



Research Paper

Recruitment, Stakeholder Development, Assessment, Reward and Maintaining Communication: Indicators of Principal Leadership in Managing Human Resources in Elementary Schools

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ABSTRACT: Education requires a paradigm shift from instructional to collaborative, participatory, and innovative learning. This shift requires the hiring of school principals with experience managing human resources, particularly in elementary education. The literature study method is used in this article, with the process of conducting a previously published survey (The American Psychological Association's PsycINFO) taken through publications published in reputable journals. Similar topics are collected for data collection techniques. The collected data is then reduced to produce data that is in line with the research questions, then the data is presented, then the data that has been presented can be drawn conclusions. The results show that several indicators of principal leadership in managing human resources in elementary schools include the recruitment process, developing relevant stakeholders, providing assessments, giving rewards, and maintaining communication. This needs to be the concern of school principals in managing human resources in elementary schools.

KEYWORDS: Recruitment, stakeholder development, assessment, reward, communication, principal

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I. INTRODUCTION

Education necessitates a paradigm shift from instructional to collaborative, participatory, and innovative learning. This change necessitates school principals with human resource management skills who can accommodate these changes. Human resources are a critical component that cannot be separated from an organization because they are used as an executor, thinker, and planner to achieve organizational goals [1]. Human resources are very important in educational organizations but an organization will run effectively and achieve organizational goals if the position is handled by people who are competent in their field [2]. Human resources design and build organizations so that they can grow and thrive in order to achieve their objectives. With the presence of human resources in an organization, the organization can survive and thrive [3]. It is inextricably linked to human resources' efforts and creativity. It is possible to produce quality students and have excellent schools through the creativity of the school's human resources [4]. This teaches the author that human resources are critical to school success. As a result, it must be managed as effectively as possible in order to be used for the school's success or interests. Therefore it is necessary to have an effective management of human resources in an educational institution to achieve various educational, organizational and societal goals such as human resource development.

Human resources are the mental and physical abilities that individuals possess [5]. Human resource management is closely related to how to manage individuals in an organization so that they contribute to the achievement of organizational goals that are reflected in the school's vision, mission, and goals [6]. They must adhere to general management functions such as planning, organizing, directing, and supervising when managing human resources in the school environment [7][8][9].

The principal is the first step in developing and managing human resources in the school environment he leads. The principal must be capable in many areas of the school environment in order for his leadership to be effective and achieve the desired results. It is very influential in determining the progress of the school as the highest leader in the school environment, and it also has high administrative abilities, insight, and commitment

to carrying out its duties [10]. The school principal bears a great deal of responsibility for managing the school and ensuring that their students receive a quality education [11][12].

The duties of the principal include not only administrative and academic management but also proper human resource management. Principals need to have managerial knowledge, skills and abilities in managing human resources in order to improve the quality of education in schools. There are four principles that a school principal must have in order to carry out his leadership role in managing human resources, which are as follows: in developing educational institutions, human resource is the most valuable element, human resources will carry out their role effectively if managed properly, culture and school organizations, school principals are very influential in achieving school goals and objectives, and strive so that school members can work together and support one another

Quality human resources are critical in achieving educational objectives. Principals must be able to recruit, select, develop, and motivate quality human resources in order to make the greatest contribution to achieving educational goals. Because quality and effective human resources in achieving educational goals is a key factor in improving the quality of education in schools, principal leadership is very important in managing human resources in primary schools. This article will go over several factors to consider when managing human resources in elementary schools.

II. METHOD

This study employed a literature review, specifically the process of conducting previously published surveys (The American Psychological Association's PsycINFO). The broad definition of literature study is ideas based on publications rather than facts and new discoveries. Previously published material was digested, classified, simplified, and synthesized stated that a literature review is a written summary of articles from journals, books, and other documents that explain theory and past and current information, organizes literature into topics, and documents that are required for a research proposal [13][14]. In educational research, researchers usually prioritize literature reviews based on journal articles. However, researchers require additional information derived from conference papers, books, and documents.

The descriptive method was used to conduct a literature review. The aim is to describe the results of literature findings taken from articles, the web, and YouTube steaming related to the topics discussed [15]. Due to a lack of literature on research topics, I relied on web and YouTube references from policy stakeholders' channels. The data analysis technique employed is derived from data analysis techniques [16]. Among them are data collection related to topics similar to this article, data reduction to produce data that is in line with the research questions, data presentation, and conclusion based on the data presented.

III. RESULT AND DISCUSSION

Human resources are the most important key, and schools must own them. Human resource management is critical in primary schools to ensure that students receive a high-quality education and to support school improvement. Human resource management in elementary schools in Indonesia can be done in several stages, including recruitment and selection of teaching and educational staff, development of teaching and educational staff, performance evaluation, reward, and relationship maintenance. More information is provided below:

1. Recruitment and selection

Recruitment and selection activities for teaching and educational staff are conducted in the same manner as employee recruitment in general, beginning with job applications and selection tests (written and interviews), followed by selection based on applications submitted and then based on their educational background, namely Bachelor of School Teacher Education Base. Following that, an interview was conducted [17]. According to Aliyah in his research, the first stage of the recruitment process for teaching and educational staff is the selection process at the application stage, followed by the second stage of conducting tests [18].

The tests were conducted in both written and non-written formats. The written test consists of writing lesson plans, while the non-written test consists of micro-teaching (Teaching). Preparations for recruiting personnel were carried out in this study by first looking at the needs [19]. Once the needs were determined, the leaders also determined the selection design to be used and the requirements that the applicants had to meet. Use of school social media and teachers to disseminate new teacher announcements. The head of administration receives the application documents for prospective teachers.

The submission of application documents can be done in person or through a delivery service. The curriculum section's vice principal receives the incoming files. The vice principal for the curriculum section selects application documents in this section based on similarities in vacancy qualifications and file completeness. Application documents that are in accordance with the qualifications and are complete are accepted immediately for participation in the next stage. The process of selecting and recruiting teaching staff in

Samarinda to improve the quality of private Islamic elementary school education includes: the qualifications that must be possessed by applicants are graduates of a bachelor of education and have a shahadah (qiroati diploma) for teachers in the field of reading and writing the Qur'an for teachers in the field of reading and writing the Qur'an, and implementation of internal and external teaching staff recruitment at SDIT Cordova Samarinda. Internal distribution of vacancies within the SDIT Cordova Samarinda environment by conveying the needs of educators at meetings, relatives of educators and education staff within the SDIT Cordova Samarinda environment. Externally, through mass media such as television advertisements and social media.

The school principal plays an important role in the recruitment and selection of teaching and educational staff. Several important roles that the school principal can play in the process include: 1) Determining the need for teaching and educational staff: In elementary schools, the principal must determine the number, qualifications, and specifications for educators and educational staff. This must be done in accordance with the work program, school goals, and student needs. 2) Create a recruitment and selection plan: Once the needs for teaching and educational staff have been determined, the school principal must create a systematic and transparent recruitment and selection plan. This plan must include the steps to be taken in the recruitment and selection process, such as posting vacancies, preparing administrative and technical selection, and scheduling interviews and tests. It is made clear and open in elementary school. The announcement must include the following information: requirements, responsibilities, salaries, and important dates in the recruitment and selection process. 4) Make administrative and technical decisions: The principal must conduct administrative and technical selection after receiving the application files. Administrative selection entails document verification, whereas technical selection entails relevant written or practical tests. 5) Interviews: Candidates who pass the administrative and technical selection must be interviewed by the principal. The purpose of this interview is to assess interpersonal skills, motivation, and compatibility with the school's vision and mission. 6) Choosing the right candidate: The principal must select the best candidate for the job. This decision should be based on the selection results and objective considerations.

2. *Development Stakeholder*

KKG (Teacher Working Groups), Workshops, and Advanced Studies are used to carry out teaching and educational staff development activities. Actualization of teaching and educational staff development by involving teachers in scientific forums, seminars, MGMP, or other activities that can support teacher professionalism, as well as leadership motivation in improving academic qualifications further [20]. The development of teacher professionalism has been done admirably. Teacher professionalism is developed through activities such as upgrading, training, teacher working groups, and class supervision [21].

Several important roles that school principals can play in developing teaching and educational staff include: 1) Determining development needs. This should be done in accordance with performance evaluation, teaching program needs, and curriculum development, as well as 2) identifying development resources. Training, workshops, seminars, and conferences are examples of appropriate development resources that principals must seek out and select. These resources must be relevant to the needs of teacher and educational staff development in schools. 3) Assisting in the development of teaching and educational personnel. Principals must provide the necessary support to teaching and educational staff in order for them to use the selected development resources. For example, providing training time, registration fees, and reimbursement for tasks that must be abandoned during training. 4) Assisting with self-reflection and development. Principals must encourage educators and education staff to engage in independent reflection and development. This can be accomplished through classroom observation, coaching, and mentoring to assist them in improving their teaching practices and learning new skills. 5) Provide resources and support for teaching innovation. Principals can also provide educators and educational staff with support and resources to help them develop teaching innovations that are relevant to student needs and curriculum development.

In carrying out the aforementioned roles, school principals must ensure that the development of teaching and educational staff in schools is ongoing and sustainable. This will help improve the quality of teaching and improve student performance in schools.

3. *Conducting Performance Assessments*

One of the most important aspects of managing human resources in elementary schools is performance appraisal. In elementary schools, the principal plays a critical role in evaluating the performance of employees, including teachers. A good performance appraisal can help elementary school principals make better decisions about human resources management. Primary school principals must conduct regular, objective, and transparent performance evaluations of their employees. This performance evaluation includes not only teacher performance in the classroom, but also employee performance in administrative tasks and other activities in elementary schools. Performance appraisal is carried out through observation, monitoring, supervision, monitoring, and monitoring, which is then recorded in the employee performance appraisal list.

Every semester, supervision activities for permanent teachers and contract teachers are carried out in research. The assessment components include work results, leadership at work, skills at work, cooperation, discipline, and an increase in responsibility, each with a score. At the end of the assessment, there will be conclusions as well as educational and training suggestions, as well as information for employee development.

Furthermore, school principals must ensure that performance evaluations are fair and do not discriminate against employees in primary schools. Employees who are being evaluated must be given the opportunity to provide feedback and explanations about their performance.

School principals can identify employee strengths and weaknesses, as well as provide the necessary support and training, by conducting a good performance appraisal in primary schools. Performance evaluation can also help principals make better decisions about human resources in elementary schools.

4. *Reward*

In elementary schools, the reward is the same every month. What distinguishes them is that they are involved in activities other than teaching, such as guiding competitions, being extracurricular coaches, and scout coaches. Rewards are given to educators and educational staff after consultation with the school committee [21]. Teacher compensation at smart includes direct and indirect payments, as well as awards for outstanding teachers.

The principal can take the following actions in this regard: 1) Establish the amount and nature of compensation. The principal must determine the amount and type of compensation to be given to the school's teaching and educational staff. The amount of compensation must consider the quality and quantity of their performance, and the type of compensation can take the form of incentives, allowances, or bonuses. 2) Conduct performance appraisals. Principals must conduct performance evaluations on a regular basis to determine whether teaching and educational staff meet the requirements for compensation. Performance evaluation must be done objectively and according to predetermined criteria. 3) The principal must provide adequate resources, such as a budget, time, and administrative personnel, to support the provision of compensation. These resources must be adequate and sufficient to provide compensation in a timely and effective manner. 4) Ensure equity and transparency. Principals must ensure that compensation is administered in a fair and transparent manner. This can be accomplished by developing a clear and communicative compensation policy, as well as clearly explaining the reward criteria and procedures. 5) Promoting improved performance. Principals can use compensation as a tool to motivate teachers and other school personnel to perform better. This can be accomplished by increasing compensation for those who meet or exceed targets.

School principals can use these roles to ensure that compensation in schools is carried out effectively and efficiently, as well as to encourage better performance from educators and education staff in schools.

5. *Good Relationship*

Maintaining good relations in the management of human resources at primary school can be accomplished, among other things, by listening carefully [22]. Listening to and respecting staff opinions can help to build a positive relationship between them and management. It can also aid in problem solving and the creation of a harmonious work environment. In addition, it is necessary to provide constructive feedback [23] Giving employees constructive and positive feedback can help them grow and improve their performance. Sincere feedback can also aid in the development of trust between employees and management.

To help strengthen relationships and build good cooperation, all education stakeholders in schools must establish a close partnership between management and staff. Partnerships can also boost trust between employees and management. Furthermore, fair policies must be implemented. Implementing fair and consistent policies can aid in the maintenance of good working relationships between employees and management. Fair policies will provide staff with certainty and fairness in decision-making and management actions.

Finally, maintain your transparency. Transparency in decision-making and policy implementation can help to build trust and maintain good working relationships between employees and management. Transparency can also help to reduce uncertainty and increase employee involvement in decision making [24].

IV. CONCLUSION

Human resources are the most important key, and schools must own them. Human resource management is critical in primary schools to ensure that students receive a high-quality education and to support school improvement. Human resource management in Indonesian elementary schools can be done in several stages, including recruitment and selection of teaching and educational staff, development of teaching and educational staff, evaluating performance, awarding rewards, and maintaining relationships. Principals must pay close attention to the recruitment process as well as the interview process when selecting educators and education staff. Furthermore, teachers and educational staff must be developed through workshops, seminars,

and participation in subject teacher deliberations. Finally, awards should be given to stakeholders who excel so that they are more motivated to give their all. It is also critical to maintain relationships with one another.

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