Evaluating the Quality of Human Resources in Primary Schools

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Article Info	ABSTRACT
	This study aims to analyze human resource (HR) management at a public elementary school in Bogor. Employing a quantitative descriptive method, data was gathered through a questionnaire distributed to 19 respondents, including teachers, the school principal, and administrative staff. The results of the descriptive analysis indicate that the majority of respondents provided positive evaluations of the quality of HR, with the average HR score nearing the maximum level. The research identifies challenges faced in HR management, such as limitations in training programs and a lack of supportive facilities for professional development. These findings offer valuable insights for decision-makers within educational institutions to continually enhance HR quality through effective policies and programs. Overall, the study concludes that effective HR management, alongside ongoing professional development and supportive leadership, significantly contributes to the improvement of teacher quality and the effectiveness of education.

Introduction

Human resources (HR) are a crucial element in supporting the success of an institution, especially in the education sector (Tanjung, 2020; Sukawati et al., 2020; Rafiei & Davari, 2015). Qualified educators and administrative staff are the main pillars in encouraging the improvement of the quality of basic education. According to good HR management includes the stages of planning, coordination, direction, and evaluation that have a significant impact on educational success (Rafiei & Davari, 2015; Pusvitasari, 2021).

Several the primary schools in Bogor, plays an important role in shaping the future generation of academically talented young people. Therefore, an HR management strategy

is needed that can help educators and staff to reach their full potential. The principal's leadership has a big influence in motivating teachers to improve their abilities and performance, both in terms of professional competence and teaching skills (Pardosi & Utari, 2022; Simatupang et al., 2023). However, HR management in primary schools is often faced with various challenges. Among these are the limitations of teacher training programs, the lack of supporting facilities for professional development, and the low frequency of continuous competency development. Effective HR management strategies must be designed systematically so that these challenges can be overcome properly (Assiddiki, 2023). Furthermore, continuous training is one of the important efforts in developing teacher professionalism.

This research provides deeper insights into local challenges and best practices that may be overlooked in broader studies. The significance of this research is enhancing the understanding of HR management status and effectiveness. By delivering in-depth information on effective HR management and associated challenges, the study yields relevant recommendations for decision-makers in educational institutions, highlighting the direct link between the generated data and its potential impact on teacher development policies and practices. The uniqueness of this research is this research are conducted in local area, especially in Bogor for HR management at public primary school.

By looking at these problems, an analysis of HR Bogor is needed to ensure the effectiveness of teaching and administrative staff in carrying out their roles. This emphasizes that good HR management must involve careful planning, proper implementation, and continuous supervision to achieve educational goals (Nasir et al., 2023). Thus, this research aim to analyze human resource (HR) management at a public elementary school in Bogor.

Method

This research uses descriptive quantitative methods, (Aziza, 2023) which aims to measure and explain the condition of human resources (HR) at one of the public primary schools in Bogor. This approach was chosen because it can reveal data systematically through objective research instruments. (Sugiyono 2020) states that quantitative descriptive research is used to obtain a comprehensive description of a phenomenon through numerical data analysis. All members of the teaching and staff of SDN Laladon 03 Bogor served as the population for this study. To ensure that each member of the population had an equal opportunity to be selected as a respondent, a simple random sampling technique was used. This approach is in accordance to Martino et al. (2018) and Arikunto (2010), which explains that random sampling techniques are appropriate for research involving homogeneous populations.

The questionnaire was the main tool for collecting information in this study. The purpose of the questionnaire was to evaluate HR quality and management traits through the use of multiple-choice questions and Likert scales. Prior to use, validity and reliability assessments were conducted to confirm the feasibility of the instrument to be applied. (Sugiyono, 2020) explains that validity relates to the instrument's capacity to accurately measure the intended construct, while reliability ensures consistency of measurement results across different settings. The research data was collected through questionnaires, observation and documentation.

This technique is designed to produce more accurate and comprehensive data. According to Cresswell (2007), the combination of questionnaire data, observation, and documentation can increase the reliability of research.

Validity Test, the validity of the instrument was tested using Pearson's product moment correlation technique, (Sürücü & Maslakçi, 2020) where each questionnaire item was correlated with the total score. Only items with significant correlation values were declared valid. Continue with the Reliability Test, which checks for consistency using Cronbach's Alpha, after the validity test yields valid statement items. A Cronbach's Alpha value greater than 0.6 indicates that the instrument is reliable, as stated by (Sugiyono, 2020), There are several methods for evaluating instrument validity, such as content, construct, and criterion validity (Creswell & Creswell, 2022; Bolarinwa, 2015). The data obtained were analyzed using descriptive statistical methods, such as percentages, averages, and frequency distributions, to provide an overall picture of HR conditions. The analysis was conducted with the help of statistical software such as SPSS or Microsoft Excel. Descriptive statistics help present research results visually, such as in the form of tables or graphs, to facilitate data interpretation. The removal of 16 invalid questions also reflects the importance of refining the research instrument. This is in line with the opinion stating that a good instrument must have relevant items and be able to provide accurate information (DeVellis & Thorpe, 2022). Thus, the validation and reliability process carried out not only improves the quality of the instrument, but also increases the confidence in the research results to be obtained.

The main source of data for this study was obtained directly from respondents through the distribution of questionnaires. Questionnaires, as a data collection method, have several benefits. First, questionnaires allow researchers to obtain data from a large number of respondents quickly and at a lower cost compared to other data collection approaches, such as comprehensive interviews (Dillman et al., 2018). In addition, questionnaires can be designed to collect both quantitative and qualitative data, depending on the research objectives. Respondents in this study consisted of teachers, principals and administrative staff at one of the public primary schools in Bogor. The questionnaire was used as the main instrument to collect information related to the quality and management of human resources (HR) in the school. The data collected included respondents' perceptions of the effectiveness of HR management and the challenges faced in managing educators and staff.

Secondary data strengthens and complements the main data obtained through surveys. This research uses secondary data sourced from several related supporting materials. This data includes, School Documents, Information regarding staffing data, teacher training programs, and HR management policies implemented (Cresswell, 2007) at SDN Laladon 03 Bogor. Only questionnaires were used to collect data in this investigation. The poll included closed Likert scale items from 1 to 5. The survey was the primary data collection technique in this investigation. The questionnaire used a five-point Likert scale for scoring. To measure respondents' perceptions of the variables studied, such as: Quality of HR (competence of teachers and staff), Effectiveness of HR management in schools, Challenges in HR management in SDN Laladon 03 Bogor.

Data analysis was conducted on 35 questions used as data collection instruments. The results of the analysis showed that only 19 questions were declared valid after going through the validity test, while the other 16 questions were invalid and removed from the instrument. Instrument validity can be determined through several methods, including content validity, construct validity, and criterion validity (Creswell, 2013).

Results and Discussion

This study used a questionnaire instrument with a Likert scale to determine respondents' perceptions regarding human resource management (HRM). From a total of 35 questions, 19 questions were declared valid after going through the validity test, and 16 questions were invalid, so they were removed from the instrument. This validity is a very important position for testing the validity of the instrument (Ihsan, 2015). Furthermore, according to Babbie Earl (2013) The validation procedure is very important to confirm that the instrument accurately measures the intended parameters.

The findings of this research indicate that the Likert scale-based questionnaire is an effective tool for measuring respondents' perceptions of human resource management (HRM) within the context of the primary school under study. Out of the total of 35 questions posed, only 19 were deemed valid following a rigorous validity testing process, while the remaining 16 questions failed to meet the necessary criteria and were subsequently excluded from the instrument. This discovery is of paramount importance, as the validity of the instrument represents a critical step in the research process, ensuring that the questions employed are indeed capable of accurately measuring the intended parameters. As noted by Ihsan (2015), the process of validity testing not only guarantees the measurability of variables but also significantly contributes to the overall reliability of the research. This establishes a solid foundation for further analysis regarding perceptions of HRM within the school setting.

Moreover, the results indicating that 19 questions were validated suggest that this instrument successfully captures essential dimensions of HRM as perceived by the respondents. As explained by Babbie Earl (2013), the validation procedure is a crucial aspect in ensuring that the measurement tool used is genuinely appropriate for the research objectives. By employing a validated instrument, researchers can gather more valuable and pertinent data concerning the performance of HRM within the school environment. These findings also present an opportunity to utilize the generated data as a basis for enhancing practices in human resource management, recognizing the significance of teacher and staff engagement and contributions in supporting the achievement of high-quality educational outcomes.

After the validity process, a reliability test was conducted to assess the consistency of the instrument. The reliability test results showed a Cronbach's Alpha value of 0.893, which is much higher than the commonly accepted threshold of 0.60 (Tavakol & Dennick, 2011). This value indicates that the instrument used is highly reliable and can be relied upon for data collection. High reliability indicates that the results obtained from the instrument will be consistent if repeated under the same conditions (Field, 2024)

In summary, this study underscores the importance of employing a robust and validated questionnaire to accurately assess perceptions of HRM in educational settings. The emphasis on the validity of the instrument not only enhances the quality of the research but also provides actionable insights that can lead to improvements in HRM practices, ultimately benefiting the educational institution and its stakeholders. The implications of this research extend beyond mere data collection, as they foster a deeper understanding of the intricate dynamics of HRM and its impact on the educational landscape

Furthermore, the reliability test was carried out, the results of the Reliability test obtained the Cronbach's Alpha value from the SPSS is 0.893. These results indicate that the instrument is reliable (reliable/consistent) because the significant value of 0.893> 0.60. It can be concluded that the instrument is reliable (consistent / reliable). In accordance with (El

Hajjar, 2018) Instrument reliability is determined using Cronbach's alpha measurement to show internal consistency. An item is considered reliable if Cronbach's alpha score is greater than 0.6

The results of the reliability test, which yielded a Cronbach's Alpha value of 0.893 for the questionnaire instrument used in this study, affirm that the measurement tool applied possesses a very good internal consistency. This value exceeds the commonly accepted threshold of 0.60, indicating that each item in the questionnaire is reliable for measuring the intended variables. According to El Hajjar (2018), the reliability of an instrument is an essential factor in research as it ensures that the results obtained are consistent and can be replicated in similar contexts. In other words, this high Cronbach's Alpha value provides confidence that the data collected from respondents accurately reflects their perceptions.

Furthermore, the findings regarding the reliability of this instrument enhance the robustness of the research, as a highly reliable instrument facilitates data analysis and interpretation. The accuracy and consistency in measurement increase trust in the obtained results, which is crucial for formulating data-driven policies or recommendations. Additionally, the results demonstrating the integrity of this questionnaire can serve as a foundation for further studies focused on the development and implementation of human resource management within educational settings. With strong validity and reliability testing, this research not only contributes to the academic understanding of HRM but also provides practical guidance for decision-makers in enhancing educational quality. So overall, the findings of the analysis show that the instruments used in this study meet the required validity and reliability standards.

Table 1. Descriptive statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
VAR00001	19	29.00	95.00	124.00	109.0000	10.23610	104.778
Valid N (listwise)	19						

From Table.1 above for there are a total of 19 respondents who provided valid data related to HR appraisal in schools. The range of values is 29.00, indicating considerable variation in respondents' perceptions of HR appraisal. The minimum value is 95.00 and the maximum value is 124.00, indicating that in general the HR assessed by respondents is in the medium to high range. The average HRH score of 109.00, which is close to the maximum score, indicates that the majority of respondents rated the quality of HRH in schools as good or very good. This assessment could be influenced by effective teacher development programs or leadership that supports improving the quality of educators.

This variation can be interpreted as significant differences in views among respondents regarding the quality of existing HRH, which can be influenced by a variety of factors, including personal experiences and expectations of HRH in schools (Harris & Jones, 2016). The minimum score of 95.00 and the maximum score of 124.00 indicate that in general, respondents' assessment of HRH is in the medium to high range. This shows that although there is variation, the majority of respondents tend to give a positive assessment of the quality of HR. The average HR score of 109.00, which is close to the maximum score, indicates that the majority of respondents rated the quality of HR in schools as good or very good. This positive assessment may reflect the success of development programs that have been implemented in schools, such as training and workshops for teachers (Darling-Hammond, 2017)

Human Resource Management (HRM) is not just a series of administrative tasks, but a foundation that carves a trail for the success of educational institutions. (Nasir et al., 2023).

Factors influencing this assessment may include effective teacher development programs and leadership that supports the improvement of the quality of the teaching force. Research shows that good leadership in schools can contribute to improving the quality of teaching and learning, as well as increasing teacher motivation and performance (Leithwood et al., 2008). Structured and sustainable professional development programs can improve teachers' competencies, thus having a positive impact on the quality of human resources in educational institutions.

Conclusion

From the research that has been carried out, the following conclusions can be conveyed: This study successfully identified and analyzed the quality of Human Resources (HR) in educational institutions using questionnaires as the main tool for data collection. The results of the analysis showed that the majority of respondents gave a positive assessment, with the average HR score approaching the maximum level, indicating that the HR in the school was rated as good or very good. It also can be concluded that the instrument used has adequate internal consistency. This confirms that the data collected can be relied upon to provide an accurate picture of the quality of human resources in the educational institutions studied. Overall, the results of this study suggest that good HRM, including professional development programs and supportive leadership, contribute to improving the quality of educators. The findings provide important insights for decision-makers in educational institutions to continuously improve the quality of HRH through effective policies and programs.

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