

---

**HUMAN RESOURCE DEVELOPMENT IN THE TEACHER TRAINING PROGRAM  
AND MANAGEMENT REFORM**

**Syahrudin Hattab**

Faculty Political and Social Sciences, Tadulako University, Indonesia

**ABSTRACT**

Education is able to produce superior human resources who can later lead the country towards a better direction. The process to achieve educational goals in order to improve human resources, the Better Education through Reformed Management and Universal Teacher Upgrading programs are presented. Human Resource Development means that teachers are required to have competence. Competencies that must be possessed by teachers include pedagogical competence, personality competence, social competence, and professional competence. Human resource development developed in the Program to address teacher competency conditions which are currently concerning, including in Pangkajene Regency and the islands. The research approach used in this research is multi-analysis, namely the Mixed Method. To obtain qualitative data, a case study approach was used, while quantitative data used a survey approach. The competency-based Human Resources development process has been developed to increase high levels of competence. The description of the competence of the teacher is generally adequate, both pedagogical competence and professional competence. Human Resource Development in the Program perspective has a positive and significant effect on competence, specifically development has a positive and insignificant effect on professional competence.

**Key Words:** Human Resource Development, teacher, pedagogical competence, professional competence.

**1. INTRODUCTION**

Indonesia was proclaimed on August 17, 1945, since then Indonesia has become an independent and sovereign country, which means that it is part of the world system that cannot be separated from global influences and impacts, be it economic, political, social, cultural, education, science and technology and Human Resources (SDM). At this time the Indonesian people are entering the era of globalization and modernization which is full of challenges that require the Indonesian people to become higher quality human beings with broad insights and all the skills they have. Along with advances in science and technology, every organization must be able to implement, utilize and manage it [1]. One of the efforts that organizations or institutions can do is human resource development. Basically, what is meant by human resources are people who carry out a task to achieve certain goals [2]. In the context of educational institutions limited to the title employees or employees, therefore, personnel in educational institutions include elements of teaching staff and educational staff [3]. The quality and quantity of education currently carried out will determine the availability of human resources (SDM) in the future [4]. Education is able

to produce superior human resources who can later lead the country towards a better direction [5].

The importance of proper education for all Indonesian citizens has a strong philosophy as explained in the constitution that everyone has the right to develop themselves through fulfilling their basic needs, has the right to education and benefits from science and technology, art and culture, in order to improve their quality of life and for the sake of welfare of mankind[6], On that basis, the government of the Republic of Indonesia is constantly making improvements with the aim of a comprehensive change in the national education system for the better. The process to achieve educational goals in order to improve human resources, the Better Education through Reformed Management and Universal Teacher Upgrading (BERMUTU) program is presented, which is a model for implementing classroom action research by teachers directed at solving problems or improving learning [7], This program has proven its effectiveness in developed countries, including the Netherlands, which has succeeded in improving the quality of education.

The aim of the program is to improve the quality of education through improving teacher competence and performance [7], bearing in mind, education has a very strategic role to educate the nation's life and improve the quality of human resources in an effort to realize the ideals of the Indonesian nation and realize general welfare [8]. The governmental ways provides development program models in accordance with the educational needs of the community and the need so fnational development, including human resource development in the BERMUTU program perspective..Human Resource Development means that teachers are required to have competence. Competencies that must be possessed by teachers include pedagogical competence, personality competence, social competence, and professional competence [9].

In particular, the capacity of human resources (teachers) both in quality and quantity shows that their professionalism still needs to be improved. Human Resource Development (teachers) from the perspective of the BERMUTU Program has not received optimal support from various elements including the regional government of Pangkajene and Islands regencies, so that the competency level of human resources (teachers) as educators who are fit to teach in SMP, is lower than expected.

Human resource development developed in the BERMUTU Program to address teacher competency conditions which are currently concerning, including in Pangkajene Regency and the islands. One aspect of teacher competence tends to be low, so it needs to be developed and improved more effectively and sustainably. Indication of not yet effective professionalism of teachers in SMP, is based on data that out of 1209 junior high school teachers only 410 (34%) teachers are certified(Pangkep District education profile: Year 2012).

## 2. METHOD

The research approach used in this research is multi-analysis, namely the Mixed Method. To obtain qualitative data, a case study approach was used, while quantitative data used a survey approach. Mixed method applications, namely: using multiple data collection techniques, data

analysis techniques, and data sources. Collecting data in this study consisted of qualitative data, using interview guidelines and quantitative data using a questionnaire.

The informants of this study were school principals, school supervisors, teachers and managers of the BERMUTU program. The population of this research is: The generalization area consisting of: objects/subjects that have certain qualities and characteristics determined by the researcher for study and then draw conclusions. To obtain data and information, both primary and secondary data, the researchers used data collection techniques by means of interviews, observation, documentation and questionnaires.

### 3. RESULTS AND DISCUSSIONS

This research refers to the theory put forward by Armstrong covering four dimensions, namely: learning, training, development, and education, by making development indicators as the main focus. Where is meant by development is effectiveness in career development, associated with two pedagogical and professional competencies. Competence development through the BERMUTU Program as a development model that can increase abilities including the ability to make scientific papers. In turn, teaching staff, including teachers, do not experience obstacles or difficulties in carrying out activities that lead to more effective self-development activities.

Career development through education and teacher professional training (PLPG) is more objective and professional resulting in pedagogical abilities, namely teachers know students with different potential intelligence, talents and socio-cultural backgrounds. In addition, the ability to promote the mutation pathway supports teacher professionalism. Career development in the BERMUTU Program is carried out but in general its effectiveness needs to be improved. positive career development improves status or better employment levels, without promotions and transfers, teachers are stagnant in performance. However, transfers to mountainous areas or islands have not received a positive response from teachers, and even tend to be a burden for teachers, especially transfers to other workplaces to the islands because learning facilities are still limited. The results of the researchers' observations show that the development aspects in the promotion and transfer paths have not been effective, especially the promotion of teachers from mainland (regular) to the isolated islands has not been responded to by teachers.

The competence of each teacher is already owned, through the learning process, but it is admittedly not always that the learning process is effective in implementing in carrying out main tasks. Good competence can improve teaching skills effectively. Equitable competency through training intensity that can involve all state junior high school teachers, is intended so that the teaching ability of teachers can be more evenly distributed with quality across regional characters, both in islands (remote), remote mountains and land (regular), not concentrated in certain paporite schools generally in cities with teaching staff with the highest education level and high competence. Teaching experience is high, and equipped with optimal learning facilities and infrastructure, while in remote Islands and Mountains areas there are limited, low teaching staff, lack of teaching experience, unrepresentative places, limited teaching facilities and infrastructure, making it difficult to create competent teachers. reliable both pedagogic and professional.

Pedagogic competence is one of the abilities that teachers must have with regard to student characteristics seen from various aspects such as moral, emotional, and intellectual, pedagogical competences are important for teachers, because pedagogical competences provide the ability to deal with problems associated with different characteristics of students. -different, but requires proper guidance. Therefore, demands for pedagogic competence are fundamental, both in junior high schools in mountainous and island areas (remote), and in mainland (regular) junior high schools. In turn, the teacher's pedagogical competence will lead to the teacher's ability to master the class by better understanding the character of each student faced in responding to various subjects or subject matter. So that students can achieve optimal learning outcomes and can achieve proud achievements.

Professional teacher competence is required to master the subject area being taught, so that teachers become professionals. This means that teachers are able to innovate to improve and change direction, teacher competence is very important and effective in improving the quality of learning. Therefore, the government pays serious attention to improving the quality of education by creating development programs. One of the programs that has received support from the government is the BERMUTU Program, in which subject teacher deliberations (MGMP) increase competency. The demands for mastery of professional competence are not limited by area, space and time. All teachers are required to be competent with the support of adequate and quality learning facilities, teaching outside the field of expertise saves from professional principles. However, in reality there are still teachers teaching outside the field of study for various reasons, reasons for government capacity and human resource capacity. However, each school principal makes an effort to find the right solution until it is resolved according to the conditions and the development of teacher competence is carried out together with teachers on the mainland and mountains. The BERMUTU program in MGMP. Professional competence is that Information Communication and Technology (ICT) facilities have not been maximally utilized, this is due to inadequate lighting facilities, especially in islands (remote). Generally in the archipelago still use the gangset and even then function at night, so it cannot be used effectively in supporting the Teaching and Learning Process professionally as expected.

The relation with competence consists of pedagogic competence and professional competence. By reviewing and analyzing the resulting data to be interpreted comprehensively and scientifically so as to provide meaning and meaning in the context of building science construction that contributes to development in general and contributes to the development of Science and Technology (IPTEK).

The results of the analysis on the effect of human resource development (learning, training, development and education) as "independent variables" on the competence (pedagogic and professional) of teachers as "dependent variables".

Based on statistical calculations using Path Analysis, the results show that:

1. Human resource development in the learning dimension has a positive and significant effect on the pedagogical and professional competence of junior high school teachers in Pangkajene and Islands districts.

2. Human Resource Development in the training dimension has a positive and significant effect on the pedagogical competence and professional competence of junior high school teachers in Pangkajene and Islands districts.
3. Human Resource Development in the development dimension has a positive and significant effect on pedagogic competence, while professional development has a positive and insignificant effect on the professionalism of junior high school teachers in Pangkajene and Islands District.
4. Human Resource Development education, has a positive and significant effect on the pedagogical and professional competence of junior high school teachers in Pangkajene and Islands Districts

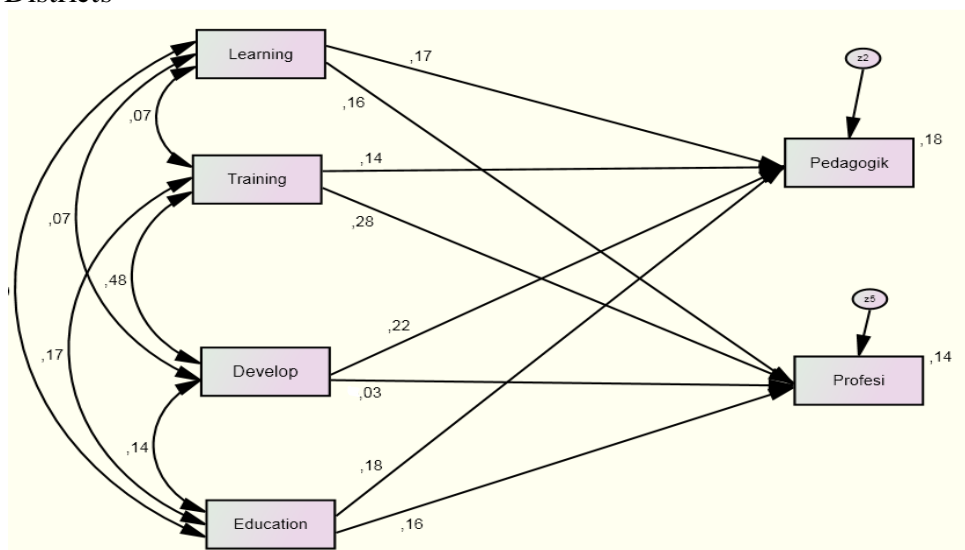


Figure 1: Construct of Path Analysis Model Hypothesis Testing Results..

The test results using "Path Analysis" is a hypothesis testing by looking at the p value, if the p value is less than 0.05, the relationship between the variables is significant. The test results are presented in the following table:

Table 1: Hypothesis Testing

HIP	Independent Variable	Dependent Variable	Direct Effect				
			B	Beta	CR	p-value	Information
H1	Learning	Pedagogic	0.197	0.166	2,301	0.021	Significant
H2	Training	Pedagogic	0.289	0.137	2,331	0.019	Significant
H3	Development	Pedagogic	0.383	0.223	2,707	0.007	Significant

H4	Education	Pedagogic	0.227	0.175	2,388	0.017	Significant
H5	Learning	Professional	0.139	0.163	2,202	0.028	Significant
H6	Training	Professional	0.425	0.279	3,296	0,000	Significant
H7	Development	Professional	0.033	0.026	0.313	0.754	Insignificant
H8	Education	Professional	0.153	0.163	2,172	0.030	Significant

All (eight) hypothesized models, there are seven pathways that have a positive and significant effect and one pathway that has an effect, but is not significant. The interpretation of Table 1 can be explained as follows:

- a. *Learning* has a significant positive effect on pedagogic competence with  $P = 0.021 < 0.05$  with a coefficient value of 0.197, this coefficient indicates that the better a person's *learning* level, the better his pedagogic competence will be.
- b. *Training* has a significant positive effect on pedagogic competence with  $P = 0.019 < 0.05$  with a coefficient value of 0.289, this coefficient indicates that the more often a person participates in *training*, the better his pedagogical competence will be.
- c. *Development* have an influence positively significant to pedagogical competence with  $P = 0.007 < 0.05$  with coefficient of 0.383, this coefficient indicates that the better *development* the pedagogical competence will be the better person.
- d. *Education* has a significant positive effect on pedagogic competence with  $P = 0.017 < 0.05$  with a coefficient value of 0.227, this coefficient indicates that the better *education*, the better one's pedagogical competence will be.
- e. *Learning* has a significant positive effect on professional competence with  $P = 0.028 < 0.05$  with a coefficient value of 0.139, this coefficient indicates that the better a person's *learning* level, the better one's professional competence will be.
- f. *Training* has influence positively significant to professional competence with  $P = 0.000 < 0.05$  with coefficient of 0.425, this coefficient indicates that the more a person follows the *training* the professional competence will be better anyway.
- g. *Development* has an insignificant positive effect on professional competence with  $P = 0.754 > 0.05$  with a coefficient value of 0.033, this coefficient indicates that good *development* has not been able to create a person's professional competence to be better as well.
- h. *Education* has a significant positive effect on professional competence with  $P = 0.030 < 0.05$  with a coefficient value of 0.153, this coefficient indicates that the better *education*, the better one's professional competence will be.

Development has a significant positive effect on pedagogic competence with  $P = 0.007 < 0.05$  with a coefficient value of 0.383, this coefficient indicates that the better the development, the better one's pedagogic competence will be. The development dimension is Career Development (Individual Development), which is the growth of the realization of individual abilities and potentials through the provision of educational and learning experiences, namely through career development. effective value in terms of providing material related to improving

teacher competence in the teaching and learning process at SMP Negeri Pangkajene Islands Regency. The results of this study prove that teachers need technical skills, especially in making scientific works called classroom action research (PTK). In addition to making scientific papers, the government's effort by issuing policies that should be appreciated by teachers is the government's effort that the highest career ladder for teachers is no longer limited to being a principal or supervisor, but a subject teacher, including a counseling guidance teacher, can pursue a peak career to become a main teacher.

Development has a positive and insignificant effect on professional competence with  $P = 0.754 > 0.05$  with a coefficient value of 0.033, this coefficient indicates that good development has not been able to create one's professional competence, the better it will be. The results showed that the development of human resources from the aspect of development has not been effective in influencing the professional competence of teachers. This is because career development through quality programs has not received support from local government policies that do not see the level of competence possessed by teachers, so that career development obtained from quality program activities does not support becoming a professional teacher, because quality program material is still difficult. It is implemented by teachers who still maintain old teaching habits, namely only fulfilling their responsibilities as civil servants (PNS), not yet oriented to teaching as a profession.

Observing the results of this study, teachers in Pangkajene and Islands District still need serious attention from the government, especially teachers who are placed in remote island areas by providing adequate facilities and facilities so that teachers are motivated towards improving the quality of education and learning effective.

The human element, which is one of the elements of resources, develops into a field of management science called human resource management (MSDM) which is a translation of man power management. [10], Human resources are the most unique, most vulnerable, unique and difficult to predict agency / organization assets. Organizations in carrying out their activities are always dealing with humans as dynamic resources and have the ability to continue to develop where the development of humans as a workforce will affect the stability and continuity of the organization (Efendy&Sjahrudin, 2017). The progress of an organization lies in the human capacity as a manager, if human resources have professional competence, then the organizational goals are achieved. Human resource (SDM) development, when properly implemented in a productive organization, can directly contribute to improving performance and achieving organizational goals [11].

Human resources are the main element of the organization compared to other elements such as capital, technology and money because humans themselves control the others [12]. Talking about human resources cannot be separated from activities or other management processes such as strategic planning, management development and organizational development [13], Effective human resource development is intended so that people are able to work in accordance with the demands of change. Humans are also the most important element, namely as subjects who implement and move other resources towards the goals to be achieved [14].

Human resources cannot be separated from training and development activities. In an institution, company or organization, training and development is needed by employees so that they can improve their abilities, skills and knowledge [15]. Human resource development through training is an operational function in human resource management. One of the most effective vehicles a company can and should use to develop its employees through providing training [16]. The implementation of human resource management depends on the operational function of human resource management (HRM) itself. Several experts provide various functions regarding HRM as stated by Flippo (1984), consisting of: Procurement, Development, Compensation, Integration, Maintenance, Separation [17]

The need for skilled personnel in various fields is a global demand that cannot be postponed, and is required to have the ability to make quality human resource development plans by making internal improvements through human resource development [18]. The teaching profession as a human resource is a very important profession in the life of a nation. This is none other than because of the very important position of education in the context of national life [19]. Educators are the dominant element in an educational process, so that the quality of education is largely determined by the quality of educators in carrying out their roles and duties in society [20]. Lee and Bruvold explained that human resource development has a vital role in directing, encouraging, motivating the improvement / development of the abilities and skills of employees who are implemented at work to achieve the effectiveness of human resources in the organization [21]

According to Melayu, development is an effort to improve technical, theoretical, conceptual and moral abilities of employees in accordance with the needs of the job / position through education and training. Where education is an attempt to improve the theoretical, conceptual and moral skills of employees, while training aims to improve technical skills in implementing employee work. [22]. Siagian said the term development was different from training. This definition emphasizes that development is a long-term educational process for managerial employees to systematically acquire mastery of abstract and theoretical concepts. Meanwhile, training is a short-term educational process for operational employees to systematically acquire operational technical skills [23]. Mondy & Noe stated that human resource development is a planned and continuous management effort to improve employee competence through training, education and development programs, strategies or steps that can be taken by companies can be in the form of scheduling training programs, providing opportunities to employees to contribute ideas, giving rewards and punishments [24].

According to Peter Senge, the success of an organization, including schools, is largely determined by its ability to develop its institution into a learning organization. The essence of a learning organization is learning [25]. Only schools that want to develop their institutions into learning organizations willing to learn and improve themselves continuously will progress and continue to develop. On the other hand, schools that do not develop into learning organizations will not develop, even schools will become extinct [26].

The competency-based Human Resources development process has been developed to increase high levels of competence: Recognition; a simulation or case study that gives



participants the opportunity to identify one or more competencies that can predict high-performance individuals in their work so that someone can learn from the simulation experience, Understanding; Specific instructions include behavioral modeling of what competencies are and how they are applied, Assessment; feedback to participants about some of the many competencies that participants have (comparing participants' scores). This method can motivate participants to learn competencies so that they are aware of the gap between actual performance and ideal performance, Feedback; an exercise in which participants can practice competencies and get feedback on how participants can carry out certain jobs compared to someone who is high performance, Job Application; participants set goals and develop specific actions in order to use competencies in real life [27].

There are three aspects that need to be considered in compiling a Human Resource Development Program, namely: Physical development; Psychological development; skill development, these three aspects are directed at achieving optimal work productivity [28].

Dimensions or aspects of developing expert human resources include: Learning, training, development, and education [29], The descriptions of the four aspects of Human Resources development are as follows:

1. Learning, learning is the main process of adaptation by humans
2. Training, is a planned and systematic modification of behavior through learning events, instructions and programs that allow individuals to achieve the levels of knowledge, skills and competence needed to deal with their work effectively.
3. Development, is the growth of the realization of individual abilities and potentials through provision of educational and learning experiences, namely through career development
4. Education, is the development of knowledge, values and understanding needed in all aspects of life compared to skills and knowledge relating to certain areas of activity

Of the four aspects of human resource development, the development variable becomes the focus of study in this study. Davis & Werther said that development is an effort to improve one's abilities and skills through education and training. The relationship between development is self-development or career [30]. Career development is self-development activities undertaken by a person to realize his personal career plans. Means development related to increasing the ability to carry out tasks that are carried out personally, both training or education in formal and informal ways.

The ability to carry out main tasks in a professional manner to have competitiveness in the era of globalization requires a development model that leads to competencies as stated in the BERMUTU Program, namely, teachers who have professionalism. Teacher professionalism in government regulations in 2000 is: increase in attitudes and spirit of dedication that is oriented towards the interests of students: improvement of managerial and leadership technical competencies: increasing efficiency, effectiveness and quality of the implementation of tasks carried out with work spirit and responsibility in accordance with the work environment and organization.

In the context of self-development, education and training are needed so that every human being or employee becomes a professional in his field of work, therefore education and training is very important, it must be realized that personal self-development is an individual reprocessing process [31]. Education can be carried out in the long term and can be carried out indoors. Likewise with education that emphasizes a more comprehensive goal of the development process of the individual concerned and can be interpreted as an activity that aims to develop knowledge, attitudes and skills, understanding and absorption of values needed in all aspects of life, not just knowledge and skills associated with a particular activity or job [32]. However, it relates to the overall so-called pedagogic, social, personal and professional competence of teachers. The teacher is a professional position, society no longer views that teachers are of lower rank than using a doctor or engineer due to the government policy on certification, which aims to improve teacher welfare.

The concept of competence related to work, was first raised by Mc Clelland in 1973, he published a paper entitled "Testing for Competence rather than Intelligence" which presented the background and concepts of competence in modern psychology. The results of the study and analysis of various previous studies concluded that the measurement of the potential for intelligence and academic knowledge is considered inaccurate to predict work performance and success in social life in society. In addition, it is also stated that the psychological test results and academic achievement scores obtained from school and tertiary education are often discriminatory against gender, minority groups, or according to socio-economic strata. This triggers new rounds of research to look for better methods to identify professional abilities and individual abilities in the workplace, which are then referred to as abilities or competencies [33]. Development is the growth of the realization of individual abilities and potentials through provision of educational and learning experiences, namely through career development[29].

In principle, education, training through development for every employee is the best decision from the leadership element to involve employees in participating in various training and development.

#### **4. CONCLUSIONS**

Overview of human resource development from the perspective of the BERMUTU program has generally been implemented with effective results in the mainland (regular), mountainous and remote islands in terms of learning, training, development and education. However, it still needs to be maximally improved, especially in mountainous areas and remote islands. The description of the competence of the teacher is generally adequate, both pedagogical competence and professional competence. However, competence still needs to be maximally improved, especially in mountainous areas and remote islands. Human Resource Development in the BERMUTU Program perspective has a positive and significant effect on competence, specifically development has a positive and insignificant effect on professional competence

**REFERENCES**

- [1]K. Krismiyati, “PengembanganSumberDayaManusiadalamMeningkatkanKualitas Pendidikan di SD Negeri InpresAngkasa Biak,” *Jurnal Office*, vol. 3, no. 1, Art. no. 1, Aug. 2017, doi: 10.26858/jo.v3i1.3459.
- [2]S. Napir and D. Junus, “Penguatan Program PrioritasPemerintah Daerah DalamMewujudkan Good Governance Di Kabupaten Gorontalo,” *JPAG*, vol. 1, no. 1, pp. 34–38, Apr. 2019, doi: 10.22487/jpag.v1i1.15.
- [3]M. I. Dacholfany, “Inisiasi Strategi Manajemen Lembaga Pendidikan Islam DalamMeningkatkanMutuSumberDayaManusiaIslami di Indonesia DalamMenghadapi Era Globalisasi,” *At-Tajdid :Jurnal Pendidikan dan Pemikiran Islam*, vol. 1, no. 01, Art. no. 01, Jan. 2017, doi: 10.24127/att.v1i01.330.
- [4]D. Lazwardi, “ImplementasiEvaluasi Program Pendidikan di Tingkat Sekolah Dasar dan Menengah,” *Al-Idarah :JurnalKependidikan Islam*, vol. 7, no. 2, Art. no. 2, Dec. 2017, doi: 10.24042/alidarah.v7i2.2267.
- [5]I. Setiawan and R. U. Faza, “Pembangunan OlahragaDitinjau dari SDI GunaPeningkatanKualitas Pendidikan JasmaniBerwawasanKonservasi,” *Prosiding Seminar Nasional IPTEK Olahraga (SENALOG)*, vol. 2, no. 1, Art. no. 1, Oct. 2019.
- [6]D. Indriyani, “HakAsasiManusiadalamMemperoleh Pendidikan,” *Jurnal Pendidikan Politik, Hukum Dan Kewarganegaraan*, vol. 7, no. 8, Art. no. 8, Aug. 2018, Accessed: Sep. 05, 2020. [Online]. Available: <https://jurnal.unsur.ac.id/jpphk/article/view/392>.
- [7]D. Sutardi, “Pengembangan Model BelajarBermutu yang AdaptifUntukMeningkatkan Kinerja Guru Sekolah Dasar Terpencil,” *Sekolah Dasar: Kajian Teori dan Praktik Pendidikan*, vol. 25, no. 2, Art. no. 2, Aug. 2017, doi: 10.17977/um009v25i22016p127.
- [8]F. Jannah, “Pendidikan Islam dalamSistem Pendidikan Nasional,” *DinamikaIlmu*, vol. 13, no. 2, Art. no. 2, Dec. 2013, doi: 10.21093/di.v13i2.23.
- [9]N. Nuryovi, O. Wiharna, and S. Sriyono, “PersepsiSiswaTentangKompetensiPedagogik dan KompetensiKepribadian Guru,” *Journal of Mechanical Engineering Education*, vol. 4, no. 2, Art. no. 2, 2017, doi: 10.17509/jmee.v4i2.9636.
- [10]D. T. Istiantara, “PengembanganManajemenSumberDayaManusiaBerdasarkanKompetensiGunaMeningkatkan Kinerja Pegawai Dan DosenPoliteknikPerkeretaapian Indonesia,” *JurnalPerkeretaapian Indonesia (Indonesian Railway Journal)*, vol. 3, no. 2, Art. no. 2, Dec. 2019, doi: 10.37367/jpi.v3i2.89.
- [11]N. Nurtjahjawilasa, H. Kartodihardjo, D. R. Nurrochmat, and A. Justianto, “AnalisisPemangkuKepentingandalamKebijakanPengelolaan dan

Pengembangan Sumber Daya Manusia Kehutanan,” *JAKK*, vol. 12, no. 3, pp. 235–248, 2015, doi: 10.20886/jakk.2015.12.3.235-248.

[12] M. Mustainah, M. A. Samad, and E. Z. Kusuma, “Apparatus Resources Development in The Regional Agency of The Palu City,” *IJMMU*, vol. 7, no. 7, p. 233, Aug. 2020, doi: 10.18415/ijmmu.v7i7.1793.

[13] P. Dimas and D. Simanjuntak, “Pengaruh Pendidikan dan Pelatihan Terhadap Produktivitas Kerja Pada Kantor Cabang Dinas Pendidikan Kecamatan Kualuh Hulu Labuhanbatu Utara,” *Ecobisma (Jurnal Ekonomi, Bisnis dan Manajemen)*, vol. 4, no. 2, Art. no. 2, 2017, doi: 10.36987/ecobi.v4i2.88.

[14] M. Priyatna, “Manajemen Pengembangan SDM Pada Lembaga Pendidikan Islam,” *Edukasi Islami: Jurnal Pendidikan Islam*, vol. 5, no. 09, Art. no. 09, Oct. 2017, doi: 10.30868/ei.v5i09.87.

[15] N. Khurotin and T. W. Afrianty, “Analisis Pelatihan dan Pengembangan Sumber Daya Manusia di PT Beon Intermedia Cabang Malang,” *Jurnal Administrasi Bisnis*, vol. 64, no. 1, Art. no. 1, Nov. 2018.

[16] M. Linarwati, A. Fathoni, and M. M. Minarsih, “Studi Deskriptif Pelatihan dan Pengembangan Sumber Daya Manusia Serta Penggunaan Metode Behavioral Event Interview dalam Merekrut Karyawan Baru di Bank Mega Cabang Kudus,” *Journal of Management*, vol. 2, no. 2, Art. no. 2, Mar. 2016, Accessed: Sep. 05, 2020. [Online]. Available: <http://jurnal.unpand.ac.id/index.php/MS/article/view/604>.

[17] A. Mustofa, A. Fathoni, and E. Gagah, “Strategi Pengembangan Sumber Daya Manusia Melalui Analisis Swot Pada Yayasan Nurul Hayat Semarang,” *Journal of Management*, vol. 4, no. 4, Art. no. 4, Oct. 2018, Accessed: Sep. 05, 2020. [Online]. Available: <http://jurnal.unpand.ac.id/index.php/MS/article/view/1106>.

[18] M. Fadhil, “Pengaruh Kompetensi Sumber Daya Manusia terhadap Kinerja Pegawai pada Balai Latihan Kerja Industri Makassar,” *Perspektif: Jurnal Pengembangan Sumber Daya Insani*, vol. 1, no. 1, Art. no. 1, Jul. 2016, doi: 10.26618/perspektif.v1i1.155.

[19] La Husen Zuada, M. A. Samad, and N. Aisyah, “Kajian Tingkat Kepercayaan Publik Terhadap Dewan Perwakilan Daerah Provinsi Sulawesi Tenggara,” *JPAG*, vol. 1, no. 1, pp. 9–22, Apr. 2019, doi: 10.22487/jpag.v1i1.11.

[20] A. D. K. Putri and N. Imaniyati, “Pengembangan Profesi Guru Dalam Meningkatkan Kinerja Guru,” *Jurnal Pendidikan Manajemen Perkantoran (JPManper)*, vol. 2, no. 2, Art. no. 2, Aug. 2017, doi: 10.17509/jpm.v2i2.8109.

[21] A. W. Kurniawan, “Pengaruh Kepemimpinan dan Pengembangan Sumber Daya Manusia Terhadap Kepuasan Kerja, Motivasi Kerja, dan Kinerja

Karyawan Bank Sulselbar,” *Ekuitas (Jurnal Ekonomi dan Keuangan)*, vol. 16, no. 4, pp. 391–408, Sep. 2018, doi: 10.24034/j25485024.y2012.v16.i4.119.

[22]D. DWulansari, A. Darumurti, and D. H. A. P. Eldo, “Pengembangan Sumber Daya Manusia Dalam Manajemen Bencana,” *Journal of Governance and Public Policy*, vol. 4, no. 3, Art. no. 3, Dec. 2017.

[23]Y. S. Wicaksono, “Pengaruh Pelatihan dan Pengembangan Sumber Daya Manusia dalam Rangka Meningkatkan Semangat Kerja dan Kinerja Karyawan (Studi di SKM Unit V PT. Gudang Garam, Tbk Kediri),” *Jurnal Bisnis dan Manajemen*, vol. 3, no. 1, Art. no. 1, 2016, doi: 10.26905/jbm.v3i1.71.

[24]M. I. Hasibuan, “Pengembangan Sumber Daya Manusia dalam Menghadapi Persaingan Industri Melalui Program Pelatihan,” *Ecobisma (Jurnal Ekonomi, Bisnis Dan Manajemen)*, vol. 5, no. 1, Art. no. 1, 2018, doi: 10.36987/ecobi.v5i1.78.

[25]A. Susanti, R. Kasmad, and I. Waris, “Mewujudkan Komitmen Organisasi,” *Journal of Public Administration and Government*, vol. 1, no. 1, Art. no. 1, Apr. 2019, doi: 10.22487/jpag.v1i1.10.

[26]G. Wiyono, “Strategi Penerapan Organizational Learning untuk Membentuk Guru Pembelajar di Sekolah,” *Jurnal Edukasi Elektro*, vol. 1, no. 1, Art. no. 1, Aug. 2017, doi: 10.21831/jee.v1i1.15113.

[27]M. Z. Jihad, “Human Resources Development Based on Competence,” *Entrepreneur*, vol. 2, no. 2, Art. no. 2, Feb. 2011, Accessed: Sep. 05, 2020. [Online]. Available: <https://www.journal.unipdu.ac.id/index.php/Entrepreneur/article/view/120>.

[28]T. Yuniarsih and Suwatno, *Manajemen Sumber Daya Manusia: Teori, Aplikasi dan Isu Penelitian*. Alfabeta, 2009.

[29]M. Armstrong, *A Handbook of Human Resource Management Practice*. Kogan Page, 2003.

[30]Marwansyah, *Manajemen Sumberdaya manusia*. Alfabeta, 2010.

[31]A. Fathoni, *Manajemen Sumber Daya Manusia*. Bina Adiaksara dan PT Rineka Cipta, 2006.

[32]M. D. Tovey and T. & Lawlor, *Training in Australia: Design, Delivery, Evaluation, Management*. Pearson Education Australia, 2004.

[33]D. C. McClelland, “Testing for competence rather than for ‘intelligence,’” *American Psychologist*, vol. 28, no. 1, pp. 1–14, 1973, doi: 10.1037/h0034092.