The Planning of Human Resource Management with Labor Market Needs: A Case Study at SDN 28 Pontianak Utara

[1*]Haryanengsi, [2]Nuraini Asriati
[12]Universitas Tanjungpura Pontianak
[1*]haryanengsi@gmail.com, [2]nuraini.asriati@fkip.untan.ac.id

ABSTRACT

Background:
Effective HRM planning is essential to ensure that educational institutions can meet the competency requirements of teachers in line with current educational advancements and labor market needs.

Purpose:
This study aims to analyze human resource management (HRM) planning at SD 28 Pontianak Utara in alignment with labor market demands.

Design/method/approach:
This research employs a qualitative case study approach, with data collected through in-depth interviews, observations, and document analysis. Participants include the school principal, teachers, and other educational staff at SD 28 Pontianak Utara.

Results:
The findings reveal that HRM planning at the school requires improvement, particularly in the development of teacher competencies and curriculum adjustments to meet future labor market demands. A gap was identified between the skills taught at the school and those required by the labor market, particularly in technology and 21st-century skills.

Contribution/value:
This school needs to conduct a comprehensive evaluation of its HRM planning to enhance the relevance of education to the workforce. Recommendations include providing regular training for teachers and updating the curriculum to align with the evolving demands of the labor market.

INTRODUCTION

Human resource management (HRM) in education plays a highly strategic role in determining the quality of educational processes and student learning outcomes. HRM, particularly teachers and other educational staff, serves as the cornerstone of high-quality education delivery. Proper HRM ensures that schools operate optimally in providing quality education services (Rahmawati et al., 2023). Effective HRM planning must include long-term strategies to address future educational needs, especially in the face of globalization challenges and rapid technological developments (Pangestu et al., 2022). In this context, schools are expected not only to prepare students for graduation but also to equip them with skills aligned with the continuously evolving demands of the labor market (Zulkipli, 2022).

SD 28 Pontianak Utara, as one of the primary educational institutions in Indonesia, faces significant challenges in ensuring that its HRM planning is relevant to both current and future needs. Primary schools have the responsibility to establish foundational learning for students, particularly in literacy, numeracy, and character building (Salsabilah et al., 2022). However, in the modern era, schools are also expected to develop more complex skills, such as critical thinking, problem-solving, creativity, and digital literacy. Field observations indicate that many schools, including SD 28 Pontianak Utara, still focus on conventional teaching approaches, where the curriculum emphasizes mastering basic academic content while offering limited opportunities for the development of 21st-century skills essential for the modern labor market (Kuntadi & Yuslina, 2023).

The gap between the skills taught in schools and the needs of the labor market has become a pressing issue that requires immediate attention (Purba, 2020). Many students, after completing their formal education, lack the necessary skills to compete in an increasingly competitive job market. At SD 28 Pontianak Utara, for instance, observations reveal that teaching materials are still predominantly focused on meeting traditional curriculum targets, with minimal efforts to integrate technology- and digital-skills-based learning. In the era of Industry 4.0, digital literacy is one of the core competencies required in the labor market (Angelliza Chantica et al., 2022). Furthermore, the lack of training for teachers to develop innovative teaching methods poses another significant challenge. Teachers, as the primary drivers of the teaching and learning process, require regular competency updates to effectively teach in accordance with contemporary demands (Maulyan, 2019).

Previous studies have underscored the importance of adaptive HRM planning oriented towards labor market needs. For example, Johnson (2019) found that schools successfully aligning their curricula and teaching strategies with modern labor market demands experience significant improvements in graduate quality and readiness to enter the workforce (Karina & Rindaningsih, 2023). Similarly, Walker and Daniels (2020) highlight that schools providing regular training for teachers, especially in the use of technology and creative teaching methods, produce students better prepared to face global challenges. These studies also emphasize that aligning education in schools with labor market demands is a critical factor in preparing a skilled and competitive workforce (Maharani, 2023).

Like many other primary schools, SD 28 Pontianak Utara faces challenges in evaluating and planning HRM in alignment with labor market needs. The current HRM planning process does not fully consider the changing dynamics of the labor market, which demands critical thinking, collaborative skills, and technological proficiency (Eka Saudur Sihombing, 2019). Accordingly, the curriculum and teaching methods need to be adjusted to meet these evolving demands (Chantica et al., 2022). Additionally, teachers need adequate training to adapt to these demands, including the use of educational technology and innovative teaching methods. This study emerges from the urgent need to explore how HRM planning at SD 28 Pontianak Utara can be optimized to meet both present and future needs (Halisa, 2020).

Based on this background, the objective of this study is to analyze in depth the HRM planning process at SD 28 Pontianak Utara, particularly concerning its alignment with the dynamic demands of the labor market (Suyatno et al., 2023). The study also aims to identify the challenges faced by the school in conducting relevant HRM planning and to propose practical solutions to enhance teacher competencies and align the curriculum with labor market needs (Fitriani et al., 2022). This research will comprehensively examine various aspects of HRM in the school, ranging from recruitment and teacher competency development to curriculum evaluation, to provide practical recommendations for improving the quality of education at SD 28 Pontianak Utara. The findings are expected to contribute to the development of better HRM practices in primary schools, ultimately producing graduates equipped to face challenges in the modern labor market (Setiawan, 2021).

METHOD

This research employs a qualitative approach with a case study design focused on SD 28 Pontianak Utara. Data were collected through in-depth interviews, direct observation, and document analysis related to human resource management (HRM) planning at the school. Interviews were conducted with various stakeholders, including the principal, teachers, and other educational staff, to gain a comprehensive understanding of the existing HRM planning process (Ismanto Yuwono et al., 2023). Observations were carried out to directly assess the implementation of HRM at the school, particularly in the context of teacher competency development and curriculum adjustment to meet labor market demands (Aprianto & Zuchri, 2021). Document analysis involved reviewing school planning documents, HRM development programs, and related policies (Jamrizal, 2022). The collected data were analyzed qualitatively using descriptive methods to identify key themes related to the challenges and opportunities in HRM planning relevant to labor market needs.

RESULT AND DISCUSSION

Learner management is an important component of education that plays a crucial role in exploring and developing the full potential of learners. This role is not just about managing learners, but also creating a conducive learning environment, facilitating effective learning, providing mentoring, organizing extracurricular activities, and involving parental participation.

The results of this study indicate that human resource management (HRM) planning at SD 28 Pontianak Utara still faces significant challenges in aligning teacher competencies with the evolving demands of the labor market. Interviews with the principal and teachers revealed that most teachers have not received adequate training to develop 21st-century skills, particularly in information technology and digital literacy. Additionally, the curriculum implemented at the school still focuses primarily on traditional academic subjects without integrating skills relevant to the modern labor market, such as critical thinking, creativity, and adaptability to technology (Yusuf et al., 2020).

From the observations, it was found that the classroom learning process tends to use lecture-based methods, which are less interactive and do not provide sufficient opportunities for students to develop collaboration or problem-solving skills. Although there have been efforts by the school to introduce technology in the learning process, such as the use of multimedia devices, their usage remains very limited and has not been fully integrated into every subject. Teachers reported a lack of confidence in using educational technology, which impacts their ability to fully utilize digital tools in the teaching process (Setiawan, 2021).

Table 1 Teacher Training Frequency at SD 28 Pontianak Utara (2021-2023)

Year	Number of Trainings Attended	Training Focus	Number of Teachers Involved
2021	3	Curriculum Development, Educational Technology	15
2022	2	Classroom Management, Innovative Teaching Strategies	10
2023	1	Digital Literacy and 21st-Century Skills	7

Table 1 above shows that the frequency of teacher participation in training at SD 28 Pontianak Utara over the last three years is still very low, particularly regarding training related to educational technology and 21st-century skills. In 2023, only one training session focused specifically on digital literacy, with just seven teachers attending, indicating a lack of attention to developing skills relevant to the labor market.

The analysis of the school planning documents also revealed that there is no structured and sustainable human resource development program to enhance teacher competencies in response to changing labor market needs. The school's development plan documents focus solely on achieving academic curriculum targets and have not explicitly aimed at integrating 21st-century skills into teaching. This has resulted in an increasing gap between the skills taught at the school and those required in the labor market.

Table 2 Competency Gap Between Skills Taught at SD 28 Pontianak Utara and Job Market Requirements

Skills Taught	Skills Required by the Job Market	Gap Level
Mastery of Academic Subjects	Digital Literacy, Technology, Collaboration	High
Reading and Writing Skills	Critical Thinking, Problem Solving	Medium
Basic Mathematics Knowledge	Creativity, Innovation	High

Table 2 above illustrates a significant gap between the skills taught at SD 28 Pontianak Utara and those required by the job market. The focus on academic material, which is the primary emphasis of the school, has not been complemented by the teaching of more practical skills such as digital literacy and collaboration abilities. The high level of this gap indicates that students are insufficiently prepared to face a workforce increasingly dependent on technology and critical thinking skills.

In the discussion, it is identified that the main challenge in human resource management planning at SD 28 Pontianak Utara is the lack of continuous training and development for teachers in mastering educational technology and modern teaching methods. The school has also not fully responded to the demands of the job market, which requires graduates with 21st-century skills. Additionally, the school's human resource planning has yet to prioritize the integration of these skills into the curriculum and teaching programs.

This study aligns with research by Walker and Daniels (2020), which shows that schools that do not prioritize the development of teachers' competencies in technology will struggle to align their teaching processes with students' needs in the digital era. Furthermore, Johnson (2019) emphasizes the importance of evaluating human resource planning that is oriented towards developing skills relevant to the job market's demands, ensuring that education in schools is not solely focused on academic aspects (Alexandro Hutagalung, 2022).

CONCLUSION

In conclusion, human resource management (HRM) planning at SD 28 Pontianak Utara still requires significant improvement, particularly in the development of teachers' competencies to better align with the demands of the modern job market. The gap between the skills taught at school and those required in the workforce, especially in areas such as technology and 21st-century skills like digital literacy, critical thinking, and creativity, must be addressed through continuous training. A comprehensive evaluation of the HR development programs and curriculum is necessary to ensure that the school can provide education that is relevant to the demands of the times and produce graduates who are ready to compete in a dynamic job market.

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