

Human Resources Development Strategies in Overcoming the Shortage of Educators and Education Personnel

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Abstract: The purpose of this study is to analyze the human resource (HR) development strategies adopted by SD Negeri 1 Jlegong in response to an acute staff shortage. The school is hampered by significant human resource shortages, particularly the absence of two classroom teachers, one physical education teacher, and the crucial position of school janitor. As a result, the principal must assume teaching responsibilities, full-time teachers are assigned outside their primary areas of expertise, and cleaning duties are divided on a rotating basis between staff and students. Using descriptive qualitative methods, this study collected data through observation, interviews, and documentation. The findings reveal that SD Negeri 1 Jlegong addresses these shortages through internal staff empowerment, teacher collaboration, the expansion of the principal's dual role, and a picket system (a mandatory cleaning duty roster). While these solutions are effective in maintaining day-to-day school operations, they emphasize that they are not sustainable long-term solutions unless supported by new government policies for the recruitment of permanent teaching and non-teaching staff.

Keywords: human resource development, teaching staff, education personnel, school management.

Introduction

Human resources are an essential pillar in realizing the quality of education delivery (Paliukh et al. 2025). Within the scope of educational institutions, human resources are categorized into two main components, namely educators (teachers) and education personnel (non-teacher employees), which synergistically support the effectiveness and sustainability of the learning process (Suwannatarn 2020). The smooth running of the education system in schools is highly dependent on the availability and optimality of these two elements (Martínez-Campillo and Fernández-Santos 2020). This view is reinforced by (Ariyanto 2020) which places human resources as the main determinant of the success of educational institutions, considering the central role of teachers and education personnel as the driving force for the achievement of educational goals.

In the context of basic education, human resources are a fundamental component that plays a direct role in the success of achieving educational goals (Permatasari and Tandiyuk 2023). Teachers play a role as the spearhead in the delivery of knowledge and the formation of students' character, while education staff support the smooth running of school management so that it runs in an orderly, systematic, and sustainable manner (Swargiary 2024). The limited number and quality of human resources in these two components can hinder the implementation

of school programs, reduce the quality of learning, and have an impact on the low achievement of minimum service standards (SPM) for education (2025).

This problem is also experienced by SD Negeri 1 Jlegong, one of the elementary schools under the auspices of the District Education Office, which faces significant challenges in the form of a shortage of educators and education personnel. Based on the results of observations and interviews, it is known that this school lacks two classroom teachers, does not have a sports subject teacher, and the absence of school guards. The implication of this condition is the emergence of a double workload on school principals and teachers. The principal is forced to concurrently teach duties, while the class teacher must teach sports subjects that are not his area of expertise. In addition, the absence of cleaning personnel necessitates the implementation of a collaborative picket system between teachers and students as a temporary solution to maintain school cleanliness.

This situation requires an innovative, adaptive, and collaborative human resource development strategy to ensure the effectiveness of teaching and learning activities (Zaakiyyah 2024). In the education management paradigm, human resource development is not only limited to improving competencies through training, but also includes empowering education personnel, proportional division of duties, and inspiring leadership of school principals (Al Faruq et al. 2024). School principals have a strategic role in facilitating the career development of educators through planning, organizing, and continuous supervision to ensure the quality of learning (Pisriwati, Hardi, and Siswanto 2024).

Furthermore, effective human resource development is a long-term strategic investment for educational institutions (Hasan, Yahya, and Sulolipu 2023). Study by (Lutfiah, Maisyaroh, and Benty 2024) Demonstrating that professional training and development, administrative staff can play an important role in improving their competence. Therefore, investing in the competency development of administrative staff will improve the school's performance and students' overall academic achievement.

Various previous studies have emphasized the importance of human resource development as a key factor in improving school quality. The development of educational human resources must be directed at improving the professional competence of teachers through training, academic supervision, and continuous coaching (Julianda et al. 2024). The effectiveness of school management is greatly influenced by the right recruitment and placement strategies for education personnel (Amrulloh 2024). The importance of workload analysis as a basis for planning for educator needs, especially in areas with geographical and infrastructure limitations (Afutor 2020). Collaboration between local governments, communities, and educational institutions can be an alternative solution in overcoming human resource limitations through partnerships and community empowerment (Wisnumurti et al. 2020).

However, most previous research has focused more on improving individual competencies through training and certification, rather than on developing comprehensive strategies that are able to overcome human resource shortages from the managerial side and internal policies of schools. There have not been many studies that discuss how elementary schools in areas with limited resources are able to design human resource development strategies that not only increase capacity, but also optimize existing potential. Thus, there is a scientific novelty in this study that focuses on the development of a human resource strategy model based on the real needs of schools.

The scientific novelty of this research lies in the effort to integrate need-based human resource development strategies with a collaborative approach and optimization of internal school resources. This research not only focuses on improving the individual competencies of teachers and staff, but also on role management, workload redistribution, information technology utilization, and partnerships with external parties to support the sustainability of school operations. This approach offers a new perspective that human resource development does not depend solely on external interventions such as new recruitment or formal training, but also on managerial innovation and adaptation of the school's internal systems.

Based on the description above, this study aims to analyze the condition of human resources in SD Negeri 1 Jlegong, identify the human resource development strategies that have been implemented to overcome the shortage of educators and education personnel, and evaluate the level of effectiveness of these strategies in maintaining the quality and sustainability of the educational process in elementary schools.

Theoretical Studies

1. Definition of Human Resource Management (HR) Education

Human Resource Management (HRDM) in the field of education is a set of managerial activities that are organized to acquire, develop, maintain, and motivate educators and education personnel so that the goals of educational institutions can be achieved effectively, efficiently, and sustainably. In practice, HRM education includes key functions such as workforce needs planning, recruitment and selection, employee placement, competency development through training and coaching, as well as performance appraisal and compensation systems. The entire process is carried out by paying attention to the characteristics, culture, and dynamics of educational institutions, both at the elementary, secondary, madrasah, and university levels (Ajabar 2020).

2. Human Resource Development in Educational Institutions

Human resource development in educational institutions is oriented towards improving the professional competence of educators and education staff, including pedagogical, personality, social, and professional aspects. In addition, development is also directed at increasing institutional capacity through various forms of activities such as training, mentoring, mentoring, coaching, career management, and knowledge management. The HR development process usually begins with a needs analysis, then is prepared in the form of program planning, implementation of activities (such as in-service training, workshops, or continuous professional development programs), and ends with an evaluation to assess its effectiveness and impact on learning quality and institutional performance. The results of empirical research show that human resource development programs that are systematically designed and accompanied by a thorough evaluation are able to increase organizational effectiveness and contribute positively to the image and performance of educational institutions (Famella 2025)

3. Educators and Education Personnel

In the national education system, educators are defined as individuals who play a direct role in the learning process, such as teachers and lecturers. On the other hand, education personnel are a supporting component consisting of administrative staff, librarians, laboratories, technicians, and other personnel who function to support the implementation of educational activities. The two groups have complementary roles: the

success of learning depends not only on the pedagogic competence of teachers, but also on the professionalism of education personnel in carrying out administrative and technical functions. Therefore, human resource management in educational institutions needs to accommodate the needs of each group, for example through pedagogical training for teachers and technical or administrative training for education personnel (Komariyah et al. 2021).

4. The Role of Principals in Human Resources Development

The principal has a strategic role as an instructional and managerial leader in developing human resources in the school environment. These responsibilities include identifying training needs, designing a program to improve professionalism, providing supporting resources such as time and budget, and establishing a collaborative learning culture. The principal also acts as a facilitator who encourages collaboration between teachers, carries out academic supervision, and evaluates the implementation of development programs. Several studies show that a proactive, participatory, and collaborative leadership style of a school principal has a positive correlation with improving teacher competence and overall school performance. In addition, the principal is expected to be able to empower education personnel so that all elements of the school can function synergistically to achieve optimal quality of education (Syarifuddin 2020).

5. Effectiveness of Human Resources Development

The effectiveness of human resource development programs can be measured through increasing the competency of participants at various levels of evaluation, ranging from reactions, learning, behavior changes, to results or impacts caused. Success indicators are also reflected in improving the quality of education, which includes improving the learning process, improving student learning outcomes, and increasing organizational productivity. Comprehensive evaluation generally uses a mixed approach, utilizing instruments such as pre-post tests, classroom observations, interviews, and document analysis. A number of evaluative studies reveal that development programs that are structured based on real needs, based on the principles of adult learning (andragogi), and obtain strong leadership support, have the potential to result in significant changes in work behavior and improved performance of educational institutions (Harsono et al. 2024)

Method

This study uses a qualitative approach with a descriptive method. This approach was chosen because the research focuses on an in-depth understanding of the condition of human resources in SD Negeri 1 Jlegong and the strategies implemented by the school in overcoming the limitations of educators and education. The qualitative descriptive method allows researchers to describe reality systematically, factually, and accurately based on data obtained in the field. This research was carried out at SD Negeri 1 Jlegong which is under the auspices of the District Education Office, with the implementation of the research taking place from May to July 2025, including the stages of observation, interviews, document collection, and data analysis.

The informants in this study include school principals, classroom teachers, subject teachers, school committees, and several students as supporting data sources. The selection of informants is carried out by purposive sampling technique, which is the selection of informants based on certain criteria that are in accordance with the needs of the research, namely

individuals who have a direct understanding of the management process and human resource development in schools. The data in this study was collected through three main techniques, namely observation, in-depth interviews, and documentation. Observations were carried out to directly observe learning activities, the division of teachers' duties, and the school cleanliness system. In-depth interviews were conducted with principals, teachers, and school committees to obtain information on internal empowerment strategies, leadership, and forms of collaboration between teachers in overcoming human resource limitations. Meanwhile, documentation is carried out by collecting school administrative data such as organizational structure, teacher and employee data, and school activity schedules as a complement to the results of observations and interviews.

Data analysis was carried out using an interactive model (Miles and Huberman 1984) which consists of three stages, namely data reduction, data presentation, and conclusion drawing and verification. Data reduction is carried out by selecting and simplifying data that is relevant to the focus of the research, then the data is presented in the form of a descriptive narrative to facilitate understanding, and the final stage is in the form of drawing conclusions and verification to obtain valid research findings. To ensure the validity of the data, the researcher used source triangulation techniques and triangulation techniques. Source triangulation is carried out by comparing data from school principals, teachers, and school committees, while technical triangulation is carried out by combining observation, interviews, and documentation results. This step is intended to increase the validity and reliability of the data so that the results of the research can objectively describe real conditions in the field.

Result and Discussion

Overview of the Condition of SD Negeri 1 Jlegong

SD Negeri 1 Jlegong is one of the public elementary schools under the auspices of the District Education Office. Based on the results of observations and interviews, this school faces the main problem in the form of limited human resources. These problems include a shortage of two classroom teachers, the absence of sports teachers, and the absence of cleaners and school guards. This condition has a direct impact on the division of tasks and the effectiveness of the implementation of teaching and learning activities.

The principal is required to concurrently serve as a teacher in the classroom, while other teachers also teach subjects outside their respective fields of expertise. In addition, due to the absence of cleaning personnel, the school implements a rotating picket system between teachers and students to maintain the cleanliness of the school environment. Despite facing various limitations, the learning process continues to run well thanks to the adaptive leadership of the principal and solid collaboration between teachers.

Human Resource Development Strategy

1. Internal Empowerment

The main strategy implemented by SD Negeri 1 Jlegong is the empowerment of internal human resources through optimizing the potential of available educators. Principals tailor workloads to individual abilities, provide motivation, and encourage teacher participation in online training and workshops to improve professional competence.

Effective human resource development must begin with needs analysis and followed by competency-based training (Bahri 2025). Internal empowerment at SD Negeri

1 Jlegong is an adaptive step that aims to ensure the continuity of educational activities even in the condition of limited personnel.

2. Collaboration and Synergy Between Teachers

In the face of a shortage of educators, teachers at SD Negeri 1 Jlegong developed a collaboration-based work system. They help each other in the learning process, preparation of administration, and implementation of extracurricular activities. The collaboration increases the efficiency of task implementation while strengthening solidarity among teachers.

Organizations that adopt the principle of collaboration tend to experience increased loyalty and work productivity (Harjanto et al. 2023). This is proven at SD Negeri 1 Jlegong, where the spirit of togetherness plays an important role in maintaining the smooth management of the school in the midst of limited workforce.

3. The Dual Role of the Principal as Leader and Educator

The principal at SD Negeri 1 Jlegong has a dual role, namely as an administrative leader as well as an educator in the classroom. This role ensures that all school functions continue to run well, as well as a means for school principals to set an example in discipline and work ethic.

The applied leadership model shows the character of participatory leadership, where collaboration, exemplary, and open communication are the main keys. Participatory leadership has a positive impact on teacher motivation, performance, and competence (June 2023). In the context of SD Negeri 1 Jlegong, the role of the school principal who is adaptive and communicative is a central factor in the success of school management.

4. Hygiene and Discipline Picket System

The absence of cleaning personnel is overcome through the implementation of a hygiene picket system involving teachers and students in turn. This system has proven to be effective in maintaining the cleanliness of the school environment and fostering a sense of responsibility and discipline in students. However, from a managerial perspective, this system is not ideal because it can reduce teachers' focus on academic activities. Therefore, in the long term, the support of regular cleaning personnel is needed so that the quality of learning is not disturbed and the effectiveness of teachers' working time remains optimal.

5. Effectiveness of HR Development Strategies

The results of the study show that the human resource development strategy implemented at SD Negeri 1 Jlegong is relatively effective in maintaining the stability of school operations. The learning process is still carried out well, and the work spirit of teachers is maintained through internal collaboration and participatory leadership.

However, the effectiveness of the strategy is still short-term. The effectiveness of human resource development programs can only be achieved optimally if it is accompanied by a continuous evaluation system, professional training, and structural policy support from the government (Bemelmans-Videc, Eriksen, and Goldenberg 2020). Without the addition of new educators and education personnel, this adaptive strategy cannot be used as a long-term solution.

Conclusion

Based on the results of the research and discussions that have been carried out, several conclusions were obtained as follows:

1. Human Resources (HR) Conditions

The condition of human resources at SD Negeri 1 Jlegong shows that there are significant limitations, especially in the number of educators and education staff. These shortcomings require every individual in the school environment to adapt by carrying out dual roles to ensure the continuity of the learning process.

2. School HR Development Strategy

The human resource development strategy implemented by schools includes internal empowerment, strengthening collaboration between teachers, active involvement of school principals as leaders and educators, and the implementation of a cleanliness picket system to foster discipline and shared responsibility.

3. Effectiveness of Strategies Implemented

This strategy has proven to be quite effective in maintaining the continuity of learning activities, but it does not have long-term sustainability because it is not balanced by structural policies that support the addition of new educators and education personnel.

4. The Need for Government Policy Support

Policy support from the government is an important factor to ensure the continuity of human resource development in schools. Adaptive and contextual policies will have a direct impact on improving the quality of education at the primary school level

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