

Strategy of The School Principal in Increasing The Quality of Humanistic Perspective Human Resources Management

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Abstract

This study examines school principals' strategies to improve human resource management quality based on a humanistic perspective. This research uses descriptive qualitative. This study uses the systematic literature review method to describe facts, data, and information obtained from literature studies, books, and journals on research results related to research topics. The study results show that school principals have a vital role in managing and improving the quality of the human resources they care for. The humanistic perspective is an individual study with its uniqueness and peculiarities, forcing the principal to formulate various strategic steps to implement it. Some efforts that can be made from this perspective based on the literature review conducted are establishing good cooperative relationships with all components in the school environment, building commitment and improving the quality of communication, and providing the best examples so that they can become a source of motivation to enhance self-quality.

Keywords

Humanistic; Principal; Strategy

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1. INTRODUCTION

The government must create and optimize human resources in various fields according to their needs. This research analysis is based on the theory of human resource empowerment by the need to improve the quality of education towards creating superior and competitive human resources, starting from improving the quality of the performance of professional educators. According to Rivai, V & Murni, S. (A. Hermawan, 2018), empowerment contains two meanings, namely: (1) to give power to (to give power, to transfer power, to delegate authority to other parties, (2) to give the ability to (an effort to give ability). This meaning implies that improving the quality of education has yet to optimize the empowerment of teacher performance, which has a role in improving the quality of education. The development of education demands that human resources are expected to be able to follow the quality process of educators by competency standards as educators. So the existence of a leader in the school strives for a system that can empower all educators as human resources to be carried out optimally. So, the responsibilities and functions of the principal as a leader must be innovative and creative to carry out his empowerment. This can be started by developing a vision, mission, goals, and learning strategies to achieve quality education (Efektif et al., 2020).

A person's leadership is a driving force in cooperation between people in organizations, including schools. Administration allows an organization to move in a directed manner to achieve the goals that have been set (E. Hermawan & Arifin, 2021). Leadership influences subordinates to be obedient, respectful, loyal, and easy to work with. In responding to their roles, functions, and responsibilities, a school principal must be highly committed to his work, apart from being professional and dedicated (Briggs & Desmond, 2013). As a leader in a school, the principal is an individual who is required to be able to transform his abilities through guidance, guidance, and empowerment of all school members to achieve school goals optimally (Prasetyo et al., 2020). Then as a manager, the principal must empower all school resources effectively and efficiently. Empowerment will moderate the relationship between empowering leadership and creativity. That leadership has a positive and significant correlation with team member organizational engagement. In that case, the school principal is responsible for macro management, namely education, directly related to the learning process in schools (Kaso et al., 2021). In addition, implementing regional autonomy requires school principals to adapt to the situations and conditions that apply to regulations in their respective regions. Based on this thought, school principals must have leadership skills (Wijayanti et al., 2021).

The effectiveness of managing school resources is the level of achievement of management objectives and the utilization of existing resources, both teaching staff, educational staff, infrastructure, and so on, to achieve school goals and have a school environment that supports learning activities and the outputs produced by schools can benefit the community (Hafiza Hamzah et al., 2021). Education is a strategic tool to improve quality and human dignity and as a benchmark for the satisfaction of a nation (Li et al., 2016). The standard for the quality of a country can be seen from the extent to which the successful implementation faced by the Indonesian nation is the low quality of education at every level and education. Human resource management is essential for education in managing, organizing, and utilizing teaching staff to function productively to achieve a goal (Nasir et al., 2020). According to Davis and Thomas (1996), there are five factors that contribute to the success of a school in carrying out its program, including (1) strong leadership (administration and teaching); (2) expectations (high expectations from teachers, accompanied by behavior that matches these expectations); (3) academic climate; (4) teaching that emphasizes basic skills; (5) continuous assessment of student progress (Achmad, 2016).

Responding to the weakness of the principal's leadership, it is essential and urgent for the principal to use a humanistic approach to improve the quality of human resources in the school environment. It takes a long time because the humanistic approach is considered to have just been applied by school principals in Indonesia (Secapramana & Nugroho, 2017). The principal's success in carrying out his duties as a leader in the school can be achieved if the principal understands and performs the tasks that

must be carried out properly and correctly. Therefore the principal must perform his role optimally in guiding, directing, and influencing the thoughts and feelings of others, especially those around the school, to improve the school's quality and get the trust of the wider community. In proving this, the head step school makes students competent by doing specific patterns to make it happen (Istanto et al., 2019).

Most school principals in Indonesia use a humanistic approach, but there needs to be an authentic leadership approach in its practical application, thus confusing followers to join. The steps of the school principal's humanistic approach are in the form of social-moral ethical actions, joint decisions on sound knowledge and not only based on assumptions, and taking courses to find the meaning and purpose of collaboration with student families, alums, police, medical teams, religious leaders who care about education (Latemore et al., 2020). Therefore in this study, the authors will study the strategy of school principals in improving the quality of human resource management from a humanistic perspective.

2. METHODS

The literature review in this study was carried out through a systematic selection traced from international databases. The author searches for data sources from various databases, including using Sage Journal (<https://www.https://journals.sagepub.com//>) and Google Scholar. The literature search technique uses keywords that match the questions from the research. The keywords used as the basis for the literature search are distribution, management, and logistics. Search for articles using English, and the year of publication is limited to the last five years (2017-2022). This study will describe and explain how the literature review of the efforts made by school principals in improving the quality of HR management in the school environment is viewed from a humanistic perspective. Based on the theory used in this study, Stronge, Richard, & Catano (Efektif et al., 2020) regarding human resource management, which is often seen as a responsibility that certain institutions must carry out or only by leaders from schools. Choosing, supporting, and maintaining the quality of human resources is called with school-level human resource administration. Not only selecting the quality of human resources, but the principal also influences the quality of the running system at the school. The time spent at work, interaction, professional relationships, funding, placement of resources, and all responsibilities have a lasting effect on the school they lead.

3. FINDING AND DISCUSSION

Research Results Scheme or Diagram (PRISMA)

Chart 1 illustrates the selection of articles using the guidelines from Preferred Reporting Systematic Reviews and Meta-analysis (PRISMA). An initial search found that the number of reports from 2017-2022 was 276 articles. Next, the articles are screened. A total of 10 articles were entered into the next stage. The quality of the pieces was reviewed so that as many as ten articles were synthesized in the final review report from the literature.

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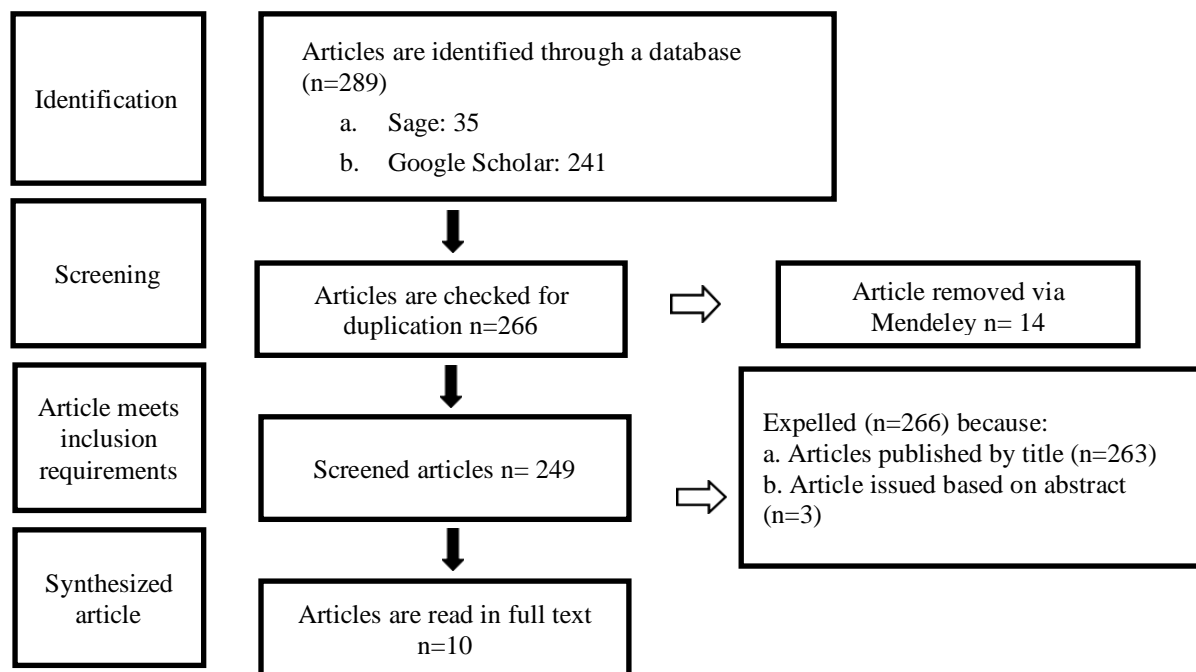


Figure 1. PRISMA Diagram

The researcher selected the articles obtained and extracted data on each article obtained from each database. The article's results are reviewed regarding the efforts and strategies undertaken by school principals to improve the quality of their HR management from a humanistic perspective.

Table 1. Literature Review of Principals' Strategies in Improving the Quality of Human Resource Management from a Humanistic Perspective

Researcher	Method	Purpose	Results
(Palah et al., 2022)	Qualitative descriptive	To describe and analyze the strategic management of school principals in improving the quality of education, which includes: strategic environmental analysis, formulation of strategic management, implementation of strategic management, supporting and inhibiting factors of strategic management, and evaluation of strategic management.	The implementation of strategic management is carried out through a series of managerial decisions and actions to determine school performance within a certain period, which generally have synergies with the internal environment. Factors supporting the principal's strategic management, namely: the competence of the principal and the involvement of internal school parties in each policy formulation, while the inhibiting factors for the strategic direction of the principal are: ineffective communication between the principal and teachers and education staff, with parents of students, and the lack of discipline and responsibility for efforts to improve school quality.
(Mukhtar et al., 2022)	Qualitative descriptive	To find out and analyze the Strategic Management of Madrasah Principals in Improving the Performance of Aliyah Teachers in Tangerang Regency	The principal's management strategy in improving the performance of Aliyah MA teachers in Tangerang Regency through the planning, implementation, and evaluation stages has not been optimal because there are still weaknesses in competence and professionalism as well as support for the assisted madrasah.

(Mu'is et al., 2022)	Qualitative descriptive	To analyze humanistic-based inclusive education management policies at Madrasah Ibtidaiyah Nurus Salam.	The humanistic-based inclusive education development policy at Madrasah Ibtidaiyah Nurus Salam is based on the needs of the internal and external environment so that its development aligns with the government's vision and mission to provide the best service for children with special needs in Indonesia. Through humanistic implementation, the inclusive education strategy in madrasahs answers the concerns of the surrounding community. It becomes a model for educational solutions for children with special needs who can mingle with normal children. This program has a positive impact on society and institutions because the acceptance of children with special needs in formal institutions is still minimal, so this program has implications for increasing public trust in institutions and increasing the existence of institutions in the arena of new institutions so that the competitiveness of institutions is superior to other institutions.
(Rahmayanti & Hinggil Permana, 2022)	Qualitative descriptive	To analyze school principals' leadership in improving human resource management to create quality Islamic educational institutions.	Principal leadership is the most critical and urgent variable in improving the quality of human resources and Islamic educational institutions. Improving the quality of good human resources needs to be carried out by school principals through activities in the management function, namely by planning, organizing, directing, and supervising all tasks that have been given to all school members to produce a good performance. And will be able to realize Islamic educational institutions' vision, mission, and goals. For this reason, to improve their quality, Islamic educational institutions need to be assisted, defended and fought for to be able to live and develop in this modern era.
(Agustina Muliati et al., 2022)	Qualitative descriptive	To describe the effectiveness of school resource management in improving the quality of education.	The quality of education is the ability of the education system to increase the added value of input factors to produce quality output. Implementation of School-Based Management (SBM) requires the involvement of all resources that schools can empower on an ongoing basis by applying an integrated management problem-solving approach.
(Muttaqin et al., 2021)	Qualitative descriptive	To find out the transformative leadership of school principals in improving the quality of education management.	To improve the quality of education, management needs to pay attention to the competency criteria for school principals. In addition, school principals also need to pay attention to the various dimensions of transformational leadership and existing quality improvement concepts. This is so that the school principal's transformative leadership can ultimately improve

(Rustan Effendi et al., 2020)	Case study	Describe the basic reasons behind implementing the school principal's humanistic approach and the steps of the school principal's humanistic process in optimizing character education strengthening programs.	educational institutions' quality. Thus, the transformative leadership of school principals in improving the quality of education can be achieved optimally to create quality educational institutions. Personal excellence (integrity, wholeness, and originality) and the humanistic spirituality of inspirational figures inspire the humanistic approach of school principals. In addition, applying the school principal's humanistic approach has significantly impacted the implementation of strengthening character education in schools and has succeeded in shaping students' character.
(Pratiwi, 2020)	Qualitative descriptive	To describe: 1) madrasa strategy head in improving the quality of education 2) supporting and inhibiting factors for improving the quality of education 3) the impact of implementing the Madrasah Kapala strategy on improving the quality of education at MTs Ass-Asyafiiyah Kendari.	The research results show: 1) the strategy of the school principal in improving the quality of education is seen in the school's vision and quality-oriented policies, exploring student competencies, developing teacher competencies, and establishing partnerships; 2) the supporting factor for improving the quality of education is the principal's leadership which focuses on quality and community support. Meanwhile, the inhibiting factor is quality awareness, which has not been evenly distributed among all school members; 3) The principal's strategy impacts the recognition of MTs Ass-Syafiiyah by the community, increasing graduation rates, increasing work partners, developing students' interest in talent, and increasing teacher competence.
(Juharyanto, 2020)	Qualitative descriptive	To analyze the Principal's strategy in strengthening institutional character as an educational leader in the global era	Globalization is necessary and unavoidable, as the impact that accompanies it closely. As the head of an educational institution, the principal must make himself a model for strengthening global values and competence. Quality human resources can only be produced by quality education managed by quality leaders with various strategies, including (1) Overall integration of educational institutions; (2) Integration of total competence into aspects of everyday school culture; (3) Strengthening of disciplinary commitment; (4) cooperation with third parties; (5) Continuous monitoring and evaluation; (6) Routine Progress Reporting; (7) open reflection; (8) building a culture of independence; (9) developing a vision; (10) strengthening the central ideology; (11) build readiness to face challenges: learning, imagination, promotion of values, empowerment, collegial leadership and a spirit of heroism.

(Juharyanto et al., 2020)	Qualitative descriptive	To find effective leadership strategies by one-roof school principals in remote areas.	The findings show that (a) the problems faced by one-roof school principals in remote areas are closely related to cultural, economic, demographic, geographic, and historical aspects, (b) the characteristics of successful principals in remote areas include a clear vision, high morale performance, and hab as (low profile), active involvement in various social activities. "Gethok Tular1" is the most effective leadership strategy to strengthen the role of the multi-stakeholder forum (MSF)
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Principal's Strategy in Improving the Quality of Humanistic Perspective Human Resource Management

School is a system in which there are input, process, and output components. Input components are organizational system resources that will interact in transforming school organizations, for example, students, teachers, facilities, and other factors. The process component refers to transforming school organizations, namely teaching and learning activities in schools (Mahavong, 2022). In comparison, the output component results from the teaching and learning process. School success can be demonstrated by the scholarly output components achieved by the school (Ade Octaviany et al., 2022). In addition, the literary output is an indicator of school quality. Output evaluation aims to determine the achievement of educational programs. Several elements that show the quality of scholarly work are student academic and non-academic achievements, graduation rates, promotion rates, dropout rates, and parental or community satisfaction (Ilham, 2021).

One of the educational problems the Indonesian nation faces is the low quality of education. For students, quality is manifested in the form of academic achievement and changes in behavior. Whereas for managers, quality will be reflected in their work behavior which can reach and even exceed standards. Human resources must be able to take advantage of strengths and opportunities by taking risks (Huda & Rokhman, 2021). The quality of human resources is not only seen from the ability that can be directly measured through the services provided but also in the ability to come up with ideas that are more innovative, creative, sustainable, insightful, and highly accountable (Moulida et al., 2022). Human resource development is adjusted to organizational strategy, including educational institutions. Training, potential growth, and efforts to optimize the HR function to improve institutional performance are based on conformity with corporate strategy. The development of Human Resources (HR), especially teachers, is essential in building an organization. The paradigm for developing teacher human resources in education relies on more than just the position of human resources as operational (Palah et al., 2022).

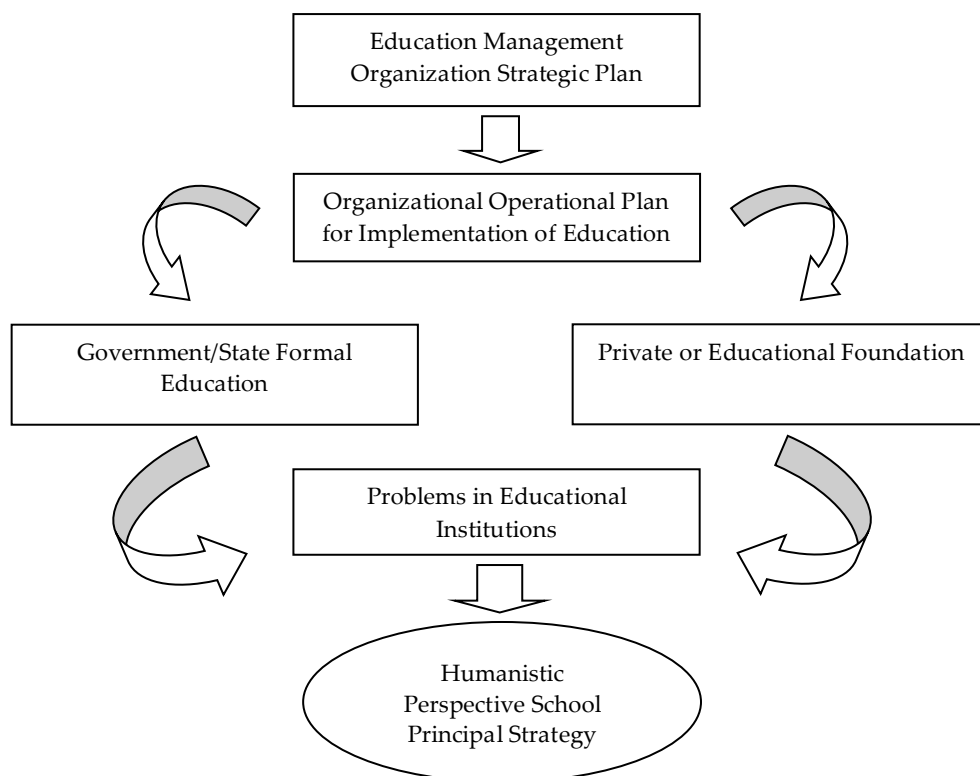


Figure 2. Strategy for Improving the Quality of Humanistic Perspective Human Resource Management

In the field of education, quality service cannot only be static. The perception of customers as stakeholders will continue to develop in line with the continuous interrelationships between the human resources of service providers and customers as stakeholders who need services (Olaivar & Loayon, 2022). Thus this interaction is a process of moments of truth in educational quality management, and perceptions of quality will develop dynamically (Rahmi et al., 2020). Various factors are thought to be the cause of the quality of education, including policies and implementation of teaching that use input-output analysis but are not carried out comprehensively and focus too much on input aspects, even though the educational process largely determines the quality of education—achieving the expected academic output. The next factor that often becomes an obstacle in providing education is the participation of the community in the implementation of education. Community participation, in general, is still identified with input support (funds), not the educational process.

The principle is one of the most critical components of the education system. The school principal determines the achievement of educational goals and the development of the quality of education in schools. In other words, schools will develop and achieve their academic goals if the principal can carry out his roles and functions correctly. School leadership influences teachers' collective efficacy and commitment to the school mission, community, and student achievement. A study shows a correlation between leadership factors and Human Resources (HR) quality. The school principal, as a leader, has leadership roles and patterns related to influencing his followers to follow his directions in carrying out the task of administering the school to develop and advance the school (Warman et al., 2021). Many theories and results prove that the success or failure of a school is highly dependent on the success of the principal's leadership. This is due to the role of the school principal as a person who determines the success or failure of a school organization in achieving its school goals effectively and efficiently (Hafiza Hamzah et al., 2021).

Recent studies identify four effective school leadership practices. The four leadership practices in question include: building a vision and setting direction, understanding and developing people or staff,

redesigning the organization, and managing teaching and learning programs (Kaso et al., 2021). In addition, the research results show that school leadership practices are influenced by context. For example, large schools with high community cultural diversity can hinder the principal's ability to design organizations or communicate with the community (Ibrahim Bafadal et al., 2019). Human resource development is one of the effective school leadership practices. The main objective is to build not only the knowledge and skills teachers and staff need to achieve organizational goals but also their commitment, capacity, and resilience to continue applying knowledge and skills. For this reason, leadership actions must be taken to assist and provide individual and collective support, intellectual stimulation, and examples or models of expected values and behavior (Jayanti et al., 2021).

Teachers are one of the main targets of human resource development in schools. The main goal is high teacher professionalism. Related to this, it is necessary to have an exemplary school principal. He gave an example, the principal, as a leader, must be able to provide an example of attitude and behavior for school members, including teachers. An example of this exemplary behavior or attitude is arriving early to school before the students or teachers arrive. The hope is that teachers will feel embarrassed or reluctant to come late to respect their principal (Wijayanti et al., 2021). Principals must also monitor learning from class to class to ensure the learning process runs smoothly. If the teacher is not available, the principal will teach the lesson. Good school principals not only encourage communication between members of the school community but also demand respect and authority (Li et al., 2016). Principals also need to motivate teachers to work professionally, the point of which is to turn motivation into action to meet needs and achieve goals. This action is expected so that teachers will carry out their duties with full awareness and responsibility and be open to various inputs and new things (Nasir et al., 2020).

Humanistic values radiate based on the description of the steps of the principal's humanistic strategy in building a positive school culture. This fact is reflected in attitudes such as building cooperation, mutual respect, responsibility, persuasive communication, solidarity, self-sensitivity, and compassion in every action. These humanistic values form a positive school culture. The humanistic approach to school leadership in self-development programs is based on the awareness that humans are essentially perfect and require intrinsic aspirations to actualize themselves. This is shown through the steps of the principal's humanistic approach, such as:

- a. Collaboration with all components of the school that are directly involved in making decisions, guiding and directing student behavior,
- b. Building a shared commitment to exemplary behavior
- c. Create an atmosphere of familiarity in communicating
- d. Self-control, not easily offended by teachers, employees, and students;
- e. Provide counseling for students with compassion problems (Juharyanto et al., 2020).

In this context, a leader needs to realize that success is not due to the leader's work but rather the collaboration between the leader and the followers. In addition, exemplary behavior becomes a standard of trust and followers' participation in leaders. It is important to understand that a leader does not need to build distance with followers but sees followers as equal human beings having the same personal and social dependencies. So it is necessary to construct persuasive communication. In mentoring activities for teachers and students, they jointly develop personal growth and realize that all humans are perfect, so self-control is needed to respect each other in the mentoring process (Juharyanto, 2020).

The impact of the principal's humanistic approach to the classroom activity program is: the teacher has character learning tools; parents who have been appointed to share their moral life with students work well together according to the schedule set by the school, resulting in the internalization of moral values in students; supervision of "pedagogical fraternity" and "pastoral environment" is implemented well and the results are satisfactory for students; provide an objective and balanced final grade to students, which includes the cognitive, affective, and psychomotor domains; the teacher demonstrates

the "bonafide" principle, so that the presence of the teacher pleases students, as evidenced by the acquisition of good learning achievement and student behavior; the teacher shows a clear commitment to realizing "utilitatem" (the common good), so that students feel free to express opinions, cooperation between students goes well, and the harmony of life between students is visible; creative and innovative teachers in implementing learning models (Mu'is et al., 2022).

In addition, the humanistic approach has a positive impact on optimizing character-building programs in the school environment, such as well-organized extracurricular activities; the creation of a spirit of cooperation between teams so that they are solid and responsible at work; persuasive communication between principals, teachers, staff, school committee, parents, and the community; all parties support each other and are involved in every activity; faith values are getting stronger and more rigid; all components of the school have awareness and sensitivity to help each other, both related to learning activities and other interests; the high spirit of democratic life; establishing cooperation between schools and alumni to think about and build a better quality of education; Evaluation activities go well to reflect and internalize the meaning of each activity carried out (Rustan Effendi et al., 2020).

Human resource management is important in maintaining and promoting quality education in schools. Principals' active participation in managing human resources is to ensure effective teaching and learning. The functions of human resource management in schools include recruitment and selection, training and development, compensation and benefits, and performance management (Ade Octaviany et al., 2022). With effective personnel management and a well-motivated workforce operating within good human resource management, productivity, and performance will occur. Because the role of the school principal in managing human resources is a key component in staff performance and their ability to function effectively toward the realization of successful school management (Sothy, 2019). One of the "Creating a Community Cares for Education" programs known as "School-Based Management," the Indonesian government first collaborated with UNICEF and UNESCO in 1999. The main objective of school-based management is to improve the quality of schools by focusing on three main pillars, namely management schools, the learning process, and the role of society in schools (Matheos & Malaikosa, 2021).

4. CONCLUSION

Managing human resources in public high schools is crucial to achieving quality education. The quality and quantity of available human resources will determine how the process output will promote sustainable growth in the education system because human resources regulate and coordinate other factors. Quality improvement must be carried out thoroughly by using and empowering all aspects of existing resources. The basic strategy for improving quality on an ongoing basis is improving all objects worked on in Education Management, starting from improving education staff, students, curriculum, learning processes, educational infrastructure, and finance and including relations with the community. Humanistic strategies positively impact optimizing human resource quality improvement programs in the school environment. The humanistic approach of the principal's leadership in the self-development program to improve the quality of human resources is based on the awareness that humans are essentially perfect and require intrinsic aspirations to actualize themselves so that they can motivate educational actors in the school environment to make self-development efforts.

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