

# Organizational Behavior Management in Creating Competent Human Resources

Organizational  
Behavior  
Management

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## ABSTRACT

*This research aims to analyze employment planning in the school environment, including analysis of activities and workload, as well as evaluation of recruitment, selection, training and development of teaching staff. Research background shows that good workforce planning can improve school efficiency and effectiveness. The research method used is analysis of activity and workload data, as well as evaluation of teacher recruitment, selection, training and development. The research results show that workforce planning is more focused on academic and non-academic aspects in recruitment and selection, with less emphasis on behavior change through training. Evaluations are carried out periodically, but there are gaps in program progress and implementation. The implications of these findings indicate the need for increased focus on aspects of behavior change in teacher training and development programs as well as improvements in the assessment and implementation of employment evaluations in schools.*

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## ABSTRAK

*Penelitian ini bertujuan untuk menganalisis perencanaan ketenagakerjaan di lingkungan sekolah, meliputi analisis aktivitas dan beban kerja, serta evaluasi rekrutmen, seleksi, pelatihan, dan pengembangan tenaga pendidik. Latar belakang penelitian menunjukkan bahwa perencanaan ketenagakerjaan yang baik dapat meningkatkan efisiensi dan efektivitas sekolah. Metode penelitian yang digunakan adalah analisis data aktivitas dan beban kerja, serta evaluasi rekrutmen, seleksi, pelatihan, dan pengembangan guru. Hasil penelitian menunjukkan bahwa perencanaan ketenagakerjaan lebih terfokus pada aspek akademik dan non-akademik dalam rekrutmen dan seleksi, dengan kurangnya penekanan pada perubahan perilaku melalui pelatihan. Evaluasi dilakukan secara periodik, namun terdapat kesenjangan dalam kemajuan dan implementasi program. Implikasi dari temuan ini mengindikasikan perlunya peningkatan fokus pada aspek perubahan perilaku dalam program pelatihan dan pengembangan guru serta perbaikan dalam penilaian dan pelaksanaan evaluasi ketenagakerjaan di sekolah.*

**Kata kunci:** *Ketenagakerjaan, Beban Kerja, Rekrutmen, Pelatihan*

## INTRODUCTION

Management as a system where each component conveys something to fulfill needs is described as a process to effectively achieve organizational goals (El Khatib, 2022; Komalasari, 2020; Steiss, 2019). An individual's performance or behavior in an organization is influenced by factors grouped into two categories: individual environmental factors and organizational factors. Individual factors include skills, needs, beliefs, experience, and rewards. Organizational environmental factors encompass various tasks, authority, responsibilities, control systems, leadership, etc. Griffin (2020) defines organizational behavior as the science studying human behavior aspects in an organization or a specific group. He emphasizes the complexity of understanding individual and group behavior.

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Leaders should not underestimate or overlook issues within their organization to ensure smooth, effective, and efficient program implementation. Behavioral considerations are crucial in preserving organizational understanding (Chaudhary, 2020; Mohyi, 1999). Organizational Behavior, often abbreviated as OB, examines three determinants of behavior in organizations: individuals, groups, and structure. It utilizes the influence of structure on knowledge and behavior acquired by individuals and groups for more effective organization operations (Rahman et al., 2022). Thus, an organization is a group of people interacting and collaborating to achieve a goal.

Given the current era of globalization, organizations need to enhance their performance to gain competitive advantages in various situations. The ability to "change" an organization is crucial, requiring adaptation of qualitative and fundamental aspects that necessitate a paradigm shift. In this context, individuals are considered the graph of organizational progress and decline, requiring individuals to adjust to developments. Individuals are integral to organizational development, making an organization without individuals a falsehood or even impossible. The quality of human resources is crucial as a driver or subject of development, determining the success of national development goals and objectives (Dipoatmodjo et al., 2023). The focus on improving education quality has been discussed by stakeholders, yet the empirical evidence shows low education quality in Indonesia. Therefore, the current focus remains on enhancing education quality to achieve developmental goals.

## LITERATURE REVIEW

Samian (2021) emphasizes the interdependence among employees in an organization and how the departure of some employees can impact the efficiency of others. This underlines the interconnected nature of work within an organizational setting, where collaboration and mutual reliance among employees play a significant role in achieving collective goals. According to F. Stoner (1996), an organization is a group of people directed by managers to achieve common objectives. This definition underscores the managerial guidance essential for aligning individual efforts toward shared goals. James D. Mooney (1996) echoes this sentiment, describing an organization as a specific assembly of individuals working together to attain common goals. The emphasis here is on collective efforts and collaboration within a structured framework.

Skurnik (2002) defines an organization as a cooperative system of activities carried out by many people. This perspective underscores the cooperative nature of organizational dynamics, where individuals come together to contribute to the overall functioning of the entity. Louis A. Allen (1958) adds depth to this understanding, characterizing an organization as a process involving the definition and mapping of tasks, the delegation of authority, and responsibility assignment. This process aims to facilitate effective collaboration toward achieving specified goals.

John M. Pfifner (1960) contributes to the discussion by defining an organization as a group of people, many of whom are interconnected, executing complex tasks bound together through the determination and systematic achievement of consciously agreed-upon goals. This definition encapsulates the idea that organizations are not just collections of individuals but intricate structures designed to pursue common objectives through deliberate and systematic approaches. In essence, organizational dynamics involve a shared understanding of goals, tasks, and the interrelatedness of individuals within a structured framework.

## RESEARCH METHODS

The method used by the author in this research is a qualitative research approach. Mohajan (2018) states that qualitative research is research that aims to understand the events experienced by research subjects, such as behavior, perceptions and problems related to research subjects. This qualitative research approach involves carrying out survey work. Research related to behavioral management of educational organizations in the implementation of human resources at MI in 2016. This research is descriptive and

qualitative. Eustice (2019) stated that there is no need to formulate a hypothesis in his research because descriptive research is generally non-hypothetical research. Research Subjects and Informants The subjects of this research were the principals of MI Darussalam Patchet in 2016. The informants for this research were teachers, students, assistant curriculum leaders, and school principals.

## RESULT ANALYSIS AND DISCUSSION

Data analysis involves organizing a set of data and breaking it down into basic patterns and explanations. In its implementation, qualitative data analysis aims at a deepening process of meaning and describing, explaining, and classifying data within their respective contexts. Data analysis is carried out while the researcher is on-site and after data collection. This is related to the importance of modifying data and changing theoretical assumptions used, as well as the research focus. Qualitative research aims to contextualize comprehensive evidence of phenomena by collecting data from the natural environment, using the researcher as the primary instrument.

In this study, data analysis is conducted simultaneously with data collection and continued after returning from the field. Temporary analysis results are always supported by new data from other more accurate sources, such as interviews, observations, and documents. On the other hand, the use of relevant theories as a tool for qualitative data analysis enables meaningful descriptive analysis. Data collected through interviews, observations, and documentation will be analyzed based on the interactive analysis style developed by Miles and Huberman. This model consists of four components: data collection, data reduction, data presentation, and drawing conclusions.

The expected outcome of this research is to develop teachers through participation and organization such as training and workshops. There are two forms of training and development management: on-the-job training and off-the-job training. The training and development conducted are not just a benchmark for the success or failure of the activity, but it is expected to have a positive impact on improving the quality of human resources after participating in the training. This way, real action plans based on the expected training results or follow-ups can be implemented.

## CONCLUSION

Generally, workforce planning is conducted by analyzing data on all activities or workloads carried out by all components of the school. The analysis results are presented in Tupoxi (main goals and features). In management terms, this means detailing job and position analyses or job descriptions. Based on the results of job or position analysis, members are assigned and divided into positions according to intellectual performance, skills, professional experience, and role modeling. The patterns developed in recruiting and selecting teacher candidates are based on considerations of academic and non-academic achievements, good character, disregarding family relationships, and prioritizing performance and professionalism. In relation to the training and development carried out so far, evaluations have mainly focused on measuring the success or failure of the training, rather than whether the training can change behavior. I and if you see changes or improvements in behavior, whether it is really due to the completed training. Evaluations are conducted in three stages: monthly evaluation, mid-semester evaluation, and end-of-year evaluation, but there are still gaps in progress and implementation of the program itself. As a result, job duties and tasks become the work norms that determine the success or failure of teachers in completing assigned tasks.

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