PERSPECTIVES ON HUMAN RESOURCE MANAGEMENT AND THE CONCEPT OF SCHOOL-BASED MANAGEMENT (SBM) IN INDONESIA (A SIMPLE LITERATURE REVIEW)

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Introduction

In general, management actions in companies are oriented toward the efficient and effective achievement of organizational objectives. Organization is a management activity and management is the process of coordinating the efforts of persons, groups, and other resources for the purpose of achieving objectives. In other words, management behavior is exclusive to the context of an organization, which includes businesses, schools, and others. (Maradatilla, 2020)

Management is seen as a process of achieving predetermined organizational goals through the interaction of resources and the division of tasks with professionals. Therefore, management is seen as efforts made by people to achieve organizational goals through the process of optimizing human, material and financial resources. So that management is also seen as a form of coordination and integration of various resources (human and how) to solve specific goals and objectives that are related (general). So that management is seen as a form of work that includes the coordination of human resources-land, labor, and capital to complete organizational targets. Which in essence refers to a central conclusion, namely the achievement of predetermined organizational goals, both goals of a special nature and goals of a general nature. The achievement of the orgaization goals is carried out by means of interaction, coordination, integration, and division of tasks in a professional and proportional manner to manage existing resources, both human resources (labor), materials (land), finances (capital), and the means used. In this context, professionalism is interpreted as a form of division of tasks in accordance with the expertise and skills of the human resources in the organization. Meanwhile, proportionality is interpreted as a balanced division of tasks between the abilities possessed by human resources and the workload that must be fulfilled. So that due to this attempt, every human resource participating in attaining the organization's goals is not overburdened, which would result in the slow or even failed completion of the intended aim. So that enterprises always try to incorporate management, as well as school organizations that require School-Based Management-based governance. The law National Education System Number 20 of 2003 mandates the implementation of school-based management in Indonesia "The management of early childhood, elementary, and secondary education units is based on minimal service standards and the school-based management principle. education Division National Republic of Indonesia identifies SBM as School-Based Quality Improvement Management, defined as "On the basis of national education policies, a management model that gives schools more autonomy and encourages participatory decision making that actively encompasses school members to develop school quality(Istijarti et al., 2019), therefore the purpose of this paper is to simply examine the perspective of Human Resources management and School-Based Management.

Method

This paper uses research methods with literature analysis techniques carried out to reveal simply the point of view of Human Resource Management and School-Based Management (SBM) in a qualitatively descriptive focus on existing literature, both hard copy and online, which is then taken a relationship between the two.

Discussion
Human Resources

Human resources are the entirety of an individual's cognitive and physical talents. An individual's conduct and nature are defined by his ancestry and surroundings, and his job accomplishments are motivated by his desire to achieve personal happiness. Human resources are assets in all elements of management, particularly those pertaining to an organization's survival (Hill, 2017)

According to (Dewi and Harjoyo, 2019), human resources are all the capabilities or potentials that humans possess, such as reason, affection, the desire for freedom, social feelings, the ability to communicate with others, the ability to create, taste, emotions, and works. Consequently, we must comprehend that human resources must be viewed as the source of the organization's usable human

strength. There are three more strategic resources that organizations must possess in order to become exceptional businesses. The three essential assets are:

1)   *Financial resources,* which are resources in the form of funds / financial capital owned.

2)   *Human resources,* which are resources that are in the form and derived from humans which can be appropriately referred to as human capital.

3)   *Informational resources,* which are resources derived from various information needed to make strategic or tactical decisions.

Of the three *strategic resources* , almost all major and modern leaders now recognize that the most difficult to obtain and manage are human resources, namely human resources that have the right quality as desired by the company.

(Greer, 2017)posits that human resources are the potential contained within humans to accomplish their role as adaptive and transformational social beings who are capable of managing themselves and all the potential contained in nature to achieve the well-being of life in a balanced and sustainable manner. In a practical, everyday sense, HR is properly appreciated as an integrated component of an organization's structure. Therefore, HR professionals in the field of psychological studies must major in business and organizations.

From the understanding stated, broadly speaking, human resources can be interpreted as individuals who work in an organization as assets that must be maintained, trained, and developed because they are the drivers of the organization, where the past paradigm that states that human resources as a factor of production has fallen by the paradigm that human resources are actually assets.

Human Resource Management

Human Resources is a significant organizational asset, and the organization's performance is dependent on how it is utilized through human resource management, which attempts to ensure that the firm achieves success through its people. HRM is distinguished by its premise that performance enhancement is achieved through the organization's employees (Mwaniki & Gathenya, 2015)

According to (Mangkunegara, 2017) "Human resource management is a planning, organizing, coordinating, implementing, and supervising the procurement, development, provision of services, integration, and separation of manpower in order to achieve organizational goals". Human resource management may also be defined as the administration and usage of individuals' current resources (employees). Management and utilization are optimized in the workplace in order to meet corporate objectives and foster the growth of individual personnel.

(Bukit, 2017)defines human resource management as a component of management that encompasses, among other things, planning, organizing, and directing. HRM manages human resources, specifically people who are willing, able, and prepared to contribute to the stakeholders' goals. HRM is concerned with the welfare of its employees so that they may collaborate effectively and participate to the organization's success. HRM is a system with several functions, policies, activities, or procedures, such as recruitment, selection, development, compensation, retention, evaluation, and others..   It also more specifically says that, "HRM is an activity of planning, procurement, development, maintenance, and use of HUMAN RESOURCES to achieve goals both individually and organizationally."

Human Resource Management Function

Human resource management is a system that is part of the most central process of activity, since it is a series to achieve goals. Therefore, in order for this human resource management activity to run smoothly, it can take advantage of management functions.

A key objective of human resource management would be to guarantee that a business has access to a trained and prepared staff. In addition, there are a number of objectives, specifically, HRM goals that are comprised of four components: social, organizational, functional, and individual. Personal Objectives: The individual goals of the employee must be maintained, guarded, and incentivized in order to enable the employee to attain his or her personal goals, insofar as these goals strengthen the employee's loyalty to the firm. Organizations should solve the problem in order to preserve the division's commitment to accurate measurement. When human asset management is on the cutting edge to handle organizational difficulties, resources are wasted. (Лифшиц & Lifshits, 2017).

According to (Supomo, 2018)the functions that human resource management are as follows:

1) *Planning*. Effectively and efficiently plan the personnel to meet the needs of the business in achieving its objectives.

2) *Organizing*. Activities to coordinate entire employees by developing labor division, labor relations, delegation of authority, integrity, and coordination according to the organization hierarchy.

3) *Directing*. Activities encourage all employees to cooperate efficiently and effectively to fulfill the company's, employees', and community's objectives.

4) *Controlling*. Activities control all employees in order to comply with company regulations and work in accordance with company plans.

5) Procurement of Labor (*Procurement*).   The process of withdrawal, selection, placement, orientation, and induction used to acquire personnel who meet the company's needs.

6) *Compensation*. Offering both direct and indirect services in the form of money or commodities in exchange for services rendered to the company by employees.

7) *Development*. Employee development is the process of enhancing their technical, theoretical, conceptual, and moral skills through education and training.

8) *Integration*. Activities designed to bring together the interests of the company and the requirements of its employees in order to foster cooperation that is harmonious and mutually beneficial.

9) *Maintenance*. Activities designed to preserve or enhance the physical, mental, and emotional well-being of employees so that they are prepared to continue working together until retirement. A welfare program based on the demands of the majority of its employees facilitates effective maintenance.

10) *Discipline*. The desire and awareness to comply with the rules of the enterprise and social norms.

11) Termination of Employment (*Separation*). The breakup of a person's employment relationship from an enterprise. This termination of employment can be caused by the wishes of the employee, the desire of the company, the employment contract to expire, retirement and other causes.

School-Based Management (SBM) Concept

Such a management model is aimed at providing independence to schools and improving the quality of education based on national education policies. Through SBM, each education unit can determine its own policies to improve the quality and relevance of education by accommodating the wishes of local communities and establishing close cooperation between schools, communities and governments in shaping the personality of students. This management approach, is one management system that is broad in various aspects. (Ardiansyah, Dirjo, Mujakir, 2018)

In developed countries, it is recognized that school-based management, self-based management or site-based management (SBM) has the potential to bring about improving the quality of education.

School-Based Management Objectives (SBM)

SBM strives to empower schools by allowing them autonomy to enable schools to make decisions in a collaborative manner. Specifically, MBS tries to:

1) Improve the education quality through school autonomy and initiatives in resource management and empowerment;

2) Increase the concern of school residents and the community in organizing education through joint decision-making;

3) Increase school responsibility to parents, the community, and the government on the quality of schools;

4) Increase healthy competition between schools about the quality of education to be achieved. . (Ardiansyah, Dirjo, Mujakir, 2018)

According to the Ministry of National Education of the Republic of Indonesia, the primary objective of SBM under the MPMBM model is to enhance the quality of education through school autonomy and initiatives in managing and empowering available resources. Second, raise the community's and school's knowledge of the application of education through shared decision-making. Increase the principal's school-related responsibilities. Increase the healthy competition amongst schools regarding the level of education to be attained (Lazwardi, 2018)

Scope of School-Based Management

Through SBM, school management is given the flexibility to manage itself in various ways. Whether a school is successful in carrying out the educational process depends entirely on the management of the school. Like a skipper sailing in the middle of the ocean, it is the skipper who determines where his ship is headed and how it technically sails the ocean. Of course, there is a manual that **guides** how to control the ship, but what technicalities and how to do when sailing, are entirely the responsibility of the skipper, assisted by the crew. SBM has a wide scope covering various aspects, namely:

1) SBM is the autonomy of the education unit in managing education in the education unit concerned. In this case, the principal and teachers are assisted by the school committee in managing education.

2) The principal's authority to independently determine for the educational units he manages in the field of management, which includes strategic and operational plans, organizational structure and work procedures, audit systems and internal supervision; and an internal quality assurance system.

These are the scope of SBM where each education unit has the authority to manage educational activities in the education unit.

In addition, SBM is also often interpreted variously so that no model has been found that best suits the real conditions of each school in every condition that suits its local context. It is therefore necessary to have a text on SBM that is compiled conceptually and relevant according to the real conditions in the school . (Ardiansyah, Dirjo, Mujakir, 2018)

Benefits of School-Based Management

Through SBM, various benefits are obtained, including:

1) School policies and authorities are derived from the real conditions experienced by the school and have a direct influence on students, parents, and teachers;

2) Local resources can be utilized optimally and relevantly;

3) There is a shared attention to making decisions that have a direct impact on teachers, school management, school redesign, planning changes;

4) Education management can run more effectively;

5) SBM provides opportunities for teachers and principals to be more effective in managing schools due to participation and a high sense of ownership and involvement in making decisions. School administrators will have control and accountability over the school environment. Central and basic education managers only play a role in serving the needs of schools.

6) SBM will create power sharing between the central and local governments, as well as schools that require careful arrangements based on cooperation and consistent in their respective obligations, authorities and responsibilities.

In the SBM concept, the central government is obliged to formulate national ideals and strategies for education, national curriculum, publication of certain textbooks, and accountability in educational quality. Meanwhile, the local government is obliged to organize hr development (teachers and principals), regulate recruitment, appointment and placement, career development, transfer, promotion, and dismissal of teachers. The school is obliged to regulate class hours, in which classes lessons are given or not in managing the national curriculum, what benchmarks are used to assess curriculum achievement, flexibility in managing school resources and in including the community in improving school performance. (Ardiansyah, Dirjo, Mujakir, 2018)

Implementation of School-Based Management

In implementing SBM in schools, it is necessary to take steps that are carried out in stages according to school conditions. In this stage, it is necessary to pay attention to the implementation stage and indicators of achieving the results.

1) Implementation Stages

In general, the implementation of SBM is grouped into three stages, namely the understanding stage, the implementation stage and the strengthening stage.

a) Understanding Stage

Includes the basic idea of SBM in the ranks of the Ministry of Education and Culture and stakeholders, career clarity and policies that are the authority of the central, regional and school authorities. Changes in the pattern of sub-coordination relations, changes in attitudes and behaviors of both bureaucratic and community leaders, deregulation of rules, and transparency and accountability.

b) Implementation Phase

The implementation stage can be carried out under various conditions, among them.

1) The school can receive information about SBM in a complete and acceptable (acceptable) manner, its meaning is philosophically, logically, and accountable;

2) Benchmarking schools that have implemented SBM first, and identifying all the problems faced;

3) Develop the stages of implementation within the easiest scope first.

4) Initiate application according to the local context;

c) Strengthening Stage

Strengthening the implementation of SBM is carried out simultaneously from time to time by conducting periodic evaluations and strengthenings, so that a truly appropriate implementation model is obtained.

2) MBS success indicators

The success of SBM is characterized by a number of indicators, including:

a) Strengthening democratic and professional school leadership;

b) Increased community participation in supporting the implementation of education by schools;

c) The emergence of high team work in school management;

d) Increased independence of schools in the face of various challenges in the world of education . (Ardiansyah, Dirjo, Mujakir, 2018)

Conclusion

Human resource management (HRM) is an activity or management system that holds and manages available, willing, and able human resources. The functions of human resource management consist of implementing and managing human resources adequately for the organization or company in order for it to run efficiently and achieve its goals. In addition, it can be constructed and maintained so that organizational functions operate with balance and efficiency, hence enhancing organizational governance.

Organizational governance and educational institutions require a solid framework in management and its application, particularly human resource management. School administration should be allowed to act autonomously, but they cannot since they require rules as a prerequisite for implementing school policies. School Based Management (SBM) serves as one of the management foundations of school management that allows schools greater autonomy and encourages the participation of all school residents and the surrounding community in collaborative decision-making in an effort to develop and improve the quality of education. The concept of decentralization of the SBM model is frequently misunderstood on a fundamental and philosophical level, causing SBM to be suboptimal, where it appears that the government, as the manager of education in one area, controls the school on a "autopilot" basis. Consequently, the role of human resource management in the implementation of school-based management is crucial.

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