

**ANALYSIS OF THE IMPLEMENTATION OF HUMAN RESOURCES
DEVELOPMENT AND TRAINING POLICIES IN AISYIYAH II KARTASURA
KINDERGARTEN**

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis implementasi kebijakan pengembangan dan pelatihan sumber daya manusia di TK Aisyiyah II Kartasura. Fokus penelitian ini adalah untuk memahami bagaimana kebijakan pengembangan sumber daya manusia dilaksanakan, tantangan yang dihadapi, dan dampaknya terhadap kualitas guru dan tenaga pendukung. Pendekatan penelitian yang digunakan adalah kualitatif dengan metode deskriptif, dimana data dikumpulkan melalui wawancara mendalam, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa kebijakan pengembangan sumber daya manusia dan pelatihan di TK Aisyiyah II Kartasura telah dilaksanakan sesuai rencana, meskipun masih terdapat beberapa kendala seperti kendala anggaran dan keterbatasan waktu pelatihan. Program pelatihan yang diberikan meliputi peningkatan kompetensi pedagogik, keterampilan teknologi, dan penguatan nilai-nilai keagamaan. Kebijakan-kebijakan ini berdampak positif pada peningkatan kualitas pengajaran dan kemampuan guru dalam menghadapi tantangan pendidikan modern. Kesimpulannya, implementasi kebijakan pengembangan sumber daya manusia dan pelatihan di TK Aisyiyah II Kartasura sangat berperan dalam peningkatan mutu pendidikan, meskipun masih diperlukan perbaikan dari segi pendanaan dan penjadwalan. Rekomendasi yang diberikan antara lain meningkatkan alokasi anggaran untuk pelatihan dan membuat jadwal pelatihan yang lebih fleksibel untuk memastikan pelaksanaan program yang optimal.

Kata Kunci: Kebijakan pengembangan sumber daya manusia, Pelatihan, Implementasi, Pendidikan.

ABSTRACT

This study aims to analyze the implementation of human resource development and training policies at Aisyiyah II Kartasura Kindergarten. The focus of this research is to understand how the human resource development policies are implemented, the challenges faced, and their impact on the quality of teachers and supporting staff. The research approach used is qualitative with a descriptive method, where data is collected through in-depth interviews, observation, and documentation. The results show that the human resource development and training policies at Aisyiyah II Kartasura Kindergarten have been implemented as planned, although some challenges remain, such as budget constraints and training time limitations. The training programs provided include improving pedagogical competence, technological skills, and strengthening religious values. These policies have positively impacted the improvement of teaching quality and the ability of teachers to face modern educational challenges. In conclusion, the implementation of human resource development and training policies at Aisyiyah II Kartasura Kindergarten plays a significant role in improving the quality of education, although improvements are still needed in terms of funding and scheduling. The recommendations provided include increasing budget allocation for training and creating a more flexible training schedule to ensure optimal program execution.

Keywords: Human resource development policy, Training, Implementation, Education.

INTRODUCTION

Etymologically, policy comes from the Greek word polis which means city. In this case, policy refers to the idea of an organizational order, a formal pattern that is also accepted for use by the government/institution to achieve its goals (Monahan in Syafaruddin, 2008). According to Abidin (2006) policy is a government decision that is general in nature and applies to all members of society.

Policy is an activity of political activities within an organizational group that can provide and create wise thoughts in accordance with the goals that have been planned and agreed upon in the organization to provide thoughts that are well-directed, these thoughts aim to decide problems so that decisions can be made in accordance with the goals. (Rismawan 2017).

In the education policy, Ali Imron in his book *Analysis of Education Policy* explains that education policy is one of the state policies. Carter V Good (1959) defines education policy (educational policy) as a consideration based on a value system and several assessments of situational factors, these considerations are used as a basis for operating institutionalized education. According to Tilaar & Riant Nugroho, Revealing that education policy is the whole process and results of formulating strategic educational steps that are outlined from the vision, mission of education in order to realize the achievement of educational goals in a society for a certain period of time

From the above opinion, it can be concluded that educational policy is Educational policy is a public policy that specifically regulates regulations related to the absorption of resources, allocation and distribution of resources, and regulation of behavior in education. The goal is to create a new value system in society.

Training and development are two crucial elements in human resource management within an institution, company, or organization. Human resources are the main factor for the sustainability of an organization, making training and development essential for employees to enhance their knowledge, skills, and abilities. Training and development programs are particularly beneficial for employees who lack certain skills and knowledge. With the rapid advancement of time, training and development have become even more important, considering that formal education often falls short of meeting the demands of jobs and positions in companies (Agus Dwi C et al., 2021).

According to Mathis et al., training is a process that helps employees acquire and improve the skills necessary for performing a specific job. This activity provides specific knowledge and skills that can be directly applied in their work. In this definition, it is explained that during training, employees are expected to enhance their abilities in a particular job. The tasks being trained are generally predetermined based on organizational needs, so training typically occurs over a short period (Agus Dwi C et al., 2021). Kasmir also states that training is a process aimed at shaping and equipping employees by enhancing their expertise, abilities, knowledge, and behavior (Agus Dwi C et al., 2021).

According to Armstrong, human resource development is related to opportunities and learning processes and involves creating training programs that include planning, implementation, and evaluation of those programs (M. G. Lolowang et al., 2016). Mangkunegara also adds that development is an activity that supports the planning of activities to enhance self-development optimally (M. G. Lolowang et al., 2016).

Based on the various expert opinions above, it can be concluded that training and development are interconnected processes essential for improving the quality of human resources. Training focuses on providing the specific knowledge and skills required for a particular job, aiming to equip employees with the expertise, abilities, and behaviors needed to

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enhance their performance. Training activities usually take place over a short period and are tailored to organizational needs.

On the other hand, human resource development involves a broader learning process, including the planning, implementation, and evaluation of training programs. Development aims to support employees in enhancing their potential optimally and preparing them to face greater challenges in their careers. Overall, training and development are key elements in enhancing employee competencies, ultimately supporting the success of the organization.

Overall, educational policies that support strong school leadership, appropriate teaching methods, and comprehensive performance evaluations have proven to have a positive impact on training, development, and the overall effectiveness of the education system.

METHODS

This study is a descriptive qualitative research using a field study method. The aim of this research is to produce descriptive data in written or oral form from the individuals observed (Kusumastuti & Khoiron, 2019). The focus of this study is the analysis of the implementation of policies for the development and training of human resources at Aisyiyah II Kartasura Kindergarten. A qualitative approach was chosen because it allows for an in-depth understanding of social phenomena and human behavior through non-numerical data analysis, such as text, interviews, and observations. The primary objective of this approach is to uncover the meaning, context, and complexity of the situation being studied, rather than to measure variables quantitatively (Hardani et al., 2020).

The data collection methods used include in-depth interviews with the Head of Aisyiyah II Kartasura Kindergarten and teaching staff involved in implementing the policies for human resource development and training. Additionally, direct observation and documentation were conducted to gather richer and more in-depth data. Data collection took place in September 2024. After data collection was completed, the next step was data analysis, which involved several stages: data reduction, data presentation, and drawing conclusions and verification.

The data reduction stage involved simplifying, sorting, and selecting data relevant to the research focus. Next, the data presentation was conducted by organizing the data into a structured narrative form to facilitate understanding. The final stage was drawing conclusions, where the results of the data analysis were interpreted and verified to ensure the accuracy and validity of the research findings.

RESULTS AND DISCUSSION

This study focuses on analyzing the implementation of policies for the development and training of human resources at Aisyiyah II Kartasura Kindergarten. Based on the findings in the field, the policies established by the Central Leadership of 'Aisyiyah have been successfully implemented comprehensively in the management of human resources (HR) at this kindergarten. The following discussion provides a more detailed picture of the implementation of these policies across various aspects, such as the effectiveness of human resource management, recruitment and selection processes, development through training programs, and performance evaluation of educators and staff.

1. Level of Effectiveness Management Human Resources

The effectiveness of human resource management at Aisyiyah II Kartasura Kindergarten is measured based on how well educators perform their tasks in teaching and supporting the development of students. One key indicator is the implementation of the *Merdeka Curriculum* (Independence Curriculum) at this kindergarten. While this curriculum is designed to provide teachers with flexibility in designing teaching materials,

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Aisyiyah II Kartasura Kindergarten places special emphasis on students' foundational reading and writing skills.

This focus on basic literacy skills is a crucial step in anticipation of future learning needs, even though it is not explicitly outlined in the *Merdeka* Curriculum. The teaching staff at this kindergarten recognize that reading and writing skills are essential for students as they transition to elementary school. This approach demonstrates an adaptation of policies established by the Central Leadership of 'Aisyiyah, which prioritizes improving the quality of education, as stated in Article 28 of the guidelines, granting teachers the authority to determine the most suitable materials, strategies, and methods to achieve high-quality educational outcomes.

The effectiveness of human resource management is also evaluated through student performance assessments. Student learning outcomes serve as a significant indicator of the success of educators. These assessment results are utilized as benchmarks to measure the effectiveness of teaching staff. This aligns with policies emphasizing the importance of evaluating student learning outcomes, as outlined in the guidelines of the Central Leadership of 'Aisyiyah.

Moreover, the supervision and monitoring of teacher performance by the school leadership are critical factors influencing effectiveness. The kindergarten principal is tasked with ensuring that all educators perform their duties in accordance with established standards. This supervision process includes oversight of administrative tasks, teaching methods, and interactions between teachers and students. According to the policies outlined in Chapter XI, school leadership holds the authority to review and revise staff work programs as necessary, ensuring that all educators perform optimally.

2. Recruitment and Selection Process for Educators

Recruitment and selection process power educators *Aisyiyah II Kartasura Kindergarten* follow policies that have been determined by the Central Leadership of 'Aisyiyah. Based on **Article 27** guidelines, appointment and dismissal process power educator must notice appropriate qualifications and competencies with standard education child age Early Childhood Education (PAUD). Educators required own background behind relevant education with PAUD and own competence appropriate pedagogical with development child age early.

Recruitment at *Aisyiyah II Kartasura Kindergarten* is not only emphasize on qualifications academic, but also on **moral and ethical competence power educators**. In the context of This, teachers are expected own appropriate properties with Islamic values, such as honesty, responsibility responsibility, and dedication in educate participant Educate. Selection process No only done based on consideration academic, but also character candidate power educators. This is ensure that every power educator No only competent in a way technical, but also capable give good role model for participant educate.

In addition, the recruitment process also takes into account balance between power educator fixed and not still. According with **Article 26**, *Aisyiyah Kindergarten* own policy For employ permanent teachers, consisting of from teacher 'Aisyiyah as well as state teachers who are employed, as well as non-state teachers remains. This pattern give flexibility in management power educators, especially in face need term short or moment happen emptiness power teacher.

3. Development and Training Human Resources

One of the key aspects of implementing human resource development policies at *Aisyiyah II Kartasura Kindergarten* is the provision of continuous training. Teacher training and development are strategic efforts aimed at improving the quality of learning. According to the policy, every educator is required to have the opportunity to participate in training

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programs, whether organized internally by Aisyiyah or externally by the education authorities.

One of the programs attended by the teachers in this kindergarten is the *Teacher Professional Education* (PPG) in-service program, designed to enhance teacher competence in fulfilling their professional duties. In addition to formal training programs, Aisyiyah II Kartasura Kindergarten regularly organizes *Teacher Working Group* meetings at various levels, ranging from the branch to the district level. These meetings serve as a platform for sharing experiences, collaborative learning, and seeking solutions to challenges encountered in teaching.

This forum is not solely focused on technical training but also provides opportunities for the moral and ethical development of educators, aligning with the values outlined in Aisyiyah's policies. The training policy adheres to Article 28, which emphasizes the responsibility of teachers to continuously improve the quality of education and guidance provided to students.

The training programs aim to equip teachers with the skills to understand and implement various innovative teaching methods while adapting to curriculum developments and the evolving needs of students. Through this approach, Aisyiyah II Kartasura Kindergarten ensures that its educators are well-prepared to deliver high-quality education in line with organizational and educational standards.

4. Teacher and Staff Performance Evaluation

The performance evaluation process at Aisyiyah II Kartasura Kindergarten is conducted in accordance with the policies established by the Aisyiyah branch office. The kindergarten principal plays a critical role in overseeing this process but is not solely responsible for conducting regular evaluations of educators and staff. This evaluation encompasses several key aspects, including conduct, performance, and integrity in carrying out professional duties. Based on the evaluation results, the principal may provide feedback and recommendations for further development.

The performance evaluation of teachers and staff is systematically outlined in the policy decrees issued by the Aisyiyah branch. Additionally, the principal's performance is evaluated by *Dikdas Aisyiyah* (the Primary and Secondary Education Council). This comprehensive evaluation process aims to maintain the quality of educators and ensure that all individuals working at Aisyiyah Kindergarten make a positive contribution to early childhood education.

Performance evaluations emphasizing conduct and integrity reflect the importance of Islamic values within the Aisyiyah educational system. Teachers are not only assessed based on the academic achievements of their students but also on their ability to carry out their responsibilities with dedication, sincerity, and a strong sense of accountability, consistent with the values upheld by the Aisyiyah organization. This holistic approach ensures that educators serve as role models while fostering a nurturing and ethical learning environment for young children.

5. Leadership Head School in Implementation Policy

The role of the school principal is pivotal in implementing human resource development policies. According to the policies outlined in Chapter XI, the school principal is entrusted with the authority to supervise, lead, and manage all school activities, including the administration of educators and staff. At Aisyiyah II Kartasura Kindergarten, the principal actively coordinates training sessions, conducts evaluations, and provides guidance to educators. This role is critical to ensuring that the policies established by the Central Leadership of 'Aisyiyah are implemented effectively.

The principal is also tasked with supervising the implementation of the curriculum and the learning process. Within the framework of the *Merdeka* (Independent) Curriculum, the principal has a key responsibility to ensure that all teachers comprehend and apply flexible teaching approaches while adhering to the principles of holistic education. Furthermore, the principal must ensure that educators emphasize foundational skills, such as reading and writing, which are essential for students' success in subsequent educational levels.

By fulfilling these responsibilities, the principal plays a strategic role in aligning the school's operational activities with the broader objectives of Aisyiyah's educational policies, fostering both academic excellence and adherence to core values.

CONCLUSION

Based on the findings of this study, it can be concluded that the implementation of human resource development and training policies at Aisyiyah II Kartasura Kindergarten has been conducted effectively. The policies issued by the Central Leadership of 'Aisyiyah have been consistently applied through structured processes of recruitment, training, and performance evaluation.

Educators have demonstrated their effectiveness in implementing the curriculum and facilitating learning processes that adequately prepare students for their transition to the next level of education. This reflects the success of the institution in aligning its operational practices with its policy objectives, ensuring quality education and professional development of its teaching staff.

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