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Human Resources (HR) Problems that Occur at PKBM Al-Muttaqin

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A B S T R A C T		**A R T I C L E I N F O**
Problems faced by education in Indonesia in general include the quality of human resources, program quality, and program management. This problem in general often occurs in the scope of non-formal education in Indonesia, one of the programs is equality education which is considered to be even greater problematic in its implementation. The methodology in the research used is observational case study research in the sense that this research focuses on problems that are then understood and analyzed in depth with the group. The research method is used to describe holistically and comprehensively about the symptoms and events in the problem of equality education at PKBM AL MUTAQIN. The purpose of writing this scientific paper is to reveal the problems of human resources that occur in the implementation of equality education and how the efforts that can be offered by the group to overcome them, so that they can be used as guidelines for the future so that equality education can be better and independent. As for the results of the study, the first form of human resource problems is the lack of self-confidence and low motivation to follow learning, the second is the need for character strengthening for learning residents so that they do not want to be alone because of the assumption that they have more experience, third there is indecision and lack of appropriate variation in determining learning. The discussion of this study is the problems faced by equality education by looking at two sides of the main problem, namely problems from within the institution and problems from outside the institution. Another factor that is generally faced by institutions and programs is people who do not understand and understand the existence and importance of the role of non-formal education, especially equality education.		

1. INTRODUCTION
Institution Profile

PKBM Al Muttaqin is one of the non-formal educational institutions located in Jember regency, with a complete address at Jl. Sriti No. 128 Banjarsengon, Banjarsengon, Patrang District, Jember District. In the implementation of learning PKBM Al Muttaqin has two programs, namely the equality education program which includes packages A, B, C, and also one of the other programs, namely the functional literacy program. This PKBM has private status, and ownership status is foundation, as well as with the principal, Mr. Mashudi. PKBM already has a school establishment decree with number 421.9/4087/413/2010. and Operational License Decree 503/A.1/PKBM- P/008/35.09.325/2021.

The history of the establishment of PKBM AL MUTTAQIN is based on several factors and many demands that arise from the people of Patrang District. Around the beginning of 2000 was the beginning of the formation of PKBM, this was based on several factors, ranging from the number of people who experienced school dropouts, people who did not have the opportunity to receive formal education, people who dropped out who were already old, and so on. Around 1995, the founding figures of PKBM conducted a survey of the people of Banjarsengon and its surroundings, the survey results stated that there were 11 elementary schools (SD) which per year had around 500 graduates of elementary school children but only 10-20% continued at the next level, and the rest did not continue school, some immediately went to work on plantations, were married, and so on. so that the founding figures of PKBM including the Head of UPTD Patrang District carried out socialization to the surrounding community regarding informing if a solution had been opened for people who experienced formal school dropout, which was carried out through Non-Formal Education at the UPTD Patrang office. This socialization effort was carried out door to door, so that it received a good response from the community, as evidenced at the beginning of the learning that it had obtained around 50 learning residents. With the provisions given by the government, which requires the completion of the education of learning citizens, in the sense that if in 1995, the organizer accepts learning citizens who follow the package A level, then for the next year the organizer is not allowed to accept learning residents again, the program organizer must be able to complete the education of learning residents who are members for the first time.

The beginning of the implementation of learning was the existence of UNPERS (UPK) or testing efforts to equalize and equalize which was carried out at the UPTD Patrang official office. However, after some time UNPERS was closed. Because the community response was so enthusiastic regarding this equalization effort, the founding figures of the program conducted deliberations involving the surrounding community, regarding how to require an institution to support the sustainability of the equalization effort. That is through the establishment of a private institution or now known as PKBM AL MUTTAQIN. It said at the beginning of the implementation of the program, this institution did not stand alone. So even though it does not have formal legality, this institution has been used as a partner of UPTD Patrang for approximately 15 years. Due to the demands that require the existence of an institution, the program is fully under the auspices of the YPP AL MUTTAQIN institution. Over time, YPP AL MUTTAQIN has had its own formal program. thus requiring this PKBM Institute to stand alone with its own buildings, and facilities. the existence of land in waqfkan makes it possible to establish PKBM institutions. In 2015 by involving the surrounding community, the founding figures decided to establish PKBM and until now have their own operational permits.

Human Resource Development (HRD) is all systematic and planned efforts in order to realize and improve the quality of human resources, both regarding physical and non-physical aspects, so as to produce high performance for themselves and their organizations (Nimran, 1995). Human Resource Development can be reviewed macro and micro. Human resources development in macro terms, is a process of improving the quality or ability of humans in order to achieve a goal of nation development (Safri, 2016). The improvement process here includes planning, development, and management of human resources. While micro human resource development, is a process of planning education, training and management of personnel or employees to achieve an optimal result. It can be concluded that the process of human resource development consists of planning, education and training and management (Notoatmodjo, 1998).

Human Resource Development efforts can be directed at 3 (three) targets, among others, cognitive aspects, psychomotor aspects and affective aspects' (Nimran, 1995: 28). Cognitive aspect, which concerns the ability of the human mind to know, understand, and explain phenomena. In everyday life this term is often referred to as knowledge (Rosyidi, 2020). Psychomotor aspect, which concerns the ability of humans to use their physical members to do a job or solve problems. In everyday life, this term is often referred to as skills (Utama, 2011). The affective aspect, which concerns man's ability to grasp and translate everything with the eyes of his heart, which then becomes his guide in action. In everyday life this aspect is close to the concepts of morals, mental, ethics, and attitudes. The target of Human Resource Development is basically related to knowledge, skills, and attitudes (Nimran, 1995: 28). The right method for Human Resource Development is to adjust to the needs, goals, and conditions to be the responsibility of the top leadership of the organization or managers who are assigned the task of Human Resource Development affairs (Siregar, 2019).

Human resource development can be done through organizations and institutions. Non-formal education has a role in developing human resources, one of the institutions is PKBM (Muslim, 2020). PKBM is a non-formal educational institution aimed at developing human resources through its programs. One of the PKBM institutions that aims to develop human resources through its program is PKBM Al-Muttaqin. PKBM Al-Muttaqin has two programs, consisting of equality education packages A, B, and C and literacy education. Human resource development is carried out by developing the potential of these human resources, both from knowledge, skills and mentality. Education and training held at the PKBM Al-Mutaqin institution is an effort to develop the ability of the electual and human personality and the educational process is a determinant of the success of fostering learning citizens. However, in an effort to develop human resources at PKBM, Al-Muttaqin also experienced various problems ranging from human resources who act as managers of PKBM and human resources from learning residents. Through the results of the observation and identification of problems in PKBM Al-Mutaqin that we did, there are several problems that arise in the equality program, HR problems that arise, namely firstly the lack of self-confidence and low motivation in following learning, secondly the need for character strengthening for WB so that it is not arbitrary because of the assumption that WB has more experience, Third, there is indecision and lack of appropriate variation in determining learning.

Of the various Human Resources problems in PKBM Al-Mutaqin, there are several solutions that can be done to respond or at least minimize problems in the program. Some of the efforts that can be offered are through training programs for managers and tutors / educators, strengthening character education, strengthening self-confidence and motivation for learning residents / students.

Purpose

From the background described above, the following objectives can be obtained.

1. To find out the HR problems that arise in the institution of PKBM Al-Mutaqin
2. To present alternative solutions to HR problems in programs that can be offered and pursued through the results of group discussions

2. LITERATURE REVIEW

HR Development Theory

Human resource development can be said to be a relatively new and growing applied scientific discipline. Because until now there have been many experts who have expressed their ideas and opinions about concepts, theories and practices in the field of HR development. Gilley and Maycunich (2000) mean that human resources (HR) are people who are worked or sought to develop by organizations. Furthermore, it is stated that HR development is concerned with efforts to develop or optimize the level of knowledge, skills, competencies and behavioral improvement, both personal and professional, reflecting the focus on individuals and organizations resulting from commitment to HR. So the development of individual qualities will be of great benefit to the organization. Meanwhile, according to Hargreaves and Jarvis (2000), HR development is the process of helping individuals to develop their potential optimally. HR development is an organized learning activity in the organization in order to improve performance and / or personal growth with the aim of improving quality, work, individuals and / or organizations. HR development includes the areas of training and development, career development, and organizational development.

Active Learning Theory

According to Bonwell and Eison, 1991, active learning is a way used to directly involve students / learning citizens in learning. Students / citizens learn in active learning not only doing learning activities but participating in thinking about actions and decisions to be taken about the activities to be carried out. Learning is not just implanting material into students' minds, but requires students' own mental and action involvement (Siberman, 2004). Siberman argues that only active learning can result in lasting learning. The most important element of active learning is the initiative and active participation of students in the learning process.

The concept of active learning is based on various learning theories, including cognitive development theory, experiential learning theory, Maslow's motivation theory, and behavioral theory. The theory of cognitive development proposed by Piaget (1969) states that children's cognitive development is largely influenced by active learning, this also applies to adolescents and adults. Piaget showed that cognitive development is based on social interaction and is based on cooperative learning activities, understanding and problem solving (Slavin, 1995).

Learning Motivation Theory

Motivation is to provide driving force, foster individual morale, make them willing to work effectively, and integrate all resources and efforts to achieve power and

achievement. According to Mc Donald in Kompri (2016: 229), motivation is a change in energy in a person characterized by the emergence of emotions (feelings) and responses to achieve goals. Therefore, the emergence of motivation is characterized by the presence of energy changes in the human body, which may or may not be conscious. According to Woodwort (1995) in Vienna Sanjaya (2010: 250), motivation is a set that allows a person to perform certain activities to achieve a goal. Therefore, motivation is the drive that drives certain behaviors designed to achieve a specific goal. The behavior or action that a person shows to achieve a certain goal actually depends on his motivation.

Learning motivation is a condition that exists in an individual where there is an urge to do something to achieve learning objectives. Learning motivation is an internal and external encouragement to students / learning citizens who are learning to change their behavior (Nurul Hidayah &; Fikki Hermansyah, 2016). Learning motivation can arise due to intrinsic factors in the form of willingness and desire to succeed, along with the encouragement of learning needs, hopes, and dreams. External factors include rewards, a supportive environment, and exciting activities. Wina Sanjaya (2010: 249) states that the motivational learning process is a very important dynamic aspect. What often happens is that low student achievement is not caused by lack of ability, but because there is no motivation to learn and do not try as much as possible to use all their abilities. The success of learning citizens can be determined by the strong motivation they have, students / learning citizens who have high learning motivation tend to have high academic achievement as well, while students / learning citizens who have low learning motivation will also have an impact on low academic achievement. The level of motivation can determine the level of learning, effort or enthusiasm of a person towards an activity, and of course the level of enthusiasm will determine the results obtained.

Character Education Theory

Character education is education aimed at shaping a person's personality through ethical education. The results of the application of character education are seen in a person's real actions, namely good behavior, honesty, responsibility, respect for the rights of others, hard work and so on. According to Gunawan, character education is everything that educators do, which is able to affect the character of students / learning citizens. Educators help to shape the character of students. This includes examples of how educators behave, how educators speak or deliver material, how educators tolerate, and various other related things, especially if their existence is within the scope of adult education. Character education has the same essence and meaning as moral education and moral education. The goal is to shape the child's person, so that he becomes a good human being, a good citizen of society and a good citizen. So in summary, it can be formulated that character education is efforts designed and implemented systematically to instill the behavioral values of students related to God Almighty, oneself, fellow humans, the environment, and nationality which are manifested in thoughts, attitudes, feelings, words, and deeds based on religious norms, laws, manners, culture, and customs.

3. METHODS
a. Observation and identification of HR problems are carried out at the PKBM AL-MUTAQIN institution which is located at Jl. SRITI No. 128 BANJARSENGON, BanjarSengon, Patrang District, Jember Regency.
b. The process of observation and problem identification was carried out with the head of PKBM, Mr. MASHUDI, S.Ag. and the treasurer of PKBM, Mr. CAHYO FATHUR ROHMAT, S.Pd.
c. Data and information mining techniques are carried out through interviews and field observations.

4. RESULTS AND DISCUSSION
From the results of research that has been carried out by the group at the Al-Mutaqin PKBM Institute through observation and interviews, the findings of HR problems can be obtained as follows:
a. In the equality program, HR problems that arise are lack of self-confidence and low motivation in following learning
b. The need for character strengthening for WB so that it is not arbitrary because of the assumption that WB has a lot of experience
c. There is anxiety and lack of proper variation in determining learning.

In PKBM-AL MUTQIN there are several HR problems experienced by educators and tutors, these problems are as follows:

A. Lack of Self-Confidence and Low Motivation of Learning Citizens in Participating in Equality Learning
Lack of self-confidence and low motivation of learning residents in participating in equality learning is one of the HR problems experienced by learning residents / students. The causes of the problem are as follows:
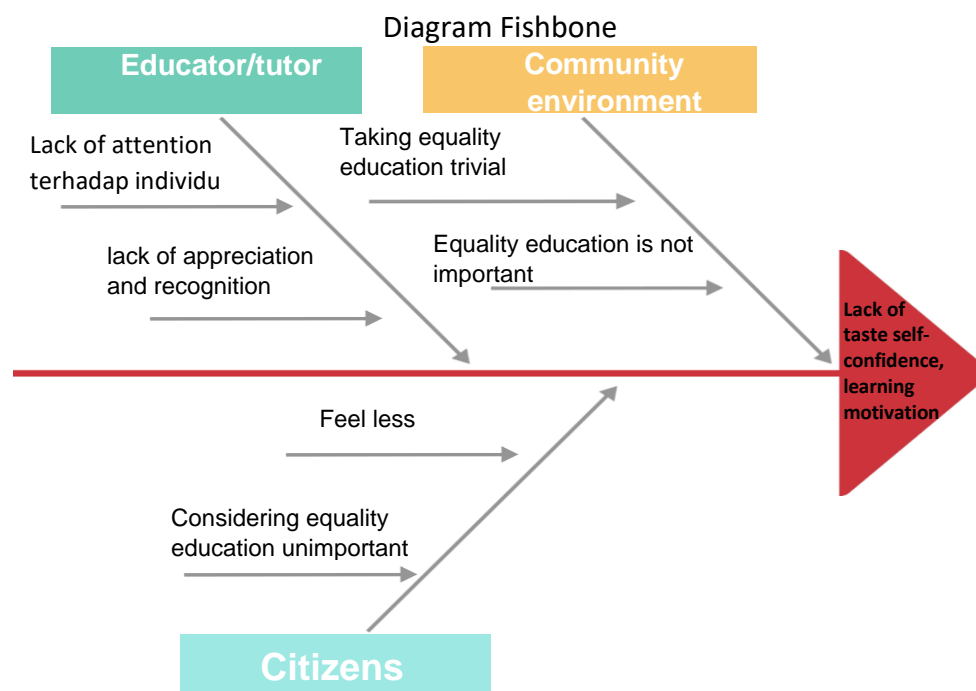
Diagram Fishbone

From the fishbone diagram above, it can be explained that there are 3 factors causing the lack of self-confidence and motivation to learn from residents learning in participating in equality learning, namely community environmental factors, educators / tutors and also from within the learning community.

1) Community Environment

One of the causes of lack of confidence and low motivation to learn residents to learn in the community is the assumption that if this equality education program is not important, there are still many people who underestimate and lack understanding related to this program so that it makes learning residents become unconfident and less motivated to participate in the program. The equality program is one of the efforts aimed at improving the quality of human resources in the field of education. This program is very helpful for people who want to attend education again or have not received education at formal school at all due to certain factors. Graduates from this equivalency program are equivalent to formal education, package A diplomas are equivalent to elementary school graduates, package B is equivalent to junior high school graduates, and package C is equivalent to high school graduates. The existence of non-formal education programs is still underestimated by many people because of their incomprehension of the program, which makes residents learning in participating in learning become unconfident and lose motivation. To overcome this problem, the equality program manager should be able to socialize to community members regarding the importance of equality education and ensure that equality education is equivalent to formal education and the diploma can be used to find work or for the benefit of registering for the next level of education.

2) Educator/Tutor

There are several factors educators can cause a lack of confidence and motivation to learn in equivalency programs, some of the factors are as follows.

1. Lack of attention to learning citizens. An educator / tutor must be able to pay attention to the learning community even if only a little but this is very influential for the learning citizen. If educators/tutors pay less attention, this will make learning residents feel that no one cares and feels unappreciated. There are various ways for an educator / tutor to pay more attention to his learning residents, for example such as inviting to talk to learning residents, making learning that emphasizes communication or can be with discussion learning, providing opportunities for learning residents to speak or express their opinions, learning according to the experience of their learning residents. With that, good communication can be established and make residents learn to feel cared for and valued so that they can increase their confidence

2. Lack of appreciation and recognition, in a learning whether in an equity program or otherwise, an educator should be able to reward what has been done or achieved from his learning citizens. Efforts that can be made, for example, by giving praise or giving rewards because by going through such small things. Of course, it will be able to increase self-confidence and motivation for learning residents to be enthusiastic about participating in learning.

3) Citizen Learning

Apart from the various factors above, oneself is the main factor causing lack of confidence and lack of motivation to learn. Many learning residents feel inferior because they have not been in school or have missed school for a long time. Lack of understanding of the program he participated in can lead to low levels of confidence in his abilities and decreased motivation possessed. In addition, many learning residents also feel that if participating in equality learning is not important because they do not get money and they choose to work, this kind of thing can make motivation in equality learning decrease. To overcome this, there are several ways, for example by convincing and motivating, providing support both morally and materially to learning residents, this can be done by the management, educators of equality programs and the environment near learning residents.
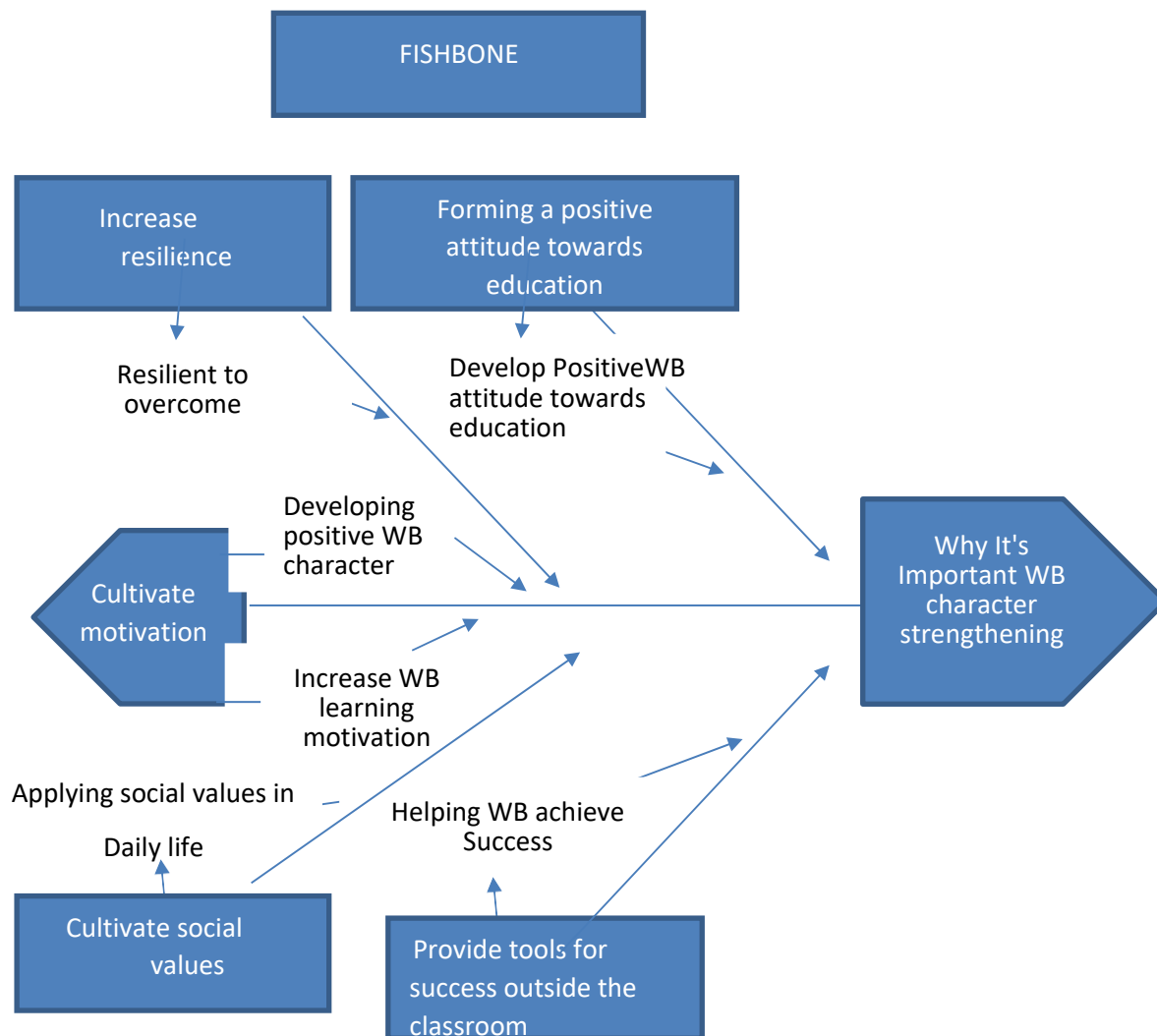
The following is an explanation of the causes and efforts to overcome the lack of confidence and motivation to learn from citizens learning equality at PKBM AL-MUTAQIN. To further increase self-confidence and also motivation to learn from residents studying at PKBM AL-MUTAQIN there are also several alternative solutions, namely:

Mentoring

Mentoring is one of the activities as an effort to increase the confidence and motivation of citizens to learn in equality education. Mentoring or also often referred to as guidance is an effort to provide guidance, advice, input, knowledge and input to a person or group in order to become a better person and be independent. In addition, mentoring can also increase self-confidence and motivation for someone. According to Eric Parsloe, mentoring is a process to support and encourage people to set their own way of learning so that they can maximize their potential, develop skills, improve performance, and become the person they want to be. According to (HRM, 2004). Mentoring is the provision of advice, information or guidance by a person with experience, ability for professional development. In a mentoring there is a person who does the toring or is called a mentor. Mentor is defined as a wise and trusted advisor, Mentor is simply defined as someone who can help others learn something they could not learn on their own.

In mentoring to increase self-confidence and learning motivation for citizens, learning is carried out by mentors who are experts in education. In this mentoring program, residents learn to get mentoring and guidance from mentors who are experienced in the field of education. The mentor will help them identify and overcome obstacles that may arise in the learning process, as well as provide the emotional support and motivation needed. Mentoring programs can also provide a space for learning residents to share experiences and learn from the experiences of mentors and other learning community participants. This can help boost their self-confidence and encourage higher motivation to learn.

B. **The need for character strengthening for WB so that it is not arbitrary because of the assumption that WB has a lot of experience**

FISHBONE

Increase resilience

Forming a positive attitude towards education

Resilient to overcome

Develop PositiveWB attitude towards education

Developing positive WB character

Cultivate motivation

Why It's Important WB character strengthening

Increase WB learning motivation

Applying social values in

Daily life

Helping WB achieve Success

Cultivate social values

Provide tools for success outside the classroom

Based on the Fishbone diagram above, there are 5 reasons why it is important to strengthen the character of Wrga Belajar, namely; Fostering motivation, increasing resilience, forming positive attitudes toward education, fostering social values, and providing tools for success outside the classroom.

a. **Cultivate Motivation**

Helping citizens learn to develop positive characters such as perseverance, self-confidence, and a sense of responsibility so as to increase their motivation to pursue equality education and not arbitrarily participate in equality program activities.

b. **Increase Resilience**

A strong character of learning citizens will help individuals better face the challenges and difficulties of equality education. They will also be more resilient and able to overcome obstacles they find both within the scope of equality education programs and in daily life.

c.   **Forming a Positive Attitude towards Education**

Character strengthening can help learning citizens develop a positive attitude towards education and help them understand the importance of learning.

d.   **Cultivate Social Values**

Equality programs generally emphasize the importance of inclusion, tolerance, and cooperation. Character strengthening can help program participants understand and apply these values in everyday life.

e.   **Provide tools for success outside the classroom**

Strong learning character can help individuals achieve success in everyday life, whether in terms of work, relationships, or contributing positively to society.

C.   **The need for character strengthening for WB so that it is not arbitrary because of the assumption that WB has a lot of experience**

Lack of variation in determining learning can lead to various new problems such as ineffective learning, not meeting the needs of diverse learning citizens, and poor learning experiences. To overcome the lack of variation in determining learning, there are several actions that can be used, namely as follows:
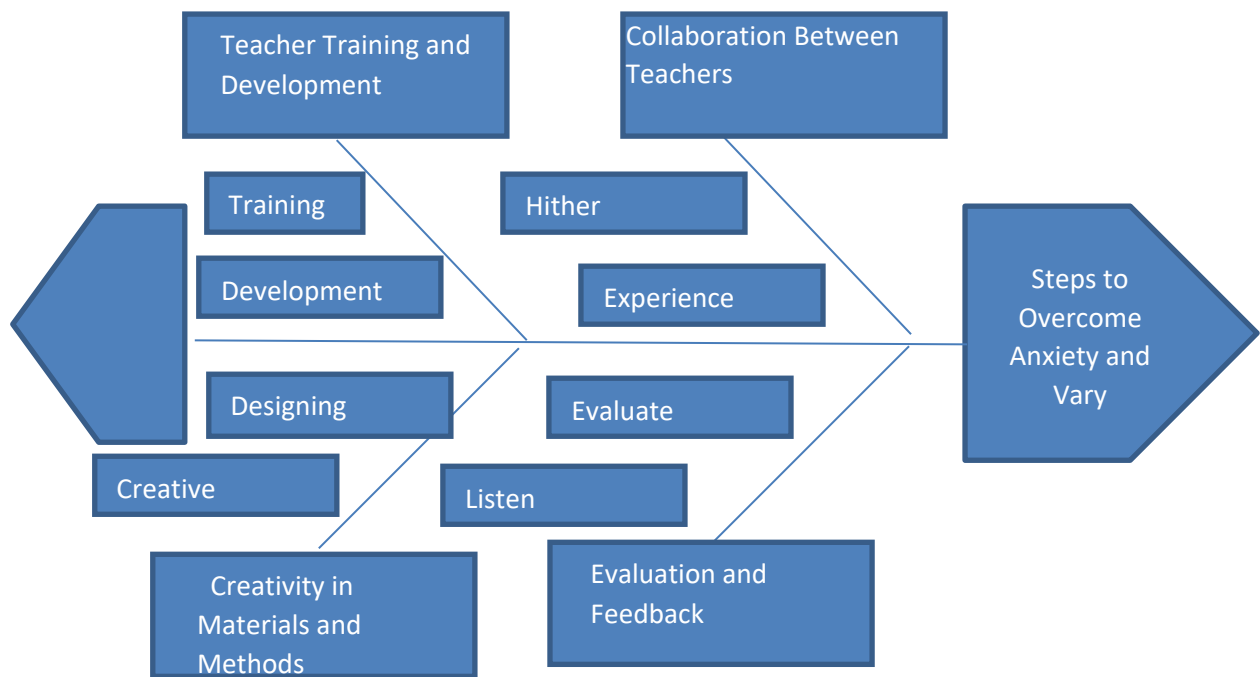
There are various steps to overcome anxiety and lack of variation in equity programs, namely:

a.   **Teacher Training and Development**
- Provide training to teachers or facilitators in equivalency programs on various teaching methods and learning strategies
- Support teachers in the development of pedagogical skills that enable them to plan more diverse learning

b. Teacher Collaboration
- Facilitation of collaboration between teachers or facilitators in equality programs. They can share ideas and experiences in planning diverse learning.

c. Creativity in Materials and Methods
- Encourage teachers to be creative in designing interesting learning materials and teaching methods, for example by using stories or multimedia.

d. Evaluation and Feedback
- Conduct periodic evaluations of learning to assess the effectiveness of the methods used and hear feedback from learning residents.

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