



## Human Resource Management at Karitas Nandan Elementary School and Mangunan Experimental Elementary School Yogyakarta

Fransiska Salupra<sup>1\*</sup>, Sujarwo<sup>2</sup>

<sup>1</sup> Graduate School, Universitas Negeri Yogyakarta.

Jl. Colombo No.1, Karang Malang, Caturtunggal, Depok, Sleman, Yogyakarta 55281, Indonesia.

<sup>2</sup> Faculty of Education and Psychology, Universitas Negeri Yogyakarta.

Jl. Colombo No.1, Karang Malang, Caturtunggal, Depok, Sleman, Yogyakarta 55281, Indonesia.

\*Corresponding Author. Email: fransiskasalupra.2022@student.uny.ac.id

### ARTICLE INFO

#### Article History

Received:

20 July 2024

Revised:

16 August 2024

Accepted:

2 September 2024

Available online:

20 September 2024

#### Keywords:

management, human resources, elementary school.

### ABSTRACT

Penelitian ini bertujuan untuk mendeskripsikan (1) manajemen sumber daya manusia yaitu guru dan tenaga administrasi sekolah; (2) kendala yang dialami dalam manajemen sumber daya manusia; dan (3) faktor yang memengaruhi manajemen sumber daya manusia di SD Karitas Nandan dan SD Eksperimental Mangunan Yogyakarta. Penelitian ini menggunakan pendekatan penelitian kualitatif deskriptif. Subjek penelitian ini adalah kepala sekolah, wakil kepala sekolah, guru, dan tenaga administrasi sekolah. Teknik pengumpulan data menggunakan observasi, wawancara, dan dokumentasi. Selanjutnya, tahap analisis data dilakukan dengan pengumpulan data, kondensasi data, penyajian data dan pengambilan kesimpulan. Hasil penelitian menunjukkan bahwa (1) manajemen sumber daya manusia di SD Karitas Nandan dan SD Eksperimental Mangunan Yogyakarta meliputi perencanaan, perekrutan, seleksi, penempatan dan pengorganisasian, pelatihan dan pengembangan, pemeliharaan dan pemberhentian. (2) kendala yang dialami yaitu komunikasi yang terbatas, ketidaksesuaian guru dengan bidangnya, kompetensi SDM terbatas, adanya beban kerja yang berlebih, adanya platform Merdeka Belajar yang mengakibatkan kesulitan dalam mewujudkan kekhasan sekolah, dan kebijakan sekolah yang berubah-ubah. (3) faktor yang memengaruhi meliputi keuangan, motivasi, usia, dan dinamika individual atau kelompok untuk mencari pola yang cocok sesuai dengan konsep Pendidikan Romo Mangun.

*This study aims to describe (1) human resource management; (2) obstacles experienced in human resource management is teachers and school administrative personnel; and (3) factors influencing human resource management at Karitas Nandan and Eksperimental Mangunan Elementary School in Yogyakarta. This study used a descriptive qualitative research approach. The subjects of this study were principals, vice principals, teachers, and school administration personnel. Data collection techniques used observation, interviews, and documentation. Furthermore, the data analysis stage was carried out by collecting data, condensing data, presenting data and drawing conclusions. The results showed that (1) human resource management at Karitas Nandan and Eksperimental Mangunan Elementary School in Yogyakarta includes planning, recruitment, selection, placement and organization, training and development, maintenance and dismissal. (2) the obstacles experienced are limited communication, mismatch of teachers with their fields, limited HR competence, excessive workload, the existence of Merdeka Belajar platform which results in difficulties in realizing school distinctiveness, and changing school policies. (3) influencing factors include finance, motivation, age, and individual or group dynamics to find a suitable pattern in accordance with the Romo Mangun Education concept*



This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



### INTRODUCTION

Teachers as educators play an important role in the success of the implementation of the learning process in schools. Teachers have a direct influence in improving the quality of students,

because teachers act as the strongest predictors in the learning process (Nilsen & Gustafsson, 2016). Teachers are the spearheads in the learning process and teacher quality is fundamental to the success of education in Finland (Salhberg & Taberner, 2017). Quality teachers are teachers who are able to actualize their competencies (Nasution, 2017). However, what happens is that there are few professional and competent teachers in their fields (Prestiana, 2020), the low quality of teachers is caused by the school management process that has not carried out a comprehensive analysis of teacher needs in schools (Kadri & Widiawati, 2020), and difficulties in finding teachers with PGSD graduates who are in accordance with the needs of elementary schools (Putra et al, 2023). This is due to the quality of PGSD graduates who do not meet the desired criteria, competition with other educational institutions, the lack of available PGSD graduates and uncompetitive salary offers (Firdausi, 2021; Mela, 2023; Nurhuda, 2022). Based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 12 of 2021 concerning Academic Qualification Standards and Teacher Competencies, it is stated that the academic qualifications of elementary school/MI teachers specifically for basic education are diploma 4 (D-IV) or bachelor's degree (S1) in elementary school/MI education (D-IV/S1 PGSD/PGMI) or psychology. The competencies of elementary school/MI teachers are in accordance with four teacher competency standards, namely pedagogical, personal/personality, social and professional teacher competencies in schools. These qualifications and competencies are the basis for educational institutions to search for and find teachers (Alamsyah et al, 2020). The suitability between teacher qualifications and competencies will affect teacher productivity and quality (Niar, 2024).

In addition to teachers, educational staff are also part of the educational process that helps, supports and complements the overall learning process for students. As an educational resource, Government Regulation Number 57 of 2021 concerning National Education Standards stipulates that educational staff standards carry out administrative, management, development, supervision and technical service tasks and functions in supporting the educational process. Educational staff in schools are called school administrative staff (TAS). The Minister of National Education Regulation Number 24 of 2008 concerning School/Madrasah Administrative Staff Standards states that the head of administrative staff has a minimum educational background of a high school graduate or equivalent from a relevant study program and at least 4 years of professional experience as administrative staff. School administrative staff must be equipped with personal, social, technical, and managerial competencies to support the educational process. In reality, schools pay less attention to and improve the competence and professionalism of school administrative staff because it is considered that administrative tasks are the teacher's job (Sirojudin et al, 2021), there are still many low competencies of school administrative staff due to lack of training and competency development, as well as lack of motivation and supervision (Sulistiyono, 2021; Fransiska et al, 2021). This can also be caused by a recruitment process that ignores competence and results in performance that is not in accordance with the desired expectations (Sururi et al, 2023).

The quality of competent human resources will be able to create a quality learning process, be able to encourage student creativity and be able to provide a fun learning process for students so that there are several things, namely, teacher qualifications, training and development, performance management, a conducive work environment and adequate facilities and infrastructure (Muhammad et al, 2023). Teachers and administrative staff are the starting point in the education process, where teachers determine the effectiveness of the learning process and must be able to formulate learning materials that can be mastered by students professionally so that the graduates produced are competent and of high quality. On the other hand, school administrative staff greatly determine the implementation of administration and services in schools for the success of the education process, especially the learning process (Wahyuni et al, 2023). Thus, carrying out human resource management in schools is a way to develop and improve the quality of individuals and groups and improve the quality of education.

Based on a preliminary study, at SD Karitas Nandan there is still a mismatch between teachers and their fields and some teachers are not PGSD graduates, which of course does not

comply with the regulations that have been set. This can affect the quality and performance (Nilsen & Gustafsson, 2016) and qualified teachers will be able to actualize their competencies (Nasution, 2017). There are 13 teachers and education personnel at SD Karitas Nandan. The limitations of human resources give rise to additional tasks or dual positions. This can lead to a decrease in the effectiveness of the performance of teachers and administrative staff at the school (Nurmalasari et al, 2019; Kadarsih et al, 2020; Ruminten, 2022).

Another elementary school is SD Experimental Mangunan which has 46 teachers and school administration staff with some teachers also teaching not according to their qualifications. The principal stated that teachers and education personnel are required to create an exploratory spirit in realizing school goals so that schools are not only a place for students to learn but all individuals in the school, including teachers and education personnel so that an exploratory spirit must be created and shared for common goals. Putuabdulah & Sunarso (2022) stated that SD Experimental Mangunan makes its school a learning community, meaning that not only students, teachers also need to learn. Number of teachers Based on what happens to the management of teachers and administrative staff and the importance of management in the current education process. Based on these considerations, the researcher will conduct research on human resource management, namely teachers and administrative staff at SD Karitas Nandan and SD Experimental Mangunan starting from planning, recruitment, selection, placement and organization, training and development, maintenance, and dismissal.

## METHOD

This study uses a descriptive qualitative method. The choice of a descriptive qualitative research design is motivated by the desire to provide a more specific, transparent and detailed picture of the conditions observed in the field related to human resource management, namely teachers and school administration staff. This study was conducted at SD Karitas Nandan and SD Experimental Mangunan Yogyakarta which are schools under the auspices of the Catholic Foundation in Sleman Regency. The subjects of this study were four people as informants, namely the principal, vice principal, teachers and education staff. The data collection techniques used were structured observation, in-depth interviews and documentation studies. This study uses interactive data analysis with the Miles, Huberman and Saldana (2014) model data analysis technique. The stages of data analysis go through the process of data reduction, data presentation and drawing conclusions. Data analysis was carried out during data collection and after data collection was completed during the research process (Sugiyono, 2022).

## RESULT AND DISCUSSION

Human resource management, namely teachers and administrative staff, includes planning, recruitment, selection, placement and organization, training and development, maintenance, and dismissal (Anjaningrum, 2022). Human resource planning at SD Karitas Nandan and SD Experimental Mangunan is an activity to plan the needs of teachers or administrative staff according to conditions in the field. This planning is carried out through coordination meetings with each foundation and is discussed regarding the needs of teachers or administrative staff. If a school needs teachers, the foundation and school analyze what teachers are needed, how many are needed, and what the criteria are. According to Hasibuan (2021) planning (*planning*) is the process of planning the workforce according to the needs of the organization effectively and efficiently to achieve goals. Planning in the human resource management process is the activity of analyzing the human resources needed by an organization to determine the next steps in achieving goals. In the human resource planning process, each institution or organization has a foundation as a basis for determining a strategic plan to achieve the expected goals. The results of the study show that in the planning process for the procurement of human resources, namely teachers and school administration staff at SD Karitas Nandan and SD Experimental Mangunan together with the foundation. The foundation will conduct a job analysis and coordination meeting aimed at determining the number and position of human resources needed. SD Karitas Nandan and SD

Experimental Mangunan carry out the planning process through a coordination meeting with their respective foundations where the meeting will discuss the need for teachers or school administration staff based on needs in the field. According to Darmawan (2021) an important element in the human resource planning process is the supply of applicants according to what is needed. This means that the criteria for the human resources needed vary from school to school. The teacher criteria determined by the Karya Bakti Foundation are fresh graduates, PGSD graduates, bachelor's degree in their field, willing to serve, like children, and Catholic to become teachers. To become a school administration staff, the minimum criteria required are a high school/vocational high school graduate in accounting. Meanwhile, SD Experimental Mangunan is adjusted to the components in the EKI criteria (explorative, creative, and integral) with a minimum qualification of a Bachelor's degree determined by the Dinamika Edukasi Dasar Foundation. Through these criteria, it helps to obtain the teachers and school administration staff needed. Determining human resource criteria is a planning process that analyzes related aspects and pays attention to internal and external factors of an organization (Nurzaman et al, 2020). Therefore, human resources who have the criteria that have been determined as a human resource planning process in an organization can improve performance in carrying out their duties (Winarti, 2018). Sinambela (2020) also stated that the criteria that will be needed begin with identifying the competencies sought and decided in advance. This shows that the human resource planning carried out by SD Karitas Nandan and SD Experimental Mangunan uses a traditional planning model. The traditional planning model is a model that emphasizes the balance between demand and supply so that the number of workforce needs is in accordance with what is needed (Belhaj & Tkiouat, 2017). In simple terms, the human resource planning model can be carried out with four aspects, namely 1) projection of the number of employees needed, 2) identification of human resources available in the organization, 3) analysis of the balance of supply and demand, and 4) action programs (Darmawan et al, 2023). This means that planning begins with determining who and how many human resources are needed, then what are the criteria needed and considered according to the conditions of the school and through planning can design the right person in the right place at the right time. This means that through good planning, the right individual is obtained in the place that is really needed and at the right time.

The results of the study showed that after the process of determining the criteria for teachers and school administrative staff needed, recruitment was continued. Recruitment is the process of accepting individuals who have competence in a particular field to occupy a position or job in an organization (Suprihanto & Putri, 2021). The purpose of recruitment is to obtain the number of individuals needed according to the qualifications that have been set (Farikhah & Wahyudhiana, 2018). Based on the results of the study, recruitment at SD Karitas Nandan and SD Fisikal Mangunan with vacancy promotions through social media by each foundation. At SD Karitas Nandan, recruiting teachers by distributing job vacancies to campuses and is fully carried out by the Karya Bakti Foundation. This means that the Karya Bakti Foundation has full authority to determine the source of teachers at SD Karitas Nandan Yogyakarta. Thus, the process of recruiting or procuring teachers and school administrative staff at SD Karitas Nandan does not go through long stages and is in accordance with the opinion of Agia & Sudrajat (2023) that the teacher recruitment system is carried out in four stages starting with preparation, distribution of announcements for the acceptance of new teachers, recapitulation of application files, selection, and interviews. Different from what happened at SD Experimental Mangunan, the recruitment process was carried out by the Yayasan Dinamika Edukasi Dasar and the School. Yayasan Dinamika Edukasi Dasar and the School recruited teachers and school administration staff by spreading job vacancies through social media and acquaintances. Anjaningrum (2020) argues that the recruitment process can be carried out in two ways, namely internal and external recruitment. The internal recruitment process is obtained from within an organization itself, for example career development or job promotion and so on. Meanwhile, external recruitment is obtained from outside the organization (Anjaningrum, 2020; Hasibuan, 2021). Thus, the recruitment of SD Experimental

Mangunan has carried out the appropriate recruitment stages and the internal recruitment system can be obtained from the school itself to obtain the Foundation Decree.

The selection process for teachers and school administration staff at SD Karitas Nandan and SD Experimental Mangunan is different. The selection of teacher and school administration staff applicants conducted by Yayasan Karya Bakti is a selection of files/applications, and an interview test. The selection of files is carried out to determine the suitability of the specified documents. If declared appropriate, it is continued with an interview selection which is carried out with direct questions and answers with the Head of Yayasan Karya Bakti to find out and deepen the personality and competence of prospective applicants. Then, a psychological test is carried out after approximately 1 year of being a teacher or administration staff at SD Karitas Nandan. This shows that in the selection process carried out by Yayasan Karya Bakti, they have not conducted an academic potential test to determine the level of mastery of the material of the applicants so that it can be said that it is not in accordance with the opinion of Mangkunegara in Subekhi & Jauhar (2012) which states that the stages that can be carried out in the selection process are academic knowledge tests, interview tests and psychological tests of applicants (Sutrisno, 2016). In addition, SD Karitas Nandan also does not conduct teaching tests (*microteaching*) to determine the initial special abilities of teachers in managing and teaching in the classroom. This can cause prospective teachers who will be accepted to have unknown teaching abilities so that this microteaching process is important to be carried out so that prospective teachers can develop, control, and train their teaching abilities (Ardi, 2014; Supriyanto & Hidayatullah, 2024). SD Experimental Mangunan carries out a selection process with academic potential tests, psychological tests, microteaching, and interview tests for teachers. Meanwhile, for administrative staff with TPA, psychological tests, and interview tests. After being declared to have passed all tests, applicants will be interned for 3 months by a special team formed by the Yayasan Dinamika Edukasi Dasar. The selection process which begins with an academic potential test aims to determine the applicant's academic abilities, a psychological test to determine the applicant's psychological abilities and personality, an interview test to find out more about the applicant's personal self and a microteaching test to determine the teaching abilities of prospective teachers (Supriyanto & Hidayatullah, 2024). Thus, the selection process has been carried out effectively so that the more effective the selection process is, the greater the possibility of getting the right teacher or administrative staff (Lama'atushabakh, 2023). Tests in the selection process function to help and assess abilities, experience, personality, and specified requirements (Darmawan et al, 2023). The right selection process can select teachers or school administrative staff who have competence in their fields and are in accordance with the desired criteria so that they are right to be part of realizing the school's vision and mission. According to Pfeffer (Turner et al, 2021) stated that a systematic selection process can provide employees with a view that the organization is committed to selecting the best employees with the hope that employees who become members of the organization are also committed to doing a good job for the organization to achieve common goals.

At SD Karitas Nandan, teachers and school administrative staff are placed after the interview selection process and are declared accepted. Placement is carried out based on school needs, such as class teachers or homeroom teachers, and subject teachers. There are 13 teachers and administrative staff at SD Karitas Nandan who have their respective positions/jobs and duties that are arranged in the school's organizational structure. This is in line with Hasibuan's opinion (2021) that placement is a follow-up to the selection process which aims to place successful applicants in the positions/jobs needed. According to Jabar et al (2019), the placement and assignment of these applicants means being placed and assigned according to their expertise and fields so that they are in accordance with the tasks and competencies they have. However, what happened at SD Karitas Nandan was that there were additional tasks that were carried out by teachers, such as serving as vice principal for the curriculum and the duties of school administrative staff who also served as treasurer and school operator. This is based on the Minister of Education and Culture Regulation Number 15 of 2018 which regulates the fulfillment of teacher workload, as explained in Article 2 paragraph 1) teachers, school principals and school supervisors carry out a workload of 40 (forty) hours in 1 (one) week at the base administrative unit. Paragraph 2) the workload of 40 (forty) hours in 1 (one) week as referred to in paragraph (1) consists of 37.5 (thirty-seven point five) effective

working hours and 2.5 (two point five) hours of rest. Regarding the main duties of teachers at school, it is regulated in the Minister of Education and Culture Regulation Number 15 of 2018 which explains that there are 5 (five) main duties of teachers, namely planning, implementing, assessing, guiding, and training, carrying out additional tasks. The additional tasks referred to are as vice principal, head of library, head of science laboratory and so on. Article 2) The workload of 40 (forty) hours in 1 (one) week as referred to in paragraph (1) consists of 37.5 (thirty-seven point five) effective working hours and 2.5 (two point five) hours of rest. In relation to the main duties of teachers at school, it is regulated in Permendikbud Number 15 of 2018 which explains that there are 5 (five) main duties of teachers, namely planning, implementing, assessing, guiding, and training, carrying out additional tasks. The additional tasks referred to are as vice principal, head of library, head of science laboratory and so on. Thus, teachers and administrative staff at SD Karitas Nandan have additional tasks to fulfill the workload determined by the Government considering the limited number of teachers and school administrative staff of 13 people.

SD Experimental Mangunan carries out the placement process based on the recruitment carried out. If recruitment is carried out by the Foundation, then the placement will be fully determined by the Foundation after the period *training* completed and applicants will be placed according to the needs and decisions of the foundation. Meanwhile, recruitment carried out by the school will be placed in the school, namely as teachers or school administration staff as needed. The training period which is carried out for 3 months aims to strengthen the concept such as deepening the vision, mission, and goals of the school for 1 month followed by training in the field for 2 months, for example teaching training for teacher applicants and administration training for school administration staff applicants. The placement of positions/positions and duties of each individual who has passed the training period will be given a decree (SK). This decree is written evidence that it has become part of the organizational structure of SD Experimental Mangunan. Several teachers at SD Karitas Nandan and SD Experimental Mangunan have met the qualifications in their fields. This is supported by the opinion of Rohim & Umam (2020) that proper placement will be able to improve teacher performance. Jabar et al (2019) also argue that proper placement will be able to maximize the productivity of each individual's performance because they have competencies that match their expertise and fields. Although, there are still some teachers who teach not in accordance with their fields. At SD Karitas Nandan there are 5 teachers who are not PGSD graduates, while at SD Experimental Mangunan there are 2 teachers who are not PGSD or education graduates and 2 teachers who are placed not in accordance with their fields. This is not in accordance with what has been stipulated in the planning and job vacancy letter and is not in accordance with the Regulation of the Minister of National Education of the Republic of Indonesia Number 12 of 2021 concerning Academic Qualification Standards and Teacher Competencies. This can affect the learning process and will affect the productivity and quality of teachers (Niar, 2024). However, this can be overcome with training and development organized by the school to improve the performance of its human resources.

Karitas Nandan Elementary School and Mangunan Experimental Elementary School have made efforts to develop existing human resources through routine programs and training. This shows that development and training can improve individual knowledge and skills in working and have an impact on increasing performance productivity (Hadi, 2020). The form of training and development for teachers and administrative staff in each school varies. Teachers at SD Karitas Nandan participate in activities such as KKG, PKG, KKG, Bimtek, seminars, workshops, and special teacher training. Meanwhile, administrative staff also participate in Bimtek activities, seminars, workshops and special training for operators and school treasurers. Based on the results of the study, SD Experimental Mangunan has a program *CO-Learning* which is intended for administrative staff in schools and the Team-Teaching program is a program that accommodates Friday Ritual activities, Teacher Studio, seminars, workshops, and other training specifically for teachers. The training and development activities carried out by teachers and school administrative staff at SD Karitas and SD Experimental Mangunan are in accordance with Ratnasari's opinion (2023) that developing skills is done through learning using books or modules, professional groups

(PGRI, MGMP, and KKG), and through in-service training such as promotions, study assignments and skills training through workshops, seminars, work meetings, and symposiums. The training and development carried out by SD Karitas Nandan and SD Experimental Mangunan both individually and in groups are expected to improve and overcome the problems that occur (Nurhayati & Atmaja, 2021; Chintiawati, 2023). Tsabita (2022) states that training is needed to deal with technical problems while education is needed to increase individual sharpness in solving problems faced comprehensively. This proves that routine training and development will have a positive impact on a person's performance productivity (Suprihanto & Putri, 2019). Thus, training and development at SD Karitas Nandan and SD Experimental Mangunan have been carried out effectively. Therefore, training and development are strategies to improve the competence or quality of human resources that must be carried out in schools. In addition, training, and development as a plan to improve the knowledge, skills, and abilities of individuals in working in an organization (Ratnasari, 2023) are supported by supervision and monitoring. The principal supervises and monitors to find out whether the implementation of the learning process in the school can run as expected or not. If it has not achieved what is expected, then training related to the development of human resource competence must be increased.

Karitas Nandan Elementary School and Mangunan Experimental Elementary School have provided motivation teachers and school administration staff to improve their performance. Motivation from the respective principals is also needed by teachers and administration staff in schools to improve their performance and enthusiasm in carrying out their duties every day. The principal as a motivator provides motivation and enthusiasm through direct actions and praise or rewards. The principals of Karitas Nandan Elementary School and Mangunan Experimental Elementary School provide motivation periodically by giving examples, praising, giving rewards, and holding personal meetings with teachers and school administration staff. In addition to motivation, the compensation given to teachers and administration staff is in accordance with their positions and performance. From the various things done by the school, the maintenance of human resources can be in the form of salary, welfare benefits, health insurance and rewards for work performance (Komariah et al, 2022). SD Karitas Nandan and SD Experimental Mangunan provide compensation to teachers and administrative staff according to the UMR of Sleman Regency. The compensation is considered sufficient, because they do their work in a relaxed manner supported by good working conditions, working together and sharing. This is in line with Dessler's statement (Ayubi & Wibowo, 2019) that one form of compensation is non-financial rewards such as flexible working hours and a comfortable workplace. Additional compensation is given to teachers and administrative staff at SD Karitas Nandan who have a long work period, while SD Experimental Mangunan is based on the position they hold. SD Karitas Nandan does not provide rewards in the form of material, in contrast to SDE Mangunan which gives a reward of IDR 500,000 to teachers who are able to write articles and journal publications. SDE Mangunan also uses social media to appreciate teacher achievements. Teachers and administrative staff at SD Experimental Mangunan are also given educational assistance or scholarships to continue their education according to the criteria and recommendations of the Yayasan Dinamika Edukasi Dasar (Dynamika Edukasi Dasar) Foundation. This proves that the foundation is also responsible for maintaining, improving, and developing the condition of human resources individually and in groups according to the opinion of Hasibuan (2021) and Sinambela (2021) that maintaining human resources in the field of education is the process of maintaining, improving, and developing the condition of human resources individually and in groups and mentally, physically, emotionally, and socially (Komariah, 2022).

Teachers and school administration staff at SD Karitas Nandan and SDE Mangunan will stop working when they have reached retirement age or resign. Dismissal is the termination of employment for certain reasons or factors so that they are no longer working and the authority to give dismissal is the superior or principal in the field of education (Murni, 2017). The resignations that occurred at SD Karitas Nandan and SD Experimental Mangunan were based on recommendations by the school after receiving SP 3 and assistance but there was no improvement. So, the principal made observations and gave warnings through SP letters up to 3 times to teachers or administrative staff who had violated existing rules. After the third SP and the person concerned has not changed, the principal will recommend the person concerned to make a letter of resignation

to be submitted to the foundation. Each Education Management Foundation has its own rules regarding its human resources. Human resources who are recommended to resign because of their actions are considered to respect formal procedures in an organization to maintain professionalism and the impression of the foundation's relationship with staff that is ended well and appropriately. In addition, Law Number 14 of 2005 concerning teachers and lecturers stipulates that teacher in the field of education organized by the community and dismissed honorably, not at their own request will receive financial compensation in accordance with the work agreement or work contract and their cooperation agreement. This means that teachers or administrative staff who submit a letter of resignation do not receive compensation or severance pay from the foundation. In addition, when committing violations such as manipulating grades, they will be dismissed on the grounds that they have committed a serious violation. This is in line with Hasibuan's opinion (2021) that dismissal can be caused by employee resignation, organizational needs, end of employment contract, entering retirement age and employees who violate the law (Darmawan et al, 2023). Dismissal or termination of employment due to retirement is a teacher who has reached a certain age as regulated in Law Number 14 of 2005 concerning Teachers and Lecturers (Qashrina, 2018). Furthermore, the vacant positions or positions will be filled with new human resources who have gone through the recruitment and selection process.

#### Obstacles Faced in Human Resource Management

Based on the research results, several obstacles were experienced human resources at SD Karitas Nandan in carrying out their duties, namely communication, HR is not yet qualified, HR competency is still limited in utilizing IT media and excessive workload due to dual positions/jobs/jobs. Related to communication constraints and is very important in organizational life. Good communication will create good relationships and good relationships will affect performance in an organization (Lawasi et al, 2017; Julianto et al, 2021). Although constrained by communication, the principal has tried to create a conducive work environment through joint activities or discussions between teachers so that closeness and comfort between teachers are established. According to Stewart L. Tubbs and Sylina Moss (Mahendra et al, 2024) stated that good communication will create understanding, attitudes, actions, pleasure, and good social relationships. In addition, the constraints of HR qualifications that are not yet appropriate that occur at SD Karitas Nandan and SDE Mangunan, there are still teachers who teach not in accordance with their fields. The mismatch of qualifications can affect the learning process in the classroom and affect teacher performance (Arif & Sulistianah, 2019; Azmiyah & Astutik, 2021; Baniati et al, 2023). However, through routine training and development, it can help human resources improve their skills and competencies. This can be seen from what happened at SD Karitas Nandan and SD Experimental Mangunan, teachers who were not yet in accordance with their fields could carry out their duties as teachers and had been teaching for quite a long time at the school. Furthermore, teacher competence in utilizing IT in the learning process. Teachers are required to have digital competence that aims to keep up with the abilities of children today (Sitompul, 2022). This obstacle is felt by senior teachers who feel that they have not mastered technology. However, SD Karitas Nandan and SDE Mangunan have had development and training programs to improve teacher performance in schools so that these programs greatly help teachers to continue learning and developing their abilities. SDE Mangunan as a private school that is also under the Department of Education, the existence of the Merdeka Belajar platform is a challenge for schools in managing human resources. This is because the combination of the Merdeka curriculum with the curriculum used by the school has several incompatibilities that make it difficult for schools to maintain their uniqueness as private schools. However, the school tries to adapt and adheres to the school's vision and mission. Therefore, the importance of the school's vision and mission is used as the basis for each school in managing education in schools (Yudhistira et al, 2023). In addition, the increasing number of human resources makes schools overwhelmed in managing and establishing the expected communication. The large number of human resources creates diversity in nature and character, making schools overwhelmed in finding and understanding the appropriate needs to

realize the school's vision and mission. This is also related to the realization of the EKI criteria that must be developed by each human resource at SDE Mangunan. In this regard, these obstacles can be overcome by increasing the motivation of each individual through joint activities and development programs that are accommodated in CO-Learning and Team Teaching.

#### Factors that Influence

Based on the study results, human resource management, namely teachers and school administration staff, has several influencing factors. At SD Karitas Nandan, it was stated that financial factors, motivation, and age of teachers were factors that influenced the process of human resource management, especially teachers. This is because finances are limited, the motivation of each individual is different and the enthusiasm of senior teachers decreases with their age in developing their competence. However, good cooperation, mutual assistance and adequate facilities and infrastructure are supporting factors for the implementation of better human resource management. This is in line with Armstrong's opinion (2018) that economic conditions, workforce needs, technological and information advances, environmental changes, and leadership are some of the factors that influence human resource management. Meanwhile, at SDE Mangunan, the process searching and trying out suitable patterns for the educational process with the hope that the pattern is in accordance with the concept initiated by Romo Mangun. This process makes the dynamics felt increasingly diverse and drains energy, thoughts, and time with all its consequences. These dynamics can be called climate factors built by the school to realize the school's vision and mission according to Romo Mangun's educational concept. These dynamics are interwoven in the CO-Learning and Team-Teaching programs which are a forum for channeling ideas or ideas and carrying out activities to grow and improve individual skills to find the best pattern. In addition, the existence of EKI criteria and components is a form of manifestation of education with a true learning concept that liberates children (Risyanto, 2015). This study has a limitation in obtaining direct data related to the recruitment process to the placement of human resources in schools because the entire recruitment process and regulations regarding human resources are carried out by the foundation.

## CONCLUSION

Human resource management is an important process in ensuring the operational success and quality of education at SD Karitas Nandan and SD Experimental Mangunan Yogyakarta, namely teachers and school administration staff. This process begins with careful planning through job analysis to determine the need for human resources, then recruitment and selection by the foundation, after that placement and organization. Teachers and school administration staff receive training and development to improve their abilities in their fields, and are given compensation, rewards, motivation, and appreciation as a maintenance process. Furthermore, the dismissal process is carried out when someone commits a violation, retirement and/or the work contract period is over.

As for the obstacles experienced are limited communication, teachers' incompatibility with their fields, limited human resource competency, excessive workload, the existence of the Merdeka Belajar platform, and changing school policies. Factors that influence include finances, motivation, age, and individual or group dynamics to find a suitable pattern in accordance with Romo Mangun's Education concept. A less-than-optimal recruitment and selection process can affect the quality of existing human resources, so it is necessary to evaluate each recruitment and selection process in terms of quality, quantity, cost, and time to identify areas that need to be improved and adapt new strategies according to school needs. The Foundation should provide training to the HR team on effective selection techniques such as interview techniques, objective candidate assessments, and skills assessments. This also helps the selection process to be comprehensive and objective so as to obtain the right human resources.

## ACKNOWLEDGEMENTS

Thanks are due to the principal, teachers and administrative staff of Karitas Nandan Elementary School and Mangunan Experimental Elementary School who have provided time, opportunity, energy, and support for this study process.

## RERERENCES

- Agia, N.R., & Sudrajat, I. (2023). Sistem Rekrutmen Tenaga Pendidik (Guru). *Sanskara Pendidikan dan Pengajaran*, 1(2): 40-44. DOI: 10.58812/spp.v1.i02
- Ajabar. (2020). *Manajemen Sumber Daya Manusia. In Edisi Revisi*. Jakarta: Bumi Aksara
- Alamsyah, M., Ahmad, S., & Harris, H. (2020). Pengaruh Kualifikasi Akademik dan Pengalaman Mengajar terhadap Profesionalisme Guru. *Journal of Education Research*, 1(3): 183-187. DOI: 10.37985/joe.v1i3.19
- Amstrong, M. & Taylor, S. (2014). *Armstrong's Handbook of Human Resources Management Practice (13<sup>th</sup> ed.)*. London/Philadelphia: Kogan Pages.
- Anjaningrum, R. (2022). Manajemen Sumber Daya Manusia Pendidikan pada Program Kelas Khusus Olahraga (KKO) di SMA Negeri 2 Purbalingga. *Tesis*. Yogyakarta: Eprints UNY.
- Arif, M., & Sulistianah, S. (2019). Problems in 2013 Curriculum Implementation for Classroom Teachers in Madrasah Ibtidaiyah. *Al Ibtida: Jurnal Pendidikan Guru MI*, 6(1). DOI: <http://dx.doi.org/10.24235/al.ibtida.snj.v6i1.3916>
- Arifin, Z. (2017). Manageria. *Jurnal Manajemen Pendidikan Islam*, 2(2):1-18.
- Ayubi, A.A.A., & Wibowo, U. (2019). Management of Educators and Education Personnel at SDN Potrojayan 3 Prambanan. *Advances in Social Science, Education and Humanities Research*, 397: 114-122. <http://dx.doi.org/10.2991/assehr.k.200129.015>
- Azmiyah, U., & Astutik, A. P. (2021). The Role of The Movement Teacher in Preparing Indonesia's Excellent Generation. *Nazhruna: Jurnal Pendidikan Islam*, 4(2).
- Baniati, H., Isnaini, M., Fauzi, M. (2023). Problematika Tugas Mengajar Dengan Bidang Keahlian Guru. *Jurnal Manajemen Pendidikan Islam*, 4(3): 558-568. <https://doi.org/10.31538/munaddhomah.v4i3.455>
- Basri, H., & Rusdiana, H.A. (2015). *Manajemen Pendidikan dan Pelatihan*. Bandung: CV. Pustaka Setia.
- Belhaj, R., & Tkiout, M. (2013). A Markov Model for Human Reseources Supply Forecast Dividing the HR System into Subgroups. *Journal of Service Science and Management*, 6: 211-217. <http://dx.doi.org/10.4236/jssm.2013.63023>
- Bogen, M.M.B., Tanggur, F.S., & Domaking, A. (2023). Konsep Berpikir Kreatif Guru dalam Menerapkan Literasi Digital di Sekolah. *Jurnal Rumpun Ilmu Pendidikan*, 2(2):57-61. <https://doi.org/10.37792/hinef.v2i2.1005>
- Bryson, J., James., S., & Keep, E. (2013). Managing Human Resources Human Resources Management. In E Martin (Ed.), *Managing Human Resources Human Resources Management (5<sup>th</sup> ed.)*. *Library of Congess Cataloging*.

- Bukit, B., Malusa, T., & Rahmat, A. (2017). *Pengembangan Sumber Daya Manusia (1<sup>st</sup>. Ed.)*. Yogyakarta: Zahir Publishing.
- Certo, S.C., & Certo, T.S. (2018). *Modern Management: Concept and Skills (12<sup>th</sup> ed)*. New Jersey: Pearson Educational, Inc.
- Chintiawati, P.D. (2023). Manajemen Sumber Daya Manusia di Pusat Kegiatan Belajar Masyarakat (PKBM) Berdikari dan Homeschooling HSPG Solo. *Tesis*. Yogyakarta: Eprints UNY.
- Citransingsih, D., & Dzikrina, N.A. (2023). Implementasi Manajemen Sumber Daya Manusia Di Bina Anak Sekolah (BIAS) Boarding School Yogyakarta. *Jurnal Manajemen Pendidikan Islam*, 1(1): 38-50. <https://doi.org/10.55799/annadzir.v1i01.242>
- Darmawan, D. (2021). *Perilaku Organisasi*. Surabaya: Metromedia.
- Darmawan, D., et al. (2023). *Manajemen Sumber Daya Manusia Era Digital*. Jambi: PT. Sonpedia Publishing Indonesia
- Dewi, D.P., & Harjono. (2019). *Manajemen Sumber Daya Manusia*. Tangerang Selatan: Unpam Press.
- Dessler, D. (2017). *Human Resource Management*. USA: Pearson Education.
- Farikhah, S., & Wahyudhiana. (2018). *Manajemen Pendidikan*. Yogyakarta: Aswaja Pressindo.
- Firdausi, Q. (2021). kualitas Guru Pengaruhi Kualitas Pendidikan di Indonesia. *Kastara Id*. <https://Kastara.Id/09/06/2021/Kualitas-Guru-Pengaruhi-Kualitas-Pendidikan-D-Indonesia/Amp/>.
- Fransiska, W., Harapan, E., & Tahrin, T. (2020). Pengaruh Kepemimpinan Visioner Kepala Sekolah dan Disiplin Guru terhadap Kinerja Guru Sekolah Dasar. *Journal of Education Research*, 1(3): 308-316. <https://doi.org/10.21831/JAMP.V9I2.39475>
- Gunawan, B., & Benty, D.D.N. (2017). *Manajemen Pendidikan: Suatu Pengantar Praktik*. Bandung: Alfabeta.
- Hadi, S. (2020). Manajemen Personalia Pada Pendidikan Menengah. *Jurnal Al-Amin: Kajian Pendidikan Dan Sosial Kemasyarakatan*, 5(1): 2-14. <https://doi.org/10.54723/jurnalalamin.v1i02.55>
- Hall, T.D., and Goodale, J.G. (1986). *Human Resources Management: Strategy, Design and Implementation*. Glenview: Scott Foresman and Company.
- Hasibuan, M. (2021). *Manajemen Sumber Daya Manusia*. Jakarta: PT. Bumi Aksara.
- Jabar., dan Abdul, C.S. (2016). *Manajemen Pendidikan*. Yogyakarta: UNY Press.
- Julianto, B., Yunara, T., & Carnarez, A. (2021). Faktor-Faktor Yang Mempengaruhi Organisasi Professional: Kepemimpinan, Komunikasi Efektif, Kinerja, dan Efektivitas Organisasi (Suatu Kajian Studi Literature Review Ilmu Manajemen Terapan). *Jurnal Ilmu Manajemen Terapan*, 2(5), 676–691. <https://doi.org/10.31933/jimt.v2i5.592>
- Jumadi, A. (2023). Manajemen Sumber Daya Manusia dalam Meningkatkan Mutu Pendidikan di Sekolah Dasar Inklusi Al Irsyad Al Islamiyyah Depok. *Jurnal Manajemen dan Pendidikan*, 2 (2): 84-90.
- Kadarmanta, A., & Yasin, M.N.F. (2021). Developing And Improving Competences Of Educators/Teaching Staffs Of Indonesian National Police School (Sekolah Polisi

- Negara/SPN). *Psychology and Education Journal*, 58(2): 120-125.  
<https://doi.org/10.17762/pae.v58i2.1061>
- Kadarsih, I., Marsidin, S., Sabandi, A., & Febriani, E. A. (2020). Peran dan Tugas Kepemimpinan Kepala Sekolah di Sekolah Dasar. *EDUKATIF: Jurnal Ilmu Pendidikan*, 2(2), 194–201.  
<https://doi.org/10.31004/edukatif.v2i2.138>
- Kadri, H.AL., & Widiawati. (2020). Strategic Planning In Developing The Quality Of Educators And Education Personnel. *Indonesioan Research Journal In Education*, 4(2): 324-346.  
<https://doi.org/10.22437/irje.v4i2.9410>
- Kirana, K. (2022). *Learning Community in SD Eksperimental Mangunan Yogyakarta*. Proceedings of the 9<sup>th</sup> International Conference on Education Research and Innovation (ICERI 2021).
- Komariyah, L., Amon, L., & Wardhana, A. (2021). Manajemen Pendidik Dan Tenaga Kependidikan Abad 21. *E-Book*. Aceh: Yayasan Penerbit Muhammad Zaini.
- Kompri, B. (2017). *Belajar Faktor-Faktor Yang Mempengaruhinya*. Yogyakarta: Media Akademi.
- Lama'atushabakh, M. (2023). Tenaga Kependidikan dalam Penempatan Dan Pembinaan Guru. *Cross Border*, 6 (2): 723-734.
- Lawasi, E. S., Triatmanto, B., Ekonomi, F., Bisnis, D., & Malang, M. (2017). Pengaruh Komunikasi, Motivasi dan Kerjasama Tim Terhadap Peningkatan Kinerja Karyawan. *Jurnal Manajemen Dan Kewirausahaan*, 5(1), 47–57.  
<http://dx.doi.org/10.26905/jmdk.v5i1.1313>
- Masbullah., & Bahri, S.Y. (2022). Analisis perencanaan sumber daya manusia (SDM) dalam peningkatan mutu di SMA Muhammadiyah Selong. *Jurnal Manajemen*, 1 (1): 79-90.  
<https://doi.org/10.55123/mamen.v1i1.26>
- Maskur, H., Purwanto., & Choiriyah, S. (2021). Manajemen Pengembangan Pendidik dan Tenaga Kependidikan pada Madrasah. *Jurnal Ilmiah Ekonomi Islam*, 7(2): 715-724.  
<http://dx.doi.org/10.29040/jiei.v7i2.2524>
- Mela, S. (2023). strategi Rekrutmen Guru Berkualitas SMK Plus Ashabulyamin Cianjur. *Skripsi*. Jakarta: Universitas Islam Negeri (UIN) Syarif Hidayatullah.
- Miles, M.B., Huberman, A.M., & Saldana, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook*. Library of Congress Cataloging-in Publication Data: United States of America.
- Moleong, L. (2009). *Metode Penelitian Kualitatif*. Jakarta: Rajawali Pers.
- Muhammad, R.A., Iswanto., & Haratua, C.S. (2023). Manajemen Sumber Daya Manusia di SD Sumbangsih dan SMK Citra Negara dalam Kegiatan Belajar dan Mengajar, Lingkungan Sekolah dan Kegiatan Ekstra di Sekolah. *Jurnal Ilmiah Pendidikan dan Pembelajaran*, 2(3): 89-97. <https://www.instructionaljournal.com/index.php/sinau/article/view/122>
- Murni. (2017). Manajemen Pendidik dan Tenaga Kependidikan. *Jurnal Inelektualita*, 5(2): 27-45.  
<https://jurnal.ar-raniry.ac.id/index.php/intel/article/view/4445/2926>
- Muttaqien, I.Z., Maryati, M., & Permana, H. (2023). Strategi Pengelolaan Kinerja Tenaga Kependidikan dalam Menghadapi Era Digitalisasi pada Lembaga Pendidikan Islam.

- Journal of Social Science Research*, 3(3): 6798-6811.  
<https://doi.org/10.31004/innovative.v3i3.2919>
- Nasution, H.F. (2017). Urgensi Profesionalisme Guru Di Pendidikan Sekolah Dasar. *Jurnal Pendidikan Dasar*, 1 (1): 1-22. <http://dx.doi.org/10.29240/jpd.v1i1.218>
- Niar, G.S. (2024). Implementasi Manajemen Sumber Daya Manusia dalam Meningkatkan Kompetensi Guru. *Jurnal Manajemen dan Pendidikan*, 3(1): 368-379.
- Nurhayati, A., & Atmaja, H.E. (2021). Efektivitas Program Pelatihan dan Pengembangan Kinerja Karyawan. *Jurnal Kinerja*, 18 (1): 24-30. <https://doi.org/10.29264/JKIN.V18I1.7589>
- Nurmasari, I., Prayoga, A., & Irawan, I. (2019). Staffing dan Fenomena Rangkap Jabatan di Sekolah Islam. *Madrassa: Journal of Islamic Educational Management*, 2(1), 14–22. <http://dx.doi.org/10.32940/mjiem.v2i1.111>
- Nurunnayah, A. (2023). Manajemen Sumber Daya Manusia dalam Peningkatan Profesionalisme Guru. *THE JOER: Journal Of Education Research*, 2(2): 261-272. <https://pedirresearchinstitute.or.id/index.php/THEJOER/article/view/286>
- Nilsen, T., & Gustafsson, J.E. (2016). *Teacher Quality, Instructional Quality And Student Outcomes*. In IEA Research For Education. Norway: Springer.
- Nuraeni, N. (2019). Manajemen Sumber Daya Manusia Lembaga Pendidikan. *Idaarah*, 3 (1): 124-137. <https://dx.doi.org/10.24252/idaarah.v3i1.9792>
- Nurhuda, H. (2022). Masalah-masalah Pendidikan Nasional; Faktor-faktor dan Solusi yang ditawarkan. *Jurnal Pemikiran dan Pendidikan Dasar Islam*, 5(2):127-137. <https://stai-binamadani.e-journal.id/jurdir/article/view/406>
- Oktaviani, T. (2023). Manajemen Tenaga Pendidik dan Kependidikan di SMA Negeri 1 Bambanglipuro Bantul dan SMA Muhammadiyah 1 Bantul Yogyakarta. *Skripsi*. Yogyakarta: EPrints UNY.
- Pace, R.W., & Faules, D.F. (2019). *Komunikasi Organisasi: Strategi Meningkatkan Kinerja Perusahaan (Terjemahan)*. Bandung: Rosada.
- Prestiana, K.E. (2020). Manajemen Sumber Daya Manusia di Sekolah Dasar Berbasis Inklusi Purwokerto. *Tesis*. Yogyakarta: Eprints UNY.
- Priyono. (2016). *Manajemen Sumber Daya Manusia (2<sup>nd</sup>. Ed.)*. Zifatama Publisher.
- Putra, J., & Asmendri. (2022). Manajemen Tenaga Pendidik dan Kependidikan. *Jurnal Penelitian Ilmu Pendidikan Indonesia*, Vol. 1 (2): 241-246.
- Putra, A.T., Fradito, A., & Septuri. (2023). Implementasi Manajemen Sumber Daya Manusia dalam Meningkatkan Efektivitas Sekolah. *Jurnal Manajemen Pendidikan Islam*, Vol. 8(1): 31-40. <https://doi.org/10.18860/jmpi.v1i1.17709>
- Putuabdullah, A.K., & Sunarso. (2021). Penerapan Pendidikan Humanis Demokratis Di Sekolah Dasar Eksperimental Mangunan. *Jurnal Sosiologi Pendidikan Humanis*, Vol. 6(2): 93-107. <https://doi.org/10.17977/um021v6i2p93-107>
- Qasrina, H.A. (2018). Batas Usia Guru Swasta ditinjau berdasarkan Undang-undang Nomor 13 Tahun 2003 tentang Ketenagakerjaan. *Media Luris*, 1 (3): 439-456. <https://doi.org/10.20473/mi.v1i3.10201>

- Qomariah, N. (2020). *Manajemen Sumber Daya Manusia (Teori, Aplikasi Dan Studi Empiris)*. Jember: Pustaka Abadi.
- Qomariyah, S. (2023). Pengaruh Kompetensi, Tingkat Pendidikan Dan Remunerasi Terhadap Kinerja Tenaga Kependidikan Universitas Negeri Yogyakarta. *Tesis*. Yogyakarta: Eprints UNY.
- Ratnasari, O. (2023). Manajemen Peningkatan Mutu Sumber Daya Manusia (Tenaga Pendidik) Di Sekolah Polisi Negara Selopamioro POLDA DIY. *Tesis*. Yogyakarta: Eprints UNY.
- Rifky, S., Putra, J.M., Ahmad, A.T., Nisa, R., Widayanthi, D.G.C., et al. (2024). *Pendidikan yang Menginspirasi: Mangasah Potensi Individu*. Yayasan Literasi Sains Indonesia.
- Rifki, S., Paling, S., Arifuddin, O., & Narayanti, P.S. (2024). Professionalism of Educators in Learning Development. *International Journal of Teaching Learning*, 2(2): 579-588. <https://injournal.org/index.php/12/article/view/93>
- Rohim, N., & Umam, K. 2020. Pengaruh Penempatan dan Motivasi Kerja Terhadap Kepuasan Kerja dan Kinerja Guru Di Madrasah Aliyah Se Kabupaten Jember. *Journal of Islamic Educational Management*, 2 (2): 105-116. <https://doi.org/10.35719/jieman.v2i2.21>
- Rohmah, N., & Fanani, Z. (2017). *Pengantar Manajemen Pendidikan*. Malang: Madani.
- Rostini, D., Kurniawati, N., Yuliasari, F., & Suhaeni, Y. (2023). Manajemen Sumber Daya Manusia di Lingkungan Sekolah di SDN Cilamaya 1. *JIIP (Jurnal Ilmiah Ilmu Pendidikan)*, 6(8): 6074-6081. <https://doi.org/10.54371/jiip.v6i8.2491>
- Ruminten, R., Pangestu, W. T., & Supriyanto, D. H. (2022). Kepemimpinan Kepala Sekolah Dalam Mengelola SDN Kedunggalur 4 Dan SDN Bangunrejo Kidul 4 Kecamatan Kedunggalur. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 7(1), 2477–2143. <https://doi.org/10.23969/jp.v7i1.5443>
- Samsudin, S. (2019). *Manajemen Sumber Daya Manusia (4<sup>th</sup>. Ed.)*. Bandung: CV. Pustaka Setia.
- Santika, N.W.R. (2020). Manajemen Sumber Daya Manusia Dalam Pendidikan Karakter. *Jurnal Manajemen*, 4 (1): 1-9. <https://mail.ejournal.iahntp.ac.id/index.php/Satya-Sastraharing/article/view/497>
- Sidiq, U. (2018). *Etika dan Profesi Keguruan*. Tulungagung: STAI Muhammadiyah.
- Sinambela, E. A. (2020). Pengaruh Pendidikan, Kompetensi dan Pengalaman Kerja terhadap Kepuasan Kerja Karyawan. *Jurnal Baruna Horizon*, 3 (2), 277-285. <https://doi.org/10.52310/jbhorizon.v3i2.48>
- Sinambela, L.P. (2021). *Manajemen Sumber Daya Manusia: Membangun Tim Kerja yang Solid untuk Meningkatkan Kinerja*. Jakarta: Bumi Aksara.
- Sirojuddin, A., Aprilianto, A., & Zahari, N. E. (2021). Peran Kepala Sekolah sebagai Supervisor Pendidikan dalam Meningkatkan Profesionalisme Guru. *Chalim Journal of Teaching and Learning (CJoTL)*, 1(2), 159-168. DOI: <https://doi.org/10.31538>
- Sitompul, B. (2022). Kompetensi Guru Dalam Pembelajaran Di Era Digital. *Jurnal Pendidikan Tambusai*, 6 (3):13953-13960. <https://doi.org/10.31004/jptam.v6i3.4823>

- Sugiyono. (2022). *Metode Penelitian Manajemen: Pendekatan Kuantitatif, Kualitatif, Kombinasi (Mix Method), Penelitian Tindakan Kelas (Action Research), Penelitian Evaluasi dan Studi Kasus*. Bandung: Alfabeta.
- Sulistiyono, J. (2021). Upaya Meningkatkan Kompetensi Tenaga Administrasi Sekolah melalui pembimbingan berkelanjutan. *Jurnal Inovasi Pembelajaran Karakter*, 6(2).
- Sumarni. (2018). Peran Dan Fungsi Yayasan dalam Pengelolaan Pendidikan Madrasah. *Jurnal Penelitian Pendidikan Agama dan Keagamaan*, 16 (2): 218-231. <https://doi.org/10.32729/edukasi.v16i2.490>
- Superkids Indonesia. (2017). *SD Karitas Nandan Yogyakarta: Deus Caritas Est*. Superkidsindonesia.com.
- Suprihanto, J., & Putri, L.P. (2019). *Manajemen Sumber Daya Manusia*. Yogyakarta: Gadjah Mada University Press.
- Supriyanto, D., & Hidayatullah, D. (2024). Strategi Rekrutmen dan Seleksi Tenaga Pendidik Dan Kependidikan di SMP AL Ma'some Jatiningor Sumedang. *Jurnal Penelitian Pendidikan dan Bahasa*, 2 (1): 34-47. <https://doi.org/10.31004/jptam.v8i1.12512>
- Sururi., Hafidh, Z., Suryana, A., Rahyasih, Y., Kadarsah, D., & Suharto, N. (2023). Pengembangan Kompetensi Tenaga Administrasi Sekolah melalui Self-Directed Learning. *Jurnal Inovasi Pengabdian Masyarakat Pendidikan*, 4(1): 238-250. <https://doi.org/10.33369/jurnalinovasi.v4i1.29971>
- Susilawati, E., et al. (2021). Upaya Peningkatan Hasil Belajar Seni Music Melalui Metode Pembelajaran Tutor Sebaya. *Jurnal UNISAedu Pendidikan*, 5 (3): 1-22.
- Sutrisno, E. (2016). *Manajemen Sumber Daya Manusia*. Jakarta: Kencana Prenada Media Group.
- Terry, G.R. (1977). *Principles of Management (7<sup>th</sup> ed.)*. Homewood: Richard D. Irwin, Inc.
- Tumanggor, A., Tambunan, J.R., & Simatupang, P. (2021). *Manajemen Pendidikan*. Yogyakarta: K-Media.
- Turner, N., Barling, J., Dawson, J.F., Deng, C., Parker, S.K., Patterson, M.G., & Stride, C.B. (2021). Human Resource Management Practices and Organizational Injury Rates. *Journal of Safety Research*, 78: 69-79. <https://doi.org/10.1016/j.jsr.2021.06.003>
- Tsabita, K. (2022). Manajemen Pengembangan Sumber Daya Manusia di Sekolah Dasar Islam Terpadu Wilayah DIY. *Tesis*. Yogyakarta: Eprints UNY.
- Tuytens, M., Vekeman, E., & Devos, G. (2021). Strategic Human Resource Management In Primary And Secondary Schools. An Explorative Study in Flanders (Belgium). *Educational Management Administration & Leadership*, 20 (10): 1-22. <https://doi.org/10.1177/1741143221998706>
- Wahyuni, E., Erina, D., & Gistuati, N. (2023). Peningkatan Mutu Sekolah melalui Optimalisasi Manajemen Sumber Daya Manusia. *Jurnal Ilmiah Pendidikan Dasar*, 8(1):3761-3767. <http://dx.doi.org/10.23969/jp.v8i1.8284>
- Wahyuni, M.E., Prasetya, A.E., & Murtini, S. (2023). Analisis Pembelajaran Khas Kotak Pertanyaan: Studi Pada SD Eksperimental Mangunan Yogyakarta. *Jurnal Ilmiah Pendidikan Citra Bakti*, 10 (3): 650-661. <https://doi.org/10.38048/jipcb.v10i3.1874>

- Werner, J. M., & Desimone, R.L. (2012). Human Resource Development 6<sup>th</sup> Edition. In *IEE Transaction On Information Teory*, 55(3):1-5. <http://dx.doi.org/10.1007/s11575-013-0197-9>
- Widayanti, S.E. (2019). Manajemen Lingkungan Belajar Dalam Mengembangkan Daya Eksploratif, Kreatif Dan Integral Peserta Didik. *Media Manajemen Pendidikan*, 2(1): 52-57.
- Wijaya, C., Hidayat, R., & Rafida, T. (2019). *Manajemen Sumber Daya Pendidik dan Tenaga Kependidikan (1<sup>st</sup> Ed.)*. Lembaga Peduli Pengembangan Pendidikan Indonesia (LPPI).
- Winarti, E. (2018). Perencanaan Manajemen Sumber Daya Manusia Lembaga Pendidikan. *Jurnal Tarbiyatuna*, 3 (1): 1-26. <https://ejournal.kopertais4.or.id/mataraman/index.php/tarbiyatuna/article/view/3434>
- Winarno, J.S. (2008). *Pendidikan Profesi dan Sertifikasi Pendidik*. Klaten: Mancananjaya Cemerlang.
- Widasari., Vrachmandhani, V.V., Risky, B.A. (2024). Analysis of the Performance of Management of Education and Educational Staff at SDN Lontar II Surabaya. *Masaliq Journal*, 4(3): 600-620.
- Winulyo, J.M., Aziz, A., & Rahman, P. (2023). Manajemen Sumber Daya Manusia Dalam Implementasi Program Sekolah Penggerak Di SDN Sukabumi 2 Kota Purbolinggo. *Jurnal Pendidikan, Sains Dan Teknologi*, 10 (3): 957-970. <https://dx.doi.org/10.47668/edusaintek.v10i3.873>
- Yudhistira, F., Pangestu, A.D., AKbar,A., Hayatunnisa, M., Utari, L., Noviyanti, I., Pratama, Y. (2023). Fungsi dan Pengaruh Visi Msi pada sebuah organisasi SD Negeri 02 Pulau Besar. *Jurnal Ekonomi dan Manajemen*, 3 (3): 178-189. <https://doi.org/10.55606/optimal.v3i3.1816>