities is to prepare new employees intellectually and socially. It is anticipated that this will maximize the efficacy of all its potential in its new work environment (SetiadiPutra, 2017; Umam, 2018). After applicants are accepted through the selection procedure, orientation is conducted. Orientation is the provision of fundamental information about the organization, specifically the information necessary to perform work satisfactorily (Akhyadi & Kaswan, 2018; Johanis, 2019; Piet, 1994). The orientation process is crucial and must be carried out effectively.

Compensation

The results of STIKes B's investigation indicate that the provided compensation has not improved the welfare of the education staff. Even though there are employees who believe they have reached their limit, a number of them continue to feel inadequate. Due to the staff's inculcation of the volunteerism philosophy, some students continue to labor. The compensation provided is anticipated to allow them to survive and continue fully carrying out their duties and responsibilities possible. At STIKes, there are 12 pedagogical staff members, of whom four, or 30 percent, are compensated according to their areas of expertise and in accordance with standard compensation.

In human resource administration, compensation is a crucial function (Johanis, 2019; Ricard A. Gorton, 1997). Compensation is one of the most delicate aspects of work relations. Similar terms for compensation include salary, remuneration, and remuneration. Career development opportunities are a type of compensation. Giving money directly, as in salaries, benefits, and bonuses. The government has arranged compensation for school personnel (Daryanto, 2013; Sukirman, 2010).

Providing compensation for educational staff is an endeavor to maintain their morale. Educational institutions receive remuneration for their continued existence. The educational employees at STIKes B are compensated
using the diploma adjustment method and their work experience, in accordance with the findings of the study. This can serve as a motivator for educators to improve their performance to be given more responsibility and receive a higher salary. This provision establishes a clear framework for the compensation of educational personnel. The compensation given corresponds to the hierarchy of duties and responsibilities performed, so that all educators and education employees can feel that they have been fairly compensated.

**Surveillance and Evaluation**

Research at STIKes B reveals that supervision and appraisal by the HR Unit and the Head of STIKes as an internal supervisor are conducted annually and whenever an unstructured or unscheduled opportunity arises. The success of the monitoring process is determined by a detailed assessment that can provide feedback in the form of a clear picture of the level of success in attaining the specified goals and objectives. Performance appraisal as “a formal method for measuring how well individual employees perform their assigned tasks in relation to the goals set.” (Akhyadi & Kaswan, 2018; Johanis, 2019; Setiadiputra, 2017; Umam, 2018) It is also said that performance appraisal or performance evaluation is a systematic method of determining the outcomes of employee work and organizational performance. The evaluation can be used as a guide to determine the need for job training and designate appropriate responsibilities so that the individual can perform better in the future. In addition, it serves as the premise for determining policies regarding promotion and compensation.

In this study, the creation of a professional education staff cannot be isolated from the efforts of the Head of STIKes to provide continuous support by evaluating the staff's performance. The necessity of monitoring and evaluating performance to ensure that it continues to function as expected One form of supervision in work units is an internal oversight unit. The implementation of educational supervision focuses on institutional leaders, who are referred to as tertiary institution supervisors of teaching personnel.

**Academic Excellence**

STIKes B has provided as much education as possible based on the results of field-specific research. According to the requirements of the students, educational services can provide satisfaction. The processes and competencies of graduates, or the quality of educational outcomes, constitute the quality of education in this study. The concept of quality in education is defined in terms of services; therefore, quality education is education that can provide services that meet the requirements and expectations of all education stakeholders. Administrative and academic services that contribute to an effective educational process. Good education services target both internal and external education stakeholders.

The focus of educational quality is on student graduation. All education stakeholders’ requirements and expectations can be met by graduates who have received a quality education. This is supported by the theory that the quality of education is determined by the alignment between the requirements of interested parties (stakeholders) and the services offered by education managers. The philosophical framework for the development of quality schools is the compatibility of school inputs, processes, and outcomes with the requirements of stakeholders (Atikasari, 2020; Daryanto, 2013; Mulyasa, 2012; Mutohar, 2013; Werang, 2015).

The term “educational quality” refers to both the educational procedure and its outcomes. Various inputs are
involved in the educational process, including cognitive, affective, and psychomotor teaching materials, methodology (which varies according to the lecturer's ability), school facilities and infrastructure, administrative support, learning resources, and the creation of a conducive environment. Class support functions to synchronize multiple inputs or synergize all components of the teaching and learning process, including lecturers, students, and supporting facilities. In addition to classroom and non-classroom environments, curricular and extracurricular contexts are also considered to be supplementary facilities. The substance must encompass both academic and non-academic aspects of the learning process.

It will be considered a quality process if there is input coordination between educators, students, curriculum, facilities and infrastructure, and costs. This coordination is carried out harmoniously to create a pleasurable learning environment in which students can flourish. The objective of a quality education process is for all aspects of education to operate correctly. To attain quality education, it is necessary for all aspects of education to be involved. In the process of attempting to attain quality education, human resources are the primary focus.

Human resources, or in this instance, educational staff, are a factor in achieving quality education. The education process must be effective and efficient, specifically through the planning of educational staff with a selection process based on required work standards, placement of educational staff based on their competencies, conducting assessments and development to increase work productivity, providing reasonable compensation to maintain morale, and establishing good relationships. Harmony and appreciation of the originality of the work.

Efforts to Enhance the Quality of Education Management through the Competence of STIKes B's Education Staff

The concept of quality in education is defined in the form of educational services. Education that meets the requirements and expectations of all education stakeholders is of high quality. The process and outcomes of education determine its caliber. Academic and non-academic services are required for the education process to function smoothly. Internal and external education are important to the quality of service. The focus of educational quality is on student graduation. Graduates who are able to meet the needs and expectations of all education stakeholders are graduates of high quality.

Various efforts were made at STIKes B to improve the quality of education through the administration of educational staff, including the planning of the procurement of educational staff. Planning through a recruitment and selection process based on the standard requirements of the STIKes, appointment, and placement of educational staff in the appropriate fields. In the placement process, the head of STIKes always attempts to match the job requirements with the candidate's potential. STIKes is used to determine the compensation for educational personnel. A just compensation structure that considers the level of education, work experience, and tenure of service. The Head of STIKes is responsible for enhancing the performance of his staff as it pertains to the development of educational personnel. There are a variety of methods for enhancing the performance of educators and educational personnel. Leaders of STIKes enhance the performance of education personnel by participating in training, workshops, and seminars and by providing opportunities for continuing education and certification.
The achievement of all national education standards, such as those for content, process, competence of graduates, educators, and education staff, facilities and infrastructure, administration, financing, and evaluation of education, can be used to measure the quality of national education (Kemdikbud, 2020; Musa et al., 2020a). The quality of education is determined by the seriousness with which all these standards are met.

The administration of education in Indonesia consists of planning, organizing, implementing, and controlling (POAC) functions (Daryanto, 2013; Piet, 1994; Sukirman, 2010). These functions are categorized as follows: planning, implementing, or organizing, and activating and supervising. Education management entails five educational resources or components: (1) educators, teaching staff, and students; (2) materials and methods, namely curriculum and teaching programs; (3) machines, namely facilities and infrastructure; (4) money or finance; and (5) markets, namely public relations, and special services. (1) Planning, which includes Strategy Formulation, which includes Vision, Mission, and Objectives; (2) Policy Formulation, which includes Work Plans (Long Term, Medium Term, Short Term, and Education Component Guidelines covering Student Affairs, Curriculum and Teaching Programs, Educators, Educators, and Students, Sarpras, Funding, Public Relations, Partnerships, and Special Services); (3) organizing, which includes the design of the formal organizational structure and its responsibilities and the dynamism of formal-non-formal-informal organizations; and (4) mobilizing the education component, which includes meeting basic human needs, motivation, assessment, development, compensation, and effective communication; Education management requires supervision, including: (1) phased supervision, comprising monitoring, supervision, evaluation, reporting, and follow-up; and (2) comprehensive supervision, comprising self-evaluation and accreditation or special assessment (Sukirman, 2010).

CONCLUSION AND RECOMMENDATIONS

Conclusion

The implementation of educational staff administration at STIKes B begins with the entrance of educational personnel and ends when they leave the organization. The process begins with the planning of the acquisition of educators and education staff and continues through recruitment and selection, appointment and placement, orientation and induction, compensation, supervision, and evaluation until educators and education staff are dismissed. Continuing efforts are made to enhance the quality of STIKes B to achieve the best outcomes.

Recommendations

To achieve a good human resource planning, providing educational human resource support, and human resource development through training, certification, observation, and equitable compensation are required to enhance the quality of education personnel.

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