TEACHER RESOURCE GUIDANCE STRATEGY IN DEVELOPMENT EFFORTS AT AL-WAHDAH TOJO UNA-UNA ISLAMIC ELEMENTARY SCHOOL

Suci Indasari

Department of Education Management, Gorontalo State University, Gorontalo, Indonesia

Suciindasari58@guru.sd.belajar.id

Abstract

Educational institutions require professional human resources who can carry out their functions to achieve the goals that have been set because, in the world of education, humans play an important role in improving the quality of education. Educators are educators or teachers. The situation of teachers in Indonesia still needs special attention. Incompetent teachers are one of the causes of the low quality of education. One of the causes is the lack of selectivity in recruiting teachers, even the lack of understanding of the role of the position and the benefits of the recruitment. This study uses a qualitative method. Qualitative research with descriptive methods is used to study various events that occur in research subjects, aspects, symptoms, or conditions that arise from field findings. The results of the study indicate that the strategy for developing teaching resources including planning, organizing, leadership, supervision, purchasing, training, compensation, discipline, and dismissal strategies at SD IT Al-Wahdah Tojo Una-Una has been carried out well and by the regulations given in that place.

Keywords: strategy, teacher resources

Introduction

Education plays a role in shaping a person's personality because education has a positive impact on all areas of life and human development with various aspects of their personality. The problem of not all schools achieving quality education cannot be separated from the existence of school management, namely school management and teaching staff.

In the world of education, educators and teachers have an important role in improving the quality of education, so educational institutions need good teachers who can carry out their duties to achieve the goals that have been set. The progress of science and technology in developed and developing countries is mainly determined by the development of human resource management (HR) (Abdurrahmat, 2016).

The role of teachers is one part of human resources in schools, and this must continue to be considered and improved so that the vision and mission of education can be achieved optimally and provide satisfactory results. Based on the Regulation of the Minister of Education Number 13 of 2007 concerning Principal Competency Standards, it is emphasized that principals must have five dimensions of minimum competency, namely: First, character skills. Second: Leadership skills

Given the role of teachers in school, development is very important, teachers need to be managed properly as part of teaching and learning activities through training and participation in learning activities. According to Porter, citing Freddie Lancetti, "Strategy is a very important tool for achieving competitive advantage." Freddy, 1994).

Physical and intangible resources include physical resources (infrastructure, facilities, equipment, finance, human resources) and intangible resources (technology and reputation) (Agustinus, 1996). According to Gary Dessler's statement quoted by Willy Susilo, "Human resource management is the management of people needed to carry out aspects of human resource management, such as recruiting, selecting, training, compensating, and training people. for rewards, and recognition" (Gary, 1997).

Flippo defines human resource management as combining management functions with operational functions in the field of personnel, namely: "Human resource management is the planning, organizing, directing, supervising, acquiring, developing, rewarding, integrating, maintaining, and releasing human resources to achieve various individual, organizational, and societal goals." (Hani, 2000)

In current conditions, schools are facing a complexity of problems that are not easy to solve, individual school conditions vary greatly and some are concerning. In short, it can be stated that the obstacles faced in school development are less functional management institutions, incomplete institutional organizations, inadequate educational facilities and infrastructure that also meet standards, inadequate practitioners, uneven placement of practitioners, low quality of teacher teaching and learning, irrelevant teacher expertise, and limited number of administrative staff (Abdul, 2000).

Departing from the problems mentioned above, it is very important to make effective efforts to improve the quality and quality of schools. Therefore, this study aims to find or concentrate on "Teacher Resource Development Strategies in the Development Efforts of SD IT Al-Wahdah Tojo Una-Una"

METHODS

This study adopts a qualitative approach with a case study method, which allows for in-depth exploration of the phenomenon being studied. A qualitative approach is one of the most effective approaches to understanding the complexity of human life because it focuses on exploring meaning, context, and subjective experiences. By using the case study method, this study aims to investigate a particular individual, group, or situation in a specific context, so that researchers can explore and understand the dynamics that exist as a whole.

The data collected in this study consisted of two main sources: in-depth interviews and participant observation. In-depth interviews are designed to create a space where respondents can share their experiences and views openly. Through these interviews, researchers not only obtain factual information, but also understand the emotions, perceptions, and values that influence individual behavior. This technique allows researchers to listen to the subjective voices of respondents and gain insights that are not always apparent in quantitative data.

Participatory observation, on the other hand, provides researchers with the opportunity to be directly involved in the social context being studied. By immersing themselves in the environment in question, researchers can observe the interactions and behavior of individuals in real situations. This method enriches the data obtained from interviews by providing a broader context. Researchers can note how social norms, customs, and interpersonal interactions contribute to an individual's experiences. Observation also allows researchers to see how existing situations can directly influence an individual's behavior and decisions.

This study employs a qualitative approach using the case study method. Data were collected through in-depth interviews and participatory observation. The research is qualitative, a type of research that generates descriptive data in the form of written and spoken words about people and their observable behavior. This research aims to gain a comprehensive understanding of specific individuals and their context. This method emphasizes the meaning, experiences, and perspectives of individuals or groups within a particular social context.

FINDING AND DISCUSSION

The role of the principal in improving teacher resources is very important, therefore a teacher resource development strategy is needed in an effort to achieve the expected results. The efforts of the principal of SD IT Al-Wahdah Tojo Una-Una for the teacher resource development strategy are to create a development program that includes:

1. Teacher Resource Development Planning Strategy in School Development Efforts

      "Human resource planning includes activities for recruitment, selection, training and development, and other personnel activities in the organization," according to T. Hani Handoko. For that, employee planning must also be done properly. In the world of education, teachers must also be placed properly to achieve educational goals. Determining employee needs quantitatively and qualitatively now and in the future is known as employee planning. Good and proper personnel preparation requires complete and clear information about the tasks that must be carried out by this organization. Therefore, before making a plan, job analysis and job analysis must be carried out to obtain a job description, which is a description of what work must be done. This information is very helpful in determining the number of workers needed. In addition, they produce job specifications, or job specifications, which provide an overview of the minimum acceptable workforce quality that is needed to complete the task well. In the strategic planning of teacher resource training for the development of SD IT Al-Wahdah Tojo Una-Una, the principal plans the development of the learning curriculum and helps teachers conduct assessments and select subject matter according to the education calendar, which consists of annual, semester, weekly programs, and learning program plans.

      At SD IT Al-Wahdah Tojo Un-a-Una, training materials are prepared by government regulations, such as Permendiknas Number 16 of 2007 concerning academic qualification standards and teacher competencies. This has become a mandatory task for the principal to improve teacher resources. This is also based on Article 10 Paragraph (1) of Law Number 14 of 2005 on Teachers and Lecturers, which states that teachers must have pedagogical, personality, social, and professional competencies obtained through professional education (Law Number 14 of 2005 on Teachers and Lecturers, 2009: 5).

      Human resource planning requires a system. This human resource management system specifically consists of four interrelated and comprehensive activities, namely: 1. Human resource inventory and inventory activities. This activity helps assess current human resources, including skills, abilities/qualifications, and potential. 2. Human resource forecasting activities. This activity is useful for predicting future demand and supply of labor (increasing quantity and quality). 3. Preparation of human resource plans. This activity integrates the demand and supply of quality labor through recruitment, selection, training, placement, transfer, promotion, and development. 4. Monitoring and evaluation. Activities that provide feedback to the system and monitor the achievement of human resource planning goals and objectives.

Strategy as a plan is used as a direction of action and becomes a challenge for a particular environment. In general, strategy as planning here means planning before acting and starts from awareness. The planning strategy or plan that we know is usually a strategy used to plan before making a plan. This strategy is often used to organize the future, therefore planning strategies can be used in organizations that work in current conditions as well as in the short and long term.

2. Strategy for organizing teacher resource development in school development efforts

According to Winardi, organization can be understood as a process that involves breaking down work into smaller, more manageable components, where activities are then coordinated to achieve certain goals. In the context of education, organization is a very important tool for achieving effective school learning and development goals. A good organization will facilitate the achievement of these goals, making it more focused and efficient.

In planning a strategy for organizing teacher resources, the principal has a central role in ensuring that each teacher is placed in a position that is by their main tasks and functions. This process begins with a careful analysis of the skills and experience of each teacher. The principal not only considers the educational background of the teacher, but also the previous experience, interests, and potential of each teacher. This is important to create a harmonious and productive team, where each member can contribute optimally.

Before placement is carried out, the principal often conducts an in-depth assessment of the teachers. This process aims to identify the strengths and areas of development of each teacher. Through this assessment, the principal can understand who is best suited to teach certain subjects, lead extracurricular activities, or take on other roles in school development. With this approach, the principal can ensure that each teacher not only meets formal qualifications but also has the passion and motivation to carry out their duties well.

In addition to making the right placements, the principal also plays an active role in organizing and motivating human resources in the school. He directs teachers to participate in various activities that support their professional development. One effective strategy is to involve teachers in extracurricular programs held at the school. These activities not only provide opportunities for teachers to develop their skills outside the classroom but also create a dynamic and collaborative learning environment.

Participation in extracurricular activities also involves students, allowing them to explore their interests and talents outside the formal curriculum. Through this involvement, teachers can guide students in developing their abilities, which in turn will increase student motivation and learning achievement. Thus, the function of teachers

is not limited to teaching in the classroom but also extends to the role of mentors, facilitators, and developers of student potential.

To achieve school development goals, the principal must ensure that all activities designed are inclusive and collaborative. This means that all teachers and students must feel that they have a stake in every program implemented. The principal needs to communicate the vision and goals clearly to all team members so that everyone understands their role in achieving common goals. Good communication also helps create a positive work culture, where every teacher feels appreciated and motivated to give their best.

In addition, the principal must also pay attention to continuous professional development for teachers. Through training, workshops, and seminars, the principal can help teachers stay abreast of the latest developments in education and pedagogy. By providing support in competency development, the principal contributes to improving the quality of teaching in schools and facilitating improvements in student learning outcomes.

With a planned and systematic approach to organizing teacher resources, it is hoped that schools can develop significantly. Well-managed human resources will create a more effective learning environment, where teachers can contribute optimally and students can achieve their best potential. Ultimately, a good organization in managing teacher resources will have a positive impact on the progress and success of the school as a whole.

3. Strategy for organizing teacher resource development in school development efforts

Once the plan is well-formulated and formulated, the next very important step is to assign employees, in this case teachers, to move towards the goals that have been set. This assignment process is not only about giving instructions, but also requires effective guidance so that all employees can work together well and contribute optimally to achieving the goals desired by the school, teachers, and students. This guidance plays a crucial role in creating a productive work environment, where all parties are actively involved and feel motivated.

Guidance can be interpreted as an activity that helps all employees in directing their actions to achieve predetermined goals. In this context, superiors—in this case the principal—have the responsibility to direct and assign their subordinates to carry out various relevant tasks. This guidance function simply includes giving employees the freedom to determine the steps to be taken, while still providing clear direction on what should be done.

To achieve this goal, the principal must have effective qualities, leadership styles, and strengths, which include good communication skills, high motivation, and clear discipline. Effective communication qualities enable the principal to convey the vision

and goals clearly to all team members. With strong motivation, the principal can inspire teachers to contribute with high enthusiasm, while discipline helps maintain focus and commitment to the responsibilities that have been set.

While the planning and organizing functions are more abstract and strategic, this guidance activity is more directly involved in the academic world and faculty management. In the context of educational institutions, especially related to the role of teachers, the orientation stage is very important. This stage involves a clear announcement of what to do, the subjects to be taught, and an introduction to various important aspects such as the curriculum, faculty committee members, students, and the community environment around the school.

To ensure that all teachers can work together harmoniously, the guidance activities carried out by the principal must be well designed. The principal not only provides direction, but also the motivation needed to help teachers achieve the expected learning goals. The purpose of this orientation is so that all staff or teachers can work synergistically, support each other, and understand their respective roles in achieving individual, school, and community goals as a whole.

The principal acts as a guide and mentor, helping teachers in their professional development. In this way, the principal strives to ensure that each teacher can carry out their duties well in accordance with the instructions given. If there are certain aspects that are not well understood by the teacher, the principal must be willing to provide the necessary explanation and support. This creates an open working atmosphere, where each teacher feels comfortable asking questions and seeking clarification, thereby improving the quality of teaching and learning.

Overall, the guidance activities carried out by the principal are a crucial step in the school development process. Through a systematic and collaborative approach, it is hoped that teachers can function well in their roles, creating a supportive environment for students to learn and develop. With effective guidance, it is hoped that learning objectives can be achieved better, and in turn, can improve the quality of education provided to students.

4. Supervision Strategy for Teacher Resource Development in School Development Efforts

Supervision strategy in developing teacher resources is an important element in the process of improving the quality of education in a school. The principal has a central role in carrying out this supervision, which not only covers administrative aspects but also focuses on the professional and personal development of teachers. By carrying out effective supervision, the principal can ensure that each teacher operates at their best capacity, which in turn will improve student learning outcomes.

One method used by the principal in supervision is to monitor teacher discipline. This discipline includes punctual attendance, involvement in school activities, and compliance with established procedures and policies. By routinely supervising this aspect, the principal can create a disciplined and professional environment, which is very important for creating a positive learning atmosphere.

In addition to discipline, the principal also monitors teacher motivation in carrying out their duties. Motivation has a major influence on the way teachers teach and interact with students. The principal needs to create a supportive culture where teachers feel appreciated and motivated to innovate in their teaching. By providing support and appreciation to teachers who excel, the principal can encourage increased enthusiasm and creativity in the teaching and learning process.

Supervision also includes observing teacher behavior in the classroom. The principal not only observes how teachers manage the class but also pays attention to the interaction between teachers and students. Through this monitoring, the principal can identify the strengths and areas that need improvement from each teacher. If there is any ineffective behavior, the principal can provide constructive feedback and help teachers formulate strategies to improve the quality of their teaching.

The principal routinely visits each class, even at every change of lesson time. This direct involvement is very important to see how the learning process is taking place. By going directly to the field, the principal can assess how well students understand the material being taught, as well as the effectiveness of the teaching methods used by the teacher. This also provides an opportunity for the principal to establish closer communication with students and understand the needs and challenges they face in the learning process.

This aspect of supervision is also in line with Law Number 14 of 2005, which regulates teacher development and coaching. The law emphasizes that the principal has the responsibility to carry out coaching that includes professional and vocational training and development for teachers. This is important to improve the teaching skills, personality skills, social skills, and professional skills of teachers.

By implementing a comprehensive supervision strategy, the principal not only acts as a supervisor but also as a facilitator who supports teacher development. This approach ensures that teachers not only meet minimum standards but also continue to develop and innovate in their teaching practices. Supervision carried out in this way is expected to form competent, experienced teachers who are ready to face the challenges of education that continue to develop. Overall, the supervision strategy in developing teacher resources is a key step in ensuring the success of the learning process in schools. With routine and systematic monitoring, the principal can create an environment that is conducive to learning, where teachers and students can collaborate to achieve higher educational goals. Through effective supervision, it is hoped that a

generation of students will be created who are not only academically intelligent but also have good character and are ready to face future challenges.

5. Supervision Strategy for Teacher Resource Development in School Development Efforts

To meet the need for quality teaching for school development, the principal implements various strategies to obtain competent teacher resources. One of the main strategies is the procurement of human resources that are by the school's vision and mission so that each teacher not only has good qualifications but is also committed to contributing to improving the quality of education in schools.

The principal understands that teacher development is an important aspect of improving the quality of learning. Therefore, he actively seeks various training and development opportunities that can be accessed by teachers. One way to do this is by utilizing training programs and workshops organized by the government. These programs are often designed to improve the pedagogical and professional competence of teachers, providing them with the tools and skills needed to face the challenges of the ever-changing world of education.

In addition, the principal also encourages teacher participation in online and offline activities through various platforms. With the development of technology, many training and seminar opportunities are now available online, allowing teachers to access new resources and knowledge without having to leave their workplace. These online activities are very valuable, especially for schools located in remote areas, where access to face-to-face training may be limited. Through these platforms, teachers can learn from experts in their fields, share experiences with colleagues, and apply new knowledge in their teaching practices.

Recognizing the challenges faced by schools in disadvantaged areas, the principal also actively seeks information on relevant training, communities, seminars, and workshops. He often collaborates with other educational institutions, non-governmental organizations, and educational communities to obtain information on activities that can improve teacher skills. This not only expands the network but also opens up opportunities for teachers to learn from various sources that may not be available in their local environment.

The principal realizes that teacher development is not only about formal training but also includes continuous and collaborative learning. Therefore, he creates an atmosphere where teachers are encouraged to share experiences, ideas, and best practices. For example, by holding regular discussion sessions where teachers can discuss the challenges they face in the classroom, as well as the strategies they use to overcome them. This activity not only improves teaching skills but also strengthens the sense of togetherness and support among colleagues.

By implementing these strategies, the principal hopes to be able to empower teacher resources to the maximum. Teacher capacity building through training and collaboration is expected to contribute to improving the quality of learning in schools. When teachers feel supported and have access to the right resources, they will be more motivated to teach well and innovate in their teaching methods.

Overall, the principal's efforts in seeking quality teaching resources reflect his or her commitment to school development. By paying attention to existing needs and challenges, and utilizing various training opportunities available, it is expected that the quality of education in schools can improve significantly. This will not only have a positive impact on teacher capacity, but will also provide long-term benefits for students, the community, and the educational environment as a whole.

6. Training and Development Strategy for Teacher Resource Development in School Development Efforts

Training and development are different, the purpose of training is to improve the mastery of various skills and techniques in carrying out specific, detailed, and daily work. Training helps employees prepare for their current jobs. If the school wants to prepare teachers for future responsibilities, this activity is called human resource development. Development is broader and includes efforts to improve and enhance knowledge, abilities, attitudes, and personality traits.

Teacher resource development is carried out in stages according to the development of the organization, it is very important to carry out resource development that is in line with the development of the organization. If a school wants to develop, it will be followed by the development of teacher resources. Teacher resource development can be completed through continuous education and training.

The main objective of the employee training and development program is achieved by conducting development exercises to close the gap between employee skills or abilities and job requirements. Furthermore, the plan is expected to increase the efficiency and effectiveness of teacher work to achieve the work goals that have been set. Comprehensive training and development programs based on school competencies usually involve teachers in training and education activities outside and inside the school. Training comes in various forms such as seminars, lectures, conferences, workshops, symposiums, and many more training events.

Although training and development efforts are expensive, they can reduce turnover and increase teacher productivity. In addition, training and development can help them avoid obsolescence and do their jobs better.

7. Compensation Strategy for Teacher Resource Development in Development Efforts

Compensation is everything that teachers receive for their performance. In addition to salary, compensation can also be in the form of allowances, class facilities, or award certificates. Salary is important for individual teachers because the amount of salary reflects the value of their work. If remuneration is given properly, teachers will be more satisfied and motivated to achieve school goals.

The principal, due to financial instability, provides compensation as an effort to develop the school, even though the provision of compensation can help teachers, or at least provide motivation or more motivation so that teachers can improve their performance. Although compensation is a challenge that must be faced. It is said to be a challenge because the rewards given to teachers are no longer seen as a means to satisfy their material. However, it is related to the honor and dignity of teachers. On the other hand, organizations are often one of the elements that schools must have to achieve their goals. If schools can manage teacher compensation well, then salaries will not be a heavy burden. According to T. Hani, the objectives of the compensation system are: 1) to obtain quality teachers, 2) to retain existing teachers, 3) to ensure fairness, 4) to reward desired behavior, and 5) to control costs.

8. Maintenance Strategy in Developing Teacher Resources in School Development Efforts

Teacher resources are the key to the implementation of education in schools. The core human resources in this discussion are teacher resources. They are active, creative and innovative in the ongoing education process in schools and also require the active participation of other supporting resources such as administrative resources, administration, libraries, laboratories and media to ensure the smooth implementation of education. Especially the role of the principal as the principal and policy maker in educational institutions.

Carrying out teacher resource maintenance activities that aim to maintain teacher loyalty and improve teacher welfare in school development efforts, namely a family approach between the principal, teachers, staff and others. In the learning process, teachers not only act as transmitters of knowledge, but also as demonstrators, organizers, motivators, mediators, promoters and evaluators.

9. Strategy for Developing Teacher Resource Discipline in School Development Efforts

In order to improve the effectiveness of employee training and coaching, especially teachers, an objective and accurate system is needed. This system functions to provide constructive feedback on various aspects, such as teaching ability, fatigue level, possible deficiencies, and potential that can be further developed. By conducting

systematic evaluations, principals can set clear goals, determine the right development path, and design a career development plan that is appropriate for each teacher.

One of the concrete steps taken by principals to improve teacher discipline is to directly supervise their attendance. This is very important because teacher discipline is one of the key factors that influences the learning atmosphere in the classroom. By leaving early and welcoming teachers and students at the school gate, the principal can not only monitor discipline but also create a friendly and supportive atmosphere. This action signals that the principal cares about all members of the school community, so that it can motivate teachers to be present on time and contribute optimally.

In the context of teacher coaching in educational institutions, discipline is a must. Teachers are expected to be responsible for carrying out their teaching duties from the beginning to the end of class hours. Discipline in teaching includes various important aspects, such as the teaching methods used, classroom management, knowledge of the subject matter, and the ability to build good interpersonal relationships with students. All of these factors are interrelated and contribute to the quality of education provided.

The teaching method is one of the crucial points that teachers must pay attention to. Teachers need to develop varied and interesting teaching techniques so that students can be actively involved in the learning process. This not only makes learning more enjoyable, but also improves students' understanding and retention of information.

Classroom management is also an equally important aspect. A teacher must be able to create a conducive learning environment, where students feel comfortable asking questions and participating. Skills in managing the class will greatly affect the effectiveness of the learning process. With good management, students can focus on the subject matter and not be distracted by inappropriate behavior.

Furthermore, content knowledge is the main factor that supports a teacher's credibility. Teachers who have a deep understanding of the material being taught will be more confident in teaching and can answer students' questions appropriately. In addition, good knowledge also allows teachers to link the concepts taught to real contexts, so that students can see the relevance of learning in everyday life.

Interpersonal relationships between teachers and students also greatly influence the learning atmosphere. Teachers who can build positive relationships with students will find it easier to motivate and inspire them. A good relationship also creates trust, where students feel safe to ask questions or share difficulties they face.

Finally, the level of professional growth must also be considered. Teachers need to be involved in continuous professional development through training, seminars, or collaborative activities with colleagues. Thus, they will continue to update their knowledge and skills, and adapt to the latest developments in the world of education.

By implementing all of these aspects, the principal can create an environment that supports the development of teacher discipline. This in turn will contribute to improving the quality of teaching and student learning outcomes. Consistent and systematic coaching not only helps teachers to develop professionally, but also creates a positive work culture within the school.

Overall, the strategies implemented by the principal in supervising and coaching teachers will greatly influence the progress of the school. By focusing on discipline, teaching methods, classroom management, content knowledge, interpersonal relationships, and professional development, it is hoped that a better educational ecosystem will be created and have a positive impact on the student learning experience.

10. Strategy for Terminating Teacher Resources in School Development Efforts

Dismissal of employees in the school environment, which often includes the termination of employment (PHK) of a teacher or other education personnel, is a step taken when certain situations occur. This dismissal can occur for various reasons, such as the teacher's own wishes, a decision from the school or foundation, the end of the employment contract, and retirement. In this context, dismissal is not just a termination of employment but also concerns the responsibilities and rights held by the school as an educational institution.

As part of the personnel function, dismissal of employees gives the school or foundation freedom from the rights and obligations associated with the position. In this case, the decision to dismiss an employee must be taken with careful consideration and in accordance with established procedures. This is important to maintain the integrity of the educational institution and ensure that the decisions taken are fair to all parties.

E. Mulyasa, an education expert, groups the reasons for dismissal of employees into three main categories. First, the category of dismissal from government agencies, which often occurs when an employee decides to change jobs in order to seek better opportunities for their livelihood. Such decisions can affect the dynamics within the school and must be managed properly by management.

Second, the reasons for dismissal can be administrative, where the employee is considered incapable of carrying out his/her duties properly. This can be caused by various factors, ranging from a lack of necessary skills to an inability to adapt to ongoing changes in education policy. In this case, the principal and the foundation need to conduct an in-depth evaluation of the employee's performance before making a final decision.

Third, the category of dismissal can be due to other reasons, such as death, disappearance, or reaching retirement age. These situations require a sensitive approach, especially in terms of managing and handling the emotions of active employees and students affected by the changes.

In the context of dismissal of education personnel, especially for teachers, it is important to consider their commitment and dedication to the progress of the school. If a teacher does not show good commitment or does not maintain the good name of the institution, the foundation can take steps to dismiss. This process begins with the principal submitting a report on the situation to the foundation. This report usually contains an evaluation of the teacher's performance, as well as notes regarding their behavior and contributions to the school.

After receiving the report from the principal, the foundation acts as the final decision maker. This process is important to ensure that every decision is made transparently and objectively, and in accordance with the policies in force in the school. It also helps prevent conflict or dissatisfaction among employees, because all parties have a clear understanding of the process and reasons behind the decision to terminate.

Thus, terminating employees in a school environment is a complex process and must be carried out with great care. This involves in-depth consideration of various aspects, including performance, commitment, and the impact that may be caused to the school environment as a whole. With a transparent system and clear procedures, it is hoped that every decision to terminate can be carried out properly, for the benefit of all parties involved, especially in creating a positive and productive educational climate.

CONCLUSION

After discussing and analyzing the data in the study on teacher resource development strategies for school development, it can be concluded that the principal implements seven important steps. First, the principal plans the development of teacher resources carefully to accelerate the learning process. Furthermore, in preparing the plan, the principal carries out work internships by placing teachers in positions that are in accordance with their educational background and skills. A guidance plan is also implemented to ensure that teachers can carry out their duties in accordance with the established regulations, where the principal provides motivation when teachers face obstacles. In addition, a supervision program is carried out by visiting classes to assess teacher performance and find out their needs. In terms of procurement, the principal is selective in placing teachers and providing orientation to suit the needs of the school. Training and development programs are also implemented to improve teacher competence. Finally, the school provides compensation that is in accordance with the teacher's abilities, as a form of appreciation for their contributions. With these steps, it is hoped that the quality of education in schools can continue to improve.

REFERENCES

A. A. Anwar Prabu Mangkunegara, Manajemen Sumber Daya Manusia Perusahaan, (Bandung: PT Remaja Rosdakarya Offset, 2011), h. 33.

Ambar Teguh Sulistiyani dan Rosidah, Manajemen Sumber Daya Manusia Pendekatan

Ayuan Nova Listanti dan Desi Nurhikmahyanti, Jurnal Inspirasi Manajemen Pendidikan, Vol. 4 No. 4, April 2014, hlm.,100

Fikri Haikal, Implementasi Manajemen Sumber daya Manusia DI MTsN Rantau Prapat Kabupaten Labuhan Batu Sumatera Utara, (Yogyakarta: PPs UIN Sunan Kalijaga, 2005)

Hennink, M., Hutter, I., & Bailey, A. (2020). Qualitative research methods. Sage Pub.

Nurul Ulfatin dan Teguh Triwiyanto, Manajemen Sumber Daya Manusia Bidang Pendidikan, (Jakarta: PT Raja Grafindo Persada, 2016), h. 50.

S. Nasution, Metode Research, (Jakarta: Bumi Aksara, 1996), hlm. 135

Sedermayanti, (2014), Manajemen Strategi, Bandung: PT. Refika Aditma, hlm 2

Soekidjo Notoatmodjo, Pengembangan Sumber Daya Manusia, (Jakarta: Rineka Cipta, 2015), h. 105.

Soekidjo Notoatmojo, Pengembangan Sumber Daya Manusia, (Jakarta : Rineka Cipta, 2009), hlm., 1

Syaiful Sagala, Kemampuan Profesional Guru dan Tenaga Kependidikan, (Bandung: uAlfabeta, 2013), h. 17.

T. Hani Handoko, (2001), Manajemen Personalia Dan Sumber Daya Manusia, Yogyakarta:BPFE, hlm. 69

Tim Dosen Administrasi Pendidikan UPI, Manajemen Pendidikan, (Alfabeta: Bandung, 2010), hlm. 230

Undang-undang RI Nomor 14 Tahun 2005, Tentang Guru dan Dosen, BAB I, Ketentuan Umum, Pasal 1, h. 2. Undang-Undang RI Nomor 20 Tahun 2003, Tentang Sistem Pendidikan Nasional, BAB XI Pendidik dan Tenaga Kependidikan, Pasal 39 Ayat 2, h. 11.

Wilson Bangun, Manajemen Sumber Daya Manusia, (Jakarta: Erlangga, 2012), h. 140.