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Human Resources (SDM) Excellent Through National Education

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Abstract

The effort to prepare superior human resources and competition in global era with high performance in all sectors is the hard work of educators. Achievement is certainly accompanied by the preparation and formation of educators in order to have adequate competencies and skills. In other hand, educators are prepared with pedagogic competence, personality competence, social competence and professional competence gained through professional education. The educational process can be known not only on the transfer of knowledges, but furthermore from that understanding it mainly changes or shapes the character of a person to be better, more polite in ethical, aesthetic or behavioral terms in everyday life. Cultural character education programs can be done directly (through education and training) or indirectly that is integrated in all activities and management of the campus as a whole.

Keywords: Human Resources; Education.

1. Introduction

One of the educational problems we face today is the low quality of education at every level and educational unit, especially primary and secondary education. Various efforts have been made, among others through various training and improvement of teacher qualification, provision and improvement of education facilities / infrastructure, and improvement of school management quality.

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Nevertheless, various indicators of educational quality have not shown an even improvement. School roles, especially in cities, show considerable quality improvements, but others are still of concern. From various observations and analysis, there are at least three factors that cause the quality of education does not increase evenly. First, the policy and implementation of national education using educational production function approach that is not implemented consequently. This approach sees that educational institutions function as centers of production where, when selected all inputs are needed in the production activities, they will produce the desired output. In reality, the expected quality of education does not occur, why? Because so far in applying the approach of education production function very concentrated on educational input and less attention to the education process. In fact, the educational process is very decisive output of education. Secondly, the implementation of education is still impressed centralized, so that the school as an education provider is very dependent on bureaucratic decisions, which sometimes the policies issued are not in accordance with the condition of the local school. Thus the school loses independence, motivation, and initiative to develop and promote its institutions including improving the quality of education as one of the goals of national education. Third, the participation of the community, especially the parents of students in the implementation of education is lower. Public participation is generally more funded than education (decision making, monitoring, evaluation, and accountability). With regard to accountability, schools have no burden to account for the results of educational implementation to the community, especially parents, as one of the main stakeholders with an interest in education.

2. Literature Review

National education [3]. Constitution of the Republic of Indonesia serves to develop the ability and form the character and civilization of a dignified nation in order to educate the nation. National Education aims to develop the potential of learners to become human beings who believe, and piety to God Almighty, morality, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible. To carry out the function. The government organizes a national education system as stated [3]. One important component for the implementation of a directed National Education System is the presence of the curriculum. The curriculum is developed based on the principle that learners have a central position to develop their potential to become complete human beings as outlined in national education objectives. To support the achievement of these goals, the potential development of learners should be suitable to the potential, development, needs, and interests of learners and environmental demands. In the present era, which is often called the era of globalization, formal education institutions have an important task to prepare qualified human resources (HR) in the future. In this educational schooling environment, professional teachers hold the key to improving the quality of human resources in the future. Teachers are professionals who perform basic tasks and functions to increase the knowledge, skills, and attitudes of learners as human advantages of Indonesia's future. In this era of global competition, the trend of education has a shift in orientation that puts the whole human development through education and training with various types, levels, nature and form. Indonesian human education is fully idealized to be the end of the achievement of national education which until now became the dream of the Indonesian nation. As personal figure has not yet been generated, so educational institutions are made an alternative expectation, as the main instrument human processes that is to appreciate and give freedom to opinion and expression. Such a reward is a seed that begins to grow, and as a process of freedom is constantly

champions [3]. The government never stops trying to improve teacher professionalism and teacher welfare. The Government has taken strategic steps in the framework of improving the qualifications, competence, welfare, and legal protection and professional protection for them. These strategic steps need to be taken, because the high appreciation of a nation towards teachers as a person of dignified profession is a reflection as well as one measure of the dignity of a nation.

Until now the number of population of teachers in Indonesia is very large. Nationally there are still many teachers who do not meet the requirements of academic qualifications. The data in 2008 the number of teachers who have not qualified S-1 / DIV as much as 1.656.548.

To accelerate all teachers meeting the requirements of educational qualifications expected to be completed 2015 in accordance with the mandate [6]. The government through the Ministry of National Education since 2006 to subsidize the improvement of teacher qualifications in the elementary and middle education units are being and will take the education level S1 / D-IV, both civil servant teachers and non-civil servant teachers. In line with that, the implementation of teacher certification that has been started since 2007 will continue to be done, so it is expected that existing teachers and have met the requirements can obtain the certificate in accordance with the criteria and timeframe set in the law.

In an effort to bring education closer to the potential, development, needs, and interests of learners and the environment, it is necessary to develop a curriculum compiled with reference to the Content Standards (CS) and Competency Standards of Graduation (CSG) that have been established by the government to ensure the achievement of national education objectives. The preparation of this curriculum is one of the efforts of schools to accommodate the existing potentials in the regions and to improve the quality of educational units, both in academic and non-academic aspects, maintaining / developing regional culture, and mastering the development of Science and Technology (IPTEK).

1. Legal Basis

- 1) National Education System [3].
- 2) Concerning Local government [3].
- 3) Fiscal Balance between Central Government and Local Government [6].
- 4) Basic Education [7].
- 5) Regional Financial Management [9].
- 6) Principal Standards [9]
- 7) Regarding the Standard Education Management by Basic and Secondary Education [6].
- 8) Education Standards [9].
- 9) Content Standards [8]
- 10) Graduates Competency Standard [7]

2.1. Learning Materials

a. Basic Education of Unit Content Standards

The Content Standards for elementary and secondary education [8] units is as follows:

Table 1: Government Regulation

Subject	Contents Coverage
Religion and Majesty	Shaping learners into human beings who believe in God namely: have ethics and character or moral as the religious education
Citizens and Personality	Increasing the awareness and insight of learners about the status of rights and obligations in the life of society, nation and state and improving the quality of himself as a human being, increasing the horizon of nationality, the patriotism of the State defending, the appreciation of human rights in the pluralism of the nation. To acquire basic competencies of science and technology and to cultivate scientific thinking critically, creatively and independently. Increased sensitivity, ability to express and the ability to appreciate beauty and harmony, which includes: appreciation and expression both in individual life, and in community life so as to enjoy and be grateful for life and create a harmonious togetherness
Science and technology	To increase the physical potential and to cultivate sportsmanship and awareness of healthy life both individual and collective societies, such as: freedom from free sexual behavior, drug addiction (HIV); (AID), and other diseases potential for outbreaks
Aesthetics	
Physical, Sports and Health	

3. Method

This research is conducted systematically by following the technique of data collecting and data analysis. The data in this study was taken from the Education in North Tapanuli. The source of data was Headmaster with different education area . The participants for this case study are selected randomly. Permission was also obtained from them to participate in this research and informed that their identities would be kept confidential and the purpose of this research was also explained to them.

3.1. Data Collection Methods

The technique of data collection will be used documentary technique. The data will be collected through 3 steps, they are: 1) observing; 2) recording and 3) transcribing. The observation will be used firstly. The researcher will be applied the direct observation when participant are engaged in conversation. [2] say that observation is one of the common ways in qualitative research since qualitative research is naturalistic. In this study, observation will be done during the participants are engaged in different education background. Then, headmaster will be recorded during they are engaged in human resources. The main purpose of recording is to be able to get the natural data.

4. Result And Discussion

Human resource development is an effort to improve the quality of education personnel, through education and training. There are two types of human resource development, namely: formal and informal development. Both types of human resource development are in fact not dichotomous, but complement each other as an effort to improve the quality of human resources. There are five important domains in human resource development in the field of education, namely: professionalism, competitive power, functional competence, participative excellence, and cooperation. Development of the five domains is required effort of integrated quality control or total quality control (TQC). In addition, education and training as a vehicle for the development of human resources required an integrated training program in order to achieve its effectiveness. In the effort of human resource development should be based on the principle of quality improvement and work ability. There are several human resource development objectives, they are : 1) improving competencies conceptually and technically; 2) increase work productivity; 3) improving efficiency and effectiveness; 4) improve employment status and career; 5) improving service to clients; 6) moral-ethical enhancement; and 7) improving welfare.

5. Conclusion

Based on the data analysis, it can be concluded that there are consistent human resources (SDM), excellent through national education, Education can provide solutions to the problems faced by human beings, given the view of human beings who become the object and subject of comprehensive education and the goal is perfection and excellence that reaches the present and intellectual life with the following characteristics: 1) sensitive to the problem. Because such sensitivity is a creative step to start work; 2) work unconditionally in the scientific tradition, selfless work means objective attitude, truth and critical love; 3) be wise; 4) responsibility. A scientist is obliged to seek, discover and utilize knowledge for the benefit of human life, as well as responsible for what happens next. Integrating (IQ); (EQ) and (SQ) in the learning process by developing the potential of the learners in an optimal and balanced way to prepare students in the earth intelligent, independent, and creative, and responsible to the nation.

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Competing Interest

The authors declare that they have no competing interest.

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