
Human Management is Strategic in Providing Quality Teachers

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Abstract— The educational goals to be achieved include all aspects, both faith, personality, intelligence, and skills. Education seeks to create a superior personality marked by progress in all areas of life, whether spiritual, personality, intelligence, or skills, all of which will benefit students, the environment in which they interact, and also for the progress of the nation and state. This research was conducted using a qualitative descriptive approach. Sugiyono explained the characteristics of qualitative research methods as follows: "Qualitative research methods are research methods based on the philosophy of postpositivism, used to examine the condition of natural objects (as opposed to experiments), where the researcher is the key instrument, the sampling of data sources is carried out purposively. and snowball, data collection techniques with triangulation (combined), and inductive/qualitative data analysis, and qualitative research results emphasize meaning rather than generalization". The results show that SGS has made plans but still needs improvement. The planning process for all human management activities which include teacher procurement, teacher development,

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INTRODUCTION

According to Wukir "human management is part of management science related to human resource management including policies and practices that need to be implemented by a manager" (2013: 49). This means that the understanding of human management is rooted in two things, namely the basic concept of management and a human perspective. The description of management has been explained in the previous section when discussing the basic concepts of management in the discussion of education management. Next, the researcher will explain the concept of humans in organizations.

As explained in chapter one, human management has the same basic substance as personnel management and human resource management. The basic difference between human management, personnel management and human resource management lies in the way of viewing the identity and potential of humans as human beings in the organization. Therefore, an understanding of the meaning of human management must be preceded by a correct understanding of humans as human beings.

Every organization needs people to run the organization. Kashmir states, "without humans no

company can carry out its activities” (2015:5). Almasri stated that human resources are "workers who occupy a position or people who have the responsibility to carry out tasks or work in a particular organization" (2016: 134). It was further stated that, "the important thing for the organization to pay attention to is how to obtain workers according to the needs and positions they will occupy, how to develop them, use and evaluate the results of their work" (2016: 135). From the description above, it can be seen that the use of the word "labor" refers to human resources. According to researchers, The use of the term labor is caused by the paradigm that views the main human resource as energy or physical. In the beginning, human power was very dominant in the work. However, as technology develops, it is finally understood that human power is only one element of resources among other elements in humans that can be optimized for organizational progress.

The strategy of human management in providing quality teachers can also be understood through the research of Elton Mayo, a psychologist from Harvard who released research results with the term "hawthorne experiment". He found the results that the positive attitudes and behaviors and productivity of employees were not so much influenced by the facilities and working conditions, but by the attention paid to them by management. Furthermore, it was stated that the behavior of a worker is largely determined by and bound to the norms of the work group in which a person is a member (Siagian, 2016:39). When interpreted in the context of a school, this means that if there is no good human management, the attitude, positive behavior and productivity of teachers in carrying out their duties as educators will be low, or in other words, the quality of teachers will be low.

The educational goals to be achieved include all aspects, both faith, personality, intelligence, and skills. Education seeks to create a superior personality marked by progress in all areas of life, whether spiritual, personality, intelligence, or skills, all of which will benefit students, the environment in which they interact, and also for the progress of the nation and state.

RESEARCH METHODOS

This research was conducted using a qualitative descriptive approach. Sugiyono explained the characteristics of qualitative research methods as follows: "Qualitative research methods are research methods based on the philosophy of postpositivism, used to examine the condition of natural objects (as opposed to experiments), where the researcher is the key instrument, the sampling of data sources is carried out purposively. and snowball, data collection techniques with triangulation (combined), and inductive/qualitative data analysis, and qualitative research results emphasize meaning rather than generalization” (2015:15)

This research was carried out at Star Generation School Bitung which includes four educational units, namely Generation Bintang Kindergarten, Generation Bintang Elementary School, Generation Bintang Junior High School, and Generation Bintang High School. The four schools are located in one location, namely in the village of Manembo-Nembo Atas, Bitung city.

“Data collection techniques are the most important step in research, because the main purpose of research is to obtain data. Without knowing the data collection technique, the researcher will not get data that meets the data standards set” (2015:308).

DISCUSSION

In this section, a researcher's study of the human management process at SGS will be presented. The presentation of the study follows the same systematics as in the previous section, which discusses the planning, implementation, and monitoring and evaluation of human management which includes activities of procurement, development, compensation, maintenance, and separation of teachers.

1. **Studies on Human Management Planning at SGS**
 - a. **Teacher Procurement Planning**

From interviews with the Foundation, it was also known that recruitment was also carried out through advertisements on social media. And there are quite a number of prospective teachers submitting applications, where their application files are submitted via SGS Opportunity email. On average, the prospective teachers who apply do know SGS through advertisements uploaded on social media. However, none of the many applicants ended up becoming a teacher at SGS.

- b. **Application**

The admission process at SGS is not uniform. Six people admitted that they submitted their application to the SGS Foundation. While the other four people stated that they did not submit the application documents. The four people who did not submit their application documents all had direct links to the Foundation's management. While the sixth that includes the application file with a somewhat varied type of document. JL included two documents, including: a reference letter from his old school, and the last diploma, which at that time was still in high school. It is different with YM, according to him, at first he submitted a job application to teach at one of the English language courses that will be opened in Bitung city. However, because the course has not yet been opened, the owner (the owner of the course) who is also one of the supervisors at the Bitung city education office brought YM to SGS and met with one of the Foundation's administrators. The application file that has been submitted to the course is brought to be submitted to SGS. The documents brought are the latest diploma, Bachelor of Philosophy from STF Pineleng, and biodata. For FW, Db, St, and FS, they submit similar application documents, namely: application letter, bilingual version of biodata (Indonesian – English), ID card, diploma and transcripts, and video micro teaching. The FW certificate at the time of admission was a high school diploma because he had not yet completed his full English undergraduate education. Just waiting for the test he said. Meanwhile, Db has a bachelor's degree in Christian education. St has a bachelor's degree in English education from Davao, while FS has a bachelor's degree in physics from Sam Ratulangi University. They also included video micro teaching using English as the language of instruction.

Of the six teacher informants who submitted their application to SGS, four teachers, namely FW, Db, St, and FS, submitted application documents via email to the SGS Opportunity account. Meanwhile, two teachers, namely JL and YM, brought it directly and were accepted by the admin at SGS. Noting the involvement of the admin in the recruitment process, the researcher conducted additional interviews with the Ds who at that time was the admin at SGS. From the information submitted, it was obtained information that the application documents submitted at SGS Opportunity were followed up by the admin. In this case, it is the admin who becomes the contact person and directs applicants to complete the application documents if it turns out that something is missing.

- c. **Selection**

After the process of entering the application document, it is now entered in the selection process. The selection process followed by the teachers was an interview. However, of the ten teachers who became informants, seven teachers underwent interviews. While the other three did not participate in the interview. The teachers who participated in the interview included JL, FW, Db, St, FM, YM, FS. Meanwhile, the three who did not participate in the interview were SH, CS, SW. The three teachers who did not participate in the interview process were also those who did not submit application documents.

However, there is one informant – FM who actually did not submit the application documents but was interviewed.

Of the seven teachers interviewed, five of them admitted that the waiting time interval from the process of submitting the application documents to being interviewed was quite short, around one to two weeks. There were only two informants who stated that the waiting time was quite long. St, entered the application documents and because it had been more than two weeks there was no response, he immediately came to SGS and met with the admin. Meanwhile JL stated that he submitted his application documents in September, but will be interviewed in December. The one who conducted the interview was the Foundation, in this case DHB.

The contents of the interview between the Foundation and prospective teachers include several things, namely: first, the Foundation asks about the reasons or motives for wanting to work as a teacher at SGS. Second, they were asked about their educational background and their achievements during education. third, then asked about family background. How is the family situation, do you still have complete parents; how many siblings? Fourth, if you have worked before, you will be asked the reason for leaving your previous workplace; then how long worked in the previous place; what was the type of work in the previous workplace; If, for example, your previous work background is a teacher, you will be asked what subjects you have taught, how long you have taught those subjects, and the school where you taught before. Fifth, also asked about the religion of the informants. For Christians, they were asked further about the status of the congregation, as well as how active they are in worship. They were also asked about the services carried out in the church where they attend. Sixth, then asked about the ability to speak English. When asking about English language skills, the Foundation usually asks applicants to demonstrate their English language skills by conducting teaching simulations using English in front of the Foundation conducting interviews. Seventh, the Foundation also asked about the expected salary he would like to receive. Eighth, the Foundation also asked about his understanding and idealism regarding education. Ninth, for those who are not married, the Foundation also asks about their dating status and plans to start a family. For Christians, they were asked further about the status of the congregation, as well as how active they are in worship. They were also asked about the services carried out in the church where they attend. Sixth, then asked about the ability to speak English. When asking about English language skills, the Foundation usually asks applicants to demonstrate their English language skills by conducting teaching simulations using English in front of the Foundation conducting interviews. Seventh, the Foundation also asked about the expected salary he would like to receive. Eighth, the Foundation also asked about his understanding and idealism regarding education. Ninth, for those who are not married, the Foundation also asks about their dating status and plans to start a family. For Christians, they were asked further about the status of the congregation, as well as how active they are in worship. They were also asked about the services carried out in the church where they attend. Sixth, then asked about the ability to speak English. When asking about English language skills, the Foundation usually asks applicants to demonstrate their English language skills by conducting teaching simulations using English in front of the Foundation conducting interviews. Seventh, the Foundation also asked about the expected salary he would like to receive. Eighth, the Foundation also asked about his understanding and idealism regarding education. Ninth, for those who are not married, the Foundation also asks about their dating status and plans to start a family. and how to be active in worship. They were also asked about the services carried out in the church where they attend. Sixth, then asked about the ability to speak English. When asking about English language skills, the

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The nine questions were asked in various ways to prospective teachers who were interviewed. The duration of time taken in the interview between one to two hours.

d. Admission & Placement

After going through the interview process, on average the prospective teachers interviewed by the Foundation were accepted. Some teachers who are not accepted, even though they have submitted their application documents, are usually caused by mismatches in salary and working hours. There are also those who resign, in the sense that they have been interviewed by the Foundation but then decide not to continue with their plans to work at SGS without a clear reason.

The teachers who had been interviewed were then directed by the Foundation to start working immediately but with the status of teacher training. Although out of ten informants, the status as a

training teacher was only conveyed to three informants. Meanwhile, the other seven informants did not hear information about the term teacher training.

Teachers who have been accepted do not immediately sign a contract with the Foundation. Of the ten informants, nine signed a contract with the Foundation, while one person, namely SH, did not sign a contract. SH was not aware of the existence of the contract. However, the signing of the contract will be carried out no later than six months of work. There are two people, namely Db and St, who signed a contract after six months, while the others later signed a contract after more than one year of teaching. The contents of the contract include: determination of employee status, determination of compensation in the form of salary, benefits such as THR and performance allowances.

After being accepted as a teacher at SGS, on the first day of school, the new teacher is introduced by the Foundation to the teachers and staff in the morning devotion or afternoon devotion. Then immediately asked to enter the class. If a new teacher joins SGS at the beginning of the school year, he or she will immediately start teaching according to the schedule. If the teacher enters in the middle of the school year, then the teacher will be the companion of the old teacher. An explanation of the duties and responsibilities is given in general at the time of introduction. The submission includes, what class will you teach and with whom; directions to teach bilingually by using more English; as well as regarding the discipline of arrival at school.

The study of teacher procurement planning includes a study of the design and analysis of teacher planning, recruitment planning, selection planning, and teacher recruitment and placement planning.

Planning conditions that are incidental and unsystematic will have a negative impact on schools. The negative impacts include: not getting the number of teachers that best suits the needs of SGS. It could be that the number of teachers becomes too many, which burdens the school in financing, or the number of teachers is too few so that many teachers are overburdened. This happened at SGS and it was proven by the complaints from informants about too many assignments and double jobs. Another negative impact is panic in the procurement of teachers. This panic will cause a domino effect. Panic will have an impact on the low quality of the recruitment and selection process. Because it is demanded with an urgent need, causing compromise in the recruitment and selection process. Compromise in the recruitment process in the form of lowering the standard requirements. Meanwhile, compromise in the selection process takes the form of making the selection process just a formality. The recruitment and selection process that has many compromises will have an impact on getting teachers who do not meet the expected qualifications.

Third, The foundation did not carry out job analysis properly. This is indicated by the unavailability of document products as a result of job analysis. The three documents include job descriptions, job specifications, and job performance standards. The absence of these three documents will have an impact on the next process of human management. The absence of a job description creates confusion for teachers, more specifically home room teachers and school principals. And this has been proven through statements from several informants who said that they did not know exactly what to do when they started working. Moreover, many teachers who join SGS are fresh graduates who have no teaching experience.

Job specification explains about the profile of a job, where through understanding the job profile it can finally be known what requirements must be met by applicants in the recruitment process. Job specifications are also required during the selection process. Because by understanding what qualifications are needed in a job, the person making the selection will know what things to pay

attention to in the selection process.

The third document, namely job performance standards, has an impact on teacher compensation and maintenance. The absence of performance standards causes teacher performance measures to be biased. As a result, it is difficult to provide compensation in the form of allowances because there is no measure. In addition, because there is no performance appraisal, giving a promotion or demotion will be a subjective act. Subjectivity in the organization has a negative impact on the aspect of conduciveness. Lack of a sense of fairness will lead to a decrease in work motivation and job satisfaction. This condition will then have an impact on the decline in the performance of teachers. In addition, an unhealthy culture will be formed, namely the culture of looking for faces or as long as the father is happy.

Recruitment

There are several things that researchers highlight in relation to recruitment planning, namely: first, teacher recruitment planning at SGS is incidental. From information from Foundation representatives, it is known that planning for recruitment involving Foundation management is only carried out at the beginning when starting kindergarten, and when starting junior high school. In addition, recruitment is carried out sporadically by representatives of the Foundation, in this case DHB. So recruitment planning is not an activity that is carried out regularly, scheduled and sustainable. It is only when necessary that a meeting is held, then discussed matters that are considered important. Even more Foundation representatives carry out their own planning of recruitment plans.

Second, in the statement of the Foundation's representative, it was known that nothing in the plan carried out recruitment using the referral method. In fact, if you pay attention to the information from the informants, it is known that all of the informants joined SGS because they received information from insiders whether it was direct (first person), or indirect (second person). That means that teachers who join SGS are recruited by the referral method. According to Hanggreini, the referral method is a way of collecting candidates based on recommendations from previous workers (Hanggreiny, 2012: 56). In the context of SGS, it is proven that the teachers recommended by previous teachers have quite good qualifications. However, SGS has not maximized this method. The basis for this opinion is that recruitment with this referral method is only carried out incidentally without planning. In an informal conversation, the Foundation representative asked the teachers if any of their friends had teaching skills? If there is, may be directed to apply at SGS. In the opinion of the researcher, this referral method should be maximized by: The SGS Foundation officially announces the opening of teacher job vacancies at SGS. Information about these vacancies contains the number of teachers needed, teacher qualifications required, compensation received, how to submit application documents, and who the contact person is. In addition to providing clear information about recruitment, SGS can also provide a stimulus to successful teachers, not only referencing their relationships, but if the referenced teacher candidate is finally deemed to meet the qualifications so that it is accepted by the Foundation. With this clarity and stimulus, it is hoped that the recruitment method using referrals can work well. For this reason, it is necessary to carry out careful planning in the application of recruitment with the referral method so that the results can be optimal.

Third, There were no application document requirements related to the spiritual aspects of prospective teachers. Whereas in planning the qualifications of teachers desired by SGS, one of the desired criteria is listed as having good spirituality. In the existing application documents as well as information from the Foundation's representative informants and teachers, there are no application

documents that provide information about the spirituality of prospective teachers such as a certificate of active worship from the Pastor, or a certificate of involvement in ecclesiastical services.

Fourth, There is no application document related to the call as a teacher even though the call plays an important role in the professionalism and resilience of the teacher in carrying out his duties. In the information from teacher informants, they found a lot of information about dissatisfaction both in terms of compensation received, workload, unclear system, and many other things. However, teachers still have the motivation to survive and carry out their duties well. All of this is caused by the factor of his calling as a teacher. Therefore, the researcher believes that the application document should contain a teacher's testimony about his calling as an educator.

Fifth, from the results of the study it was found that there was no written document regarding recruitment planning. There is only an oral statement from a representative of the Foundation about what things are planned in the recruitment process. In addition, incomplete planning was also found. Taking into account the theoretical study that good planning should answer questions in the 5W + 1H pattern. For example, in the aspect of When or when. In planning there is no clarity about when this recruitment starts and how long it will take for the recruitment process. Is it only until before the school year starts, or is this recruitment open continuously until the required number of teachers has been reached. Then in the aspect of Who or who. In the planning, it is not explained in detail about who will make application advertisements through social media. Who will cooperate with schools to recruit fresh graduates? Who will cooperate with an organization like PELMAP?

Then the aspect of How or how is not yet clear. For example, what is the online recruitment procedure? If posted through a facebook account, how to respond to people who ask through the comments column? If there is an email, how to give feedback to applicants who enter incomplete application documents? Meanwhile, the how aspect is recruited through schools: how to follow up on cooperation with schools? What are the recruitment techniques? Is it giving out flyers in school wall magazines? Or how? In addition, if the recruitment is carried out through a certain organization, what is the recruitment procedure? How is the socialization? There is a lot that goes unanswered in hiring planning.

Selection

There are two things that can be highlighted in relation to selection planning, namely: selection planning procedures, and selection planning documents. Next, the researcher will describe one by one.

According to the researcher's study, the teacher selection planning procedure at SGS is incidental and needs to be improved. The reasons are: first, related to the parties involved in the preparation of the selection plan. Similar to recruitment, selection planning only involves representatives of the Foundation. The principal was not involved in planning the selection process. In fact, as the researchers described earlier, the principal is the person who understands the conditions of the school the best. In addition, the principal also quite understands what teacher qualifications are needed by the school. Without the involvement of the principal in the preparation of the selection plan, consideration will only come from representatives of the Foundation, which in the opinion of the researcher does not get comprehensive consideration. Second, the timing of the implementation of the selection planning is sudden and urgent because it is already pressed by the need for teachers. So there is no systematic and sustainable planning. In fact, this selection planning should be carried out on an ongoing basis because it considers aspects of the school's progress and dynamics internally, and external conditions. This means that the internal and external aspects of schools in 2018 will definitely not be the same as 2022. For

acceptance planning.

Teacher Development Planning

There are five things that the researchers focus on regarding teacher training and development planning, namely: the absence of principals' involvement; incidental planning; planning documents that are not well documented; incomplete document contents discussing planning aspects; as well as planning for development programs Researchers will describe one by one as follows:

First, regarding the involvement of principals and teachers in planning development programs. Paying attention to Hanggreini's opinion about the steps in preparing training and development programs where needs analysis is the earliest stage that must be carried out. Next is the preparation of training and development objectives. The third stage is to create a program, including what materials will be provided when the training and development program is carried out. The last stage is the implementation of the evaluation (2012:99). All of these stages are important and interrelated. The stages of needs analysis will affect the determination of training and development objectives. Clear goals will facilitate the creation of programs and materials to be provided.

In relation to the involvement of principals and teachers in training and development planning, the researcher argues that without the involvement of principals and teachers, the stages of needs analysis will not be carried out properly. In other words, involving principals and teachers in teacher development planning is a must. Principals and teachers are important sources of information to carry out a needs analysis on areas that need to be trained and developed. Without the involvement of principals and teachers, training and development programs will not be well targeted and even redundant.

Second, from the information submitted by representatives of the Foundation as well as principals and teachers, the researcher believes that the implementation of the training and development program is incidental. This can be seen in the curriculum strengthening program which is a collaboration between the SGS Foundation and the Bitung City Education Office. Actually there are no plans to hold such activities. However, in a meeting with the Department, the program was finally implemented. Another program that is incidental in nature is the Mentari program. This program was implemented because the Mentari provider offered books to the Foundation and was then approved by the Foundation. Furthermore, to apply the Mentari curriculum, a curriculum strengthening program based on the Mentari book was made. Regardless of whether or not the curriculum strengthening program was implemented in collaboration with the Bitung City Education Office and the Mentari provider, it appears that the training and development program is incidental. SGS should have followed the guidelines for developing a training program proposed by Hanggreini. On the one hand, flexibility is also needed to be able to adapt to a dynamic context, however, good planning will guide the procurement and implementation of development programs that are targeted and according to needs.

Third, Unfiled training and development program planning documents will cause difficulties at the next management stage, namely the implementation and monitoring of evaluations. In the absence of properly archived planning documents, implementation will depend heavily on Foundation representatives who plan training and development programs. Dependence can have an impact on overburden conditions that will be experienced by Foundation representatives, on the other hand it will reduce the level of participation of others in the implementation of training and development programs. In addition, the absence of good documentation and archives will have an impact on the implementation of the evaluation of training and development programs because it is not known what things must be

evaluated.

Fourth, The contents of the development planning document are still incomplete and do not answer all aspects of planning that must be known. For example the Why aspect or questions about the reasons and objectives of implementing the development program. Aspects of what or what programs should be done. The who aspect is about who should carry out training and development. There is also a when aspect of when, how long, how many times the training and development program is implemented. The where aspect is about where the program is implemented. The last is the how aspect or how the training and development program procedures are carried out.

Fifth, program planning does not specifically address the development program. The training program is aimed at strengthening the ability of teachers to carry out the tasks they are currently working on, while the development program aims to prepare teachers for future tasks. The development program implemented by SGS is still focused on training programs with the aim of preparing teachers to carry out their current duties. According to the researcher, to be able to compete with other educational institutions, SGS must prepare itself to face developments in the world of education that are accelerative as a result of the industrial revolution 4.0 and the social revolution 5.0. This development requires SGS to become a digital technology-based school.

In addition to having an impact on learning, child psychology, and parental resistance, termination of teacher employment if not handled properly can even result in dissatisfaction which can lead to legal proceedings. This condition can reduce the image of the school in the eyes of the community. Even the school's energy will be drained if it trips over legal problems.

2. Studies on the Implementation of Human Management at SGS

Similar to when reviewing the planning function, the study of the implementation function of human management at SGS will also follow the previous pattern, namely reviewing the implementation of procurement, development, compensation, maintenance, and separation of teachers.

Teacher Procurement

From the information obtained by the researcher, it is known that there are several things that are findings and need to be studied: First, the recruitment method has not been implemented optimally because it still relies heavily on referrals. As previously stated, all of the existing teachers joined SGS through references from people who were already familiar with SGS.

The referral method isn't wrong, but it's not the only one. In addition, if this method becomes a mainstay for a long period of time, several things will happen, namely: the shortage of people with the qualifications needed by SGS to become teachers. There are no more qualified people who can be recommended by insiders. In addition, people who are referred by insiders will usually pose a psychological dilemma in the recruitment and selection process. Subjectivity will be very dominant when giving an assessment. Moreover, if the referenced is a Foundation person, or recommended by an important person, it will make the recruitment and selection process even more difficult. As a result, the selection and recruitment process will only become a mere formality.

According to the researcher, SGS needs to optimize recruitment through advertising on social media. This should be done to expand the area of selection of prospective teachers. The researcher assumes that there are many people who have the qualifications required by SGS to become teachers but are still not connected to SGS. With advertisements on social media, the selection of prospective teachers can reach many people but is very efficient because the costs are very small.

Second, Procurement of teachers is still very dependent on representatives of the Foundation,

where the involvement of principals and teachers is still lacking. In the opinion of the researcher, principals and teachers can be involved even in the roles and limitations that have been considered beforehand. Indeed, if the recruitment and procurement of teachers will be fully borne by the principal and teachers, it will increase the burden on the principal and teachers. However, if the involvement of principals and teachers is in the right portion, it will have a positive impact. The involvement of principals and teachers will further encourage the school's sense of belonging because there is a sense of being more meaningful because they are involved in school progress. In addition to the involvement of principals and teachers, SGS should start preparing a Human Capital Department that will specifically handle the human management process at SGS.

Third, from the information of the informants, it turns out that the procurement process which includes recruitment, selection, and acceptance is not standardized properly. There are teachers who have been accepted without an interview process, there are even teachers who have worked at SGS but have not submitted their application files until now. In terms of acceptance, it turns out that there are teachers who have signed a work contract, while some have not yet signed a work contract. This condition has an impact on the unequal qualifications and competencies of teachers at SGS. There are teachers who are accepted because they have proper qualifications and competencies, some are accepted but only have modest qualifications and competencies.

This situation causes difficulties in achieving standardization and uniformity in the quality of education at SGS. Differences in teacher quality will have an impact on variations in the quality of education in each class or in each subject. For example, because third grade elementary school teachers have good quality, the quality of third grade learning is also good, so third grade students are smarter than fourth grade students who have less qualified teachers. In addition, qualified teachers will be excellent in a negative sense. Many tasks and jobs were assigned to him because it was considered that only he had the capacity to carry out these tasks. This can cause jealousy from his fellow teachers, or it can also cause overburden for the teacher because he has to carry out responsibilities beyond his abilities.

Meanwhile, teachers who have been accepted by the Foundation but have substandard abilities are also a new problem. Their inability to make a lot of problems in learning that will have an impact on parental dissatisfaction with school. This dissatisfaction if not handled properly will make many parents lose confidence in the school. Parents can transfer their child from SGS, or no longer refer SGS to others. This situation poses a dilemma for the Foundation. On the one hand, the Foundation is faced with the need to address the problem of learning quality by replacing less qualified teachers with qualified teachers. But if the Foundation does that, there will be an excess of teachers at SGS which will have an impact on increasing the budget for teacher compensation. Another option for the Foundation is to terminate the employment relationship with teachers. However, this condition can also cause new problems because it is not easy to suddenly terminate the employment relationship. Teachers who are terminated suddenly can file an objection or protest. Especially if the teacher whose quality is below the standard turns out to have close relationships with important people at SGS.

Paying attention to this study, the researcher sees the importance for SGS to compile a manual book on teacher procurement starting from the process of recruitment, selection, acceptance, and placement of teachers.

Teacher Development

There are several things that are of concern to researchers in connection with the implementation

of teacher development programs, namely:

First, need to evaluate existing training programs. The programs that have been implemented include: English club, In House Training, I Walk With God character curriculum training, Learning Management System training from Ruang Guru, Mentari curriculum training, Government curriculum training by the Bitung City Education Office. From the information that the researchers got, the English language training program called the English Club did not run well. The program had no measurable goals, had no planned curriculum, was implemented inconsistently, and finally ended in just two months. This training program needs to be maintained and even better maximized because one of the highlights at SGS is bilingual learning which tends to be active English with the motto English First.

Furthermore, the I Walk With God character curriculum training program needs to be held again. From information from the Foundation and teachers, it is known that character curriculum training is only carried out twice, namely at the beginning of the 2016-2017 and 2017-2018 school years. This program needs to be re-implemented because it is related to other advantages of SGS. In addition to being bilingual, SGS is a school that defines character strengthening as one of the best. According to the informant, the character curriculum training is the result of the collaboration between SGS and the Tunas Bangsa Foundation. To be applicable, Tunas Bangsa Foundation carries out a training package containing the I Walk With God student and teacher book, a guide to the implementation of character assessment, as well as mentoring for teachers in using the I Walk With God book and character assessment books.

Furthermore, the Learning Management System from Ruang Guru and the Mentari curriculum need to be reviewed by the SGS Foundation. If it is still relevant to the needs, it is recommended that the implementation of the training should be carried out before the start of the new school year. This is intended so that teachers are ready in advance to apply this curriculum in learning. It was obtained information that although Ruang Guru had conducted training, many teachers did not use learning based on the learning management system from the teacher's room. Likewise with the Mentari curriculum, there are still many teachers who have difficulty applying this curriculum.

Second, From the results of interviews with informants, both Foundation and teachers, it is known that many teachers at SGS are fresh graduates who still lack teaching experience. Meanwhile, until now the teacher training program that touches on classroom mastery and management skills has not been implemented. From the information from the informants who were fresh graduates, they felt overwhelmed in dealing with students. Many are stressed by this situation that prevents them from carrying out high-performance tasks. They have a bachelor's degree in education, but practical skills in classroom control and management need to be trained so that they are ready to carry out their duties, let alone become home room teachers.

Third, still related to the second matter, it is necessary to carry out training programs and develop leadership and management skills. Being a teacher, let alone being a school principal, is required to have good leadership and management skills. Without these two soft skills, teachers will have difficulty carrying out their duties as educators. With leadership skills, teachers have the authority to carry out their roles as educators, instructors, trainers, assessors as mandated by law. Meanwhile, with good management skills, teachers can manage their learning and teacher tasks optimally.

Fourth, With the industrial revolution 4.0, it has even entered the 5.0 social revolution, requiring teachers to have mastery of skills in the field of information technology. Many experts state that as a result of the industrial revolution 4.0 and even the 5.0 social revolution, there has been disruption in the

education sector. A technology-based learning approach has become a necessity in today's learning implementation. If the teacher does not have the provision of mastery of information technology, the teacher will have difficulty carrying out his duties as a teacher.

Compensation

Almost all the teachers interviewed were dissatisfied with the compensation received. This condition must be taken seriously by the Foundation because it will have an effect on several things, including: decreased motivation and job satisfaction which has an impact on the performance of teachers; the creation of a gap between the teacher community and the Foundation which results in the creation of an environment that is not conducive due to a less harmonious and suspicious relationship; the high desire of the teachers to end their employment relationship, so that SGS could lose its best teachers because they moved to other schools that offered more profitable salaries and benefits.

Maintenance

There are several things that are of concern to researchers in connection with maintenance activities, namely:

First, SGS must design and implement a clear career system for teachers at SGS. This career system will encourage teachers to work at SGS for a long period of time even into retirement. With the insight into thinking for long-term work, it creates psychological stability for teachers to work diligently. In addition, with a clear career system, teachers will not hesitate to bring out their best abilities because they feel that everything they will do will not be ignored by the Foundation, even if they will get Foundation awards through promotion policies. Meanwhile, with a clear career system, it indirectly warns teachers who are less professional because there is demotion for those who do not work well.

Second, SGS has held a spirituality program as a way of nurturing teachers. As explained in the previous section, humans must be seen not only as one of the same resources as other resources, but humans are human beings who have moral and spiritual aspects. Human needs are not only in the physical aspect, but also in the spiritual aspect. From interviews with teachers, a unique and anomaly fact was obtained. Almost all teachers are not satisfied with the compensation. However, only one has low work motivation, other than that it is moderate or even high. Even the lowly motivated teacher is still working professionally. According to the researcher, this is caused by the spiritual aspect, namely the awareness that educating children is a call from God that he must do as a form of his faith and love for God. Therefore, even though the compensation has not been satisfactory, there are various challenges and struggles related to their duties and responsibilities, the teachers still carry out their profession well. Therefore, it is hoped that the spiritual program that has been carried out so far will be maintained and even maximized its implementation so that it is more useful.

Third, some teachers feel overwhelmed by the workload they have to carry. Therefore, the implementation of teacher counseling needs to be done to enable teachers to deal with stress at work.

Teacher Separation

As previously stated, many teachers have resigned from SGS. Some who resign due to differences of opinion between teachers and the Foundation. After resigning, the teachers felt they were being treated unfairly by the Foundation. Meanwhile, the Foundation also feels that the teacher who has resigned has not been treated well. Therefore, the provision of a teacher separation system is a non-negotiable necessity.

Study on Monitoring & Evaluation

Of the three human management functions at SGS, monitoring and evaluation are the least concerned. Actually, monitoring is carried out directly by representatives of the Foundation. However, the monitoring carried out so far is not related to human management. The focus of monitoring by representatives of the Foundation on the implementation of learning and school programs. From the Foundation's information, it was obtained information that the supervision of teacher procurement activities, teacher development, compensation for teachers, teacher maintenance, and teacher separation took place naturally and was not a priority. In fact, strengthening human management through the implementation of managerial functions on operational functions will have a positive effect on the quality of education at SGS. It has been described previously that the quality of education in schools is highly dependent on the quality of teachers. If the SGS teachers are managed properly, the teacher's performance will increase which in turn can encourage an increase in the quality of education at SGS. Monitoring is a way of management to ensure that what is planned goes as it should. Monitoring is also useful so that appropriate steps can be taken if the implementation of the plan needs adjustments and adaptations due to the situation and conditions. In other words, monitoring will make the implementation of the plan controlled but still flexible under dynamic conditions. Monitoring is a way of management to ensure that what is planned goes as it should. Monitoring is also useful so that appropriate steps can be taken if the implementation of the plan needs adjustments and adaptations due to the situation and conditions. In other words, monitoring will make the implementation of the plan controlled but still flexible under dynamic conditions. Monitoring is a way of management to ensure that what is planned goes as it should. Monitoring is also useful so that appropriate steps can be taken if the implementation of the plan needs adjustments and adaptations due to the situation and conditions. In other words, monitoring will make the implementation of the plan controlled but still flexible under dynamic conditions.

Meanwhile, the evaluation function of human management at SGS is also not implemented. This is evidenced by the fact that there are no guidelines or evaluation documents for human management activities. In fact, with a correct and ongoing evaluation of human management activities, this will affect the quality of teachers' human capital at SGS. For example, if there is a good evaluation of the recruitment system, the SGS Foundation will realize that the recruitment of teachers at SGS through social media has not yet achieved satisfactory results. This is evidenced by the fact that none of the teachers at SGS have been caught through social media.

A good school is if it carries out a planned, systematic, and sustainable monitoring and evaluation function. The managerial function of management which includes planning, implementation, and monitoring and evaluation is a cycle that must be carried out in a disciplined and continuous manner. If one function is neglected, it will interfere with other functions. Inadequate planning will have an impact on the low quality of the implementation function. Organizations will find it difficult to implement what was not planned. Even if there are things that are done, they are not implementation, but sudden and sporadic activities whose impact on the achievement of organizational goals cannot be measured. Without planning, monitoring and evaluation cannot be carried out properly. The supervisory function cannot work because it does not know what is the correct standard. The same applies to the evaluation aspect. Something that can only be judged if something is planned. On the other hand, good planning requires evaluation. The results of the evaluation will be useful data in making plans.

CONCLUSION

Based on the results of the research and discussion of the research results that have been presented in chapter four, it can be concluded:

1. SGS has done some planning but still needs improvement. The planning process for all human management activities which include teacher procurement, teacher development, teacher compensation, teacher maintenance, and teacher separation has not gone well. This conclusion was based on several reasons: first, planning was only carried out by representatives of the Foundation without involving the principal or teachers; second, planning does not go through the results of an analysis based on an evaluation of the existing situation and conditions; third, the content of the plan is incomplete because it does not provide a comprehensive answer to the 5W + 1H pattern; fourth, planning does not cover all human management activities. Some activities such as job analysis design, development programs, career systems, teacher separation procedures have gone unnoticed, so there is no planning at all; fifth, planning results are not well documented. Some planning documents are only in the form of notes stored on the smartphones of Foundation representatives.

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