

Vocational High School Management Model-Center of Excellence in North Sulawesi Province

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ARTICLE INFO

Article history:

Received: October 29, 2024; Received in revised form: November 27, 2024; Accepted: December 05, 2024;

Available online: December 09, 2024;

ABSTRACT

Vocational education and training will be further strengthened as the development strategy shifts from physical infrastructure to human development. This study aims to determine the implementation of human resource development carried out by schools and to produce a draft of a human resource development model based on the Knowledge View. The method used in this study is a qualitative approach with a case study method. This method is used to obtain needs analysis data in designing a human resource development model in vocational education. The results of this study indicate that the human resource development model is carried out in schools. Vocational schools are expected to have the ability Vocational schools are expected to have the ability and capability to respond to external demands such as the business world and the industrial world. This study concludes that Human resource development in State Vocational High Schools in Manado City has been implemented from planning to implementation.

Keywords: Vocational High School, Management Model, Center of Excellence

INTRODUCTION

Human resources are an asset for an organization, therefore competency needs to be improved according to existing needs and developments, especially in education. Along with the rapid changes influenced by technology, educational institutions can anticipate quickly, especially secondary vocational education. President of the Republic of Indonesia Joko Widodo emphasized that the focus

of the world of education today is to provide work skills for the younger generation. This is to welcome the demographic bonus and increasingly tight competition between countries. Vocational education and training will be further strengthened as the development strategy shifts from physical infrastructure to human development. The key for Indonesia to prepare itself to win the competition lies in the quality of its human resources. In addition to the infrastructure that has been built in the last four years, improving human quality is a prerequisite so that Indonesia does not fall into the middle-income trap. The challenge given by the President of the Republic of Indonesia must be answered by education personnel by improving existing education programs including vocational secondary education. On the one hand, this hope is a vision that must be achieved in the next few years. On the other hand, the human resources graduates from Vocational High Schools are still far from these expectations. Human Resources (HR) that are not yet qualified and lack the skills to enter the business and industrial world or the world of work are a current problem in Indonesia. This includes graduates of Vocational High Schools who contribute the largest number to the open unemployment rate. The Open Unemployment Rate of Vocational High School graduates throughout Indonesia is percent (BPS 2021 August). Similarly, the data in North Sulawesi Province, the largest contributor to the Open Unemployment Rate is 7.37 percent (BPS 2020).

In this era of globalization that is competitive in various fields of life, it seems that vocational education is very important, considering the increasing demand for human resources in the labor market for middle-class workers. Not many vocational high school graduates have been absorbed in the business world and industry because the required competencies have not been met. Government efforts in this case the Ministry of Education, Culture, Research and Technology, especially the Directorate of Vocational High Schools, have established policies and programs to improve the quality of vocational high school graduates that are following the needs of the business world and industry or have the competence to become entrepreneurs. In 2016, the Government issued a regulation, namely Presidential Instruction No. 9 of 2016. Presidential Instruction No. 9 of 2016 concerning the revitalization of Vocational High Schools to improve the quality of graduates so that they are following the needs of the business world and industry (Sopotan and Sumual, 2019). The development of vocational schools has been continuously carried out until now, the government has implemented a program that is currently being completed, namely the Center of Excellence Vocational School Program. Center of Excellence Vocational Schools (SMK PK) is a vocational school development program with certain expertise competencies in improving quality and performance, which is strengthened through partnerships and alignment with the business world, industry, and work world, which ultimately becomes a reference vocational school that can function as a driving school and center for improving the quality and performance of other vocational schools. Decree of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 165/M/2021 concerning SMK PK as the basis for carrying out the program. The vision of Vocational Education is to realize vocational education as a national economic strength by increasing student competencies that are in line with the world of industry, business, and work (Sopotan and Sumual, 2019)

Manado City has 10 State Vocational High Schools and 26 Private Vocational High Schools. Of the existing vocational high schools, 3 state vocational high schools have implemented the Center of

Excellence Vocational High School program, namely SMK N 1, SMK N 3, and SMK 5. The challenge in implementing programs as a Center of Excellence Vocational High School is that human resources, in this case, productive teachers, need to develop competencies according to their respective fields. The aim is to improve student competency in terms of technical skills. The problems that are monitored with the demands of the independent curriculum, the learning approach must of course be adjusted, emphasizing more problem-based learning. Not all teachers can apply this learning model. Adjustments to this learning approach require a human resource development program, especially for teachers, to improve their ability to guide students. The problem raised in this study is the ineffectiveness of the teacher human resource development program in anticipating changes in the curriculum and the needs of the world of work and industry. The formulation of the problem in this study can be formulated as follows: How is human resource development carried out by schools? What is the conceptual model of human resource development?

The purpose of this study is as follows: This study is to determine the implementation of human resource development carried out by schools. In addition, this research also produces a draft of a human resource development model based on the Knowledge Based-View. The benefits of the results of this study are to provide input to SMK human resource development models, in this case, teachers.

LITERATURE REVIEW

Human resources are a determining factor in the sustainability of an institution or organization and measure the success of achieving the goals of the institution or organization. Human resource development is an effort to develop the quality or ability of human resources through the process of educational planning, training, and management of personnel or employees to achieve optimal results. Vocational High School is an organization engaged in vocational education to produce quality human resources, who are ready to work or become entrepreneurs. The quality of graduates will be largely determined by the quality of teacher human resources that are following the expertise program.

Many authors agree that human resource development at the micro level is for the development of individuals and organizations. Therefore, the results also increase the productivity and profitability of an organization and encourage national economic growth. In addition, human resource development programs bring social, cultural, and political stability and enrich international relations between countries and national alliances (Huda, 2020). Huda found that there are three core objectives of Human Resource development.

Knowledge Based-View in Human Resource Management

Talking about knowledge-based views cannot be separated from the Resource-Based-View theory. Knowledge-based view (KBV) is a theory that exists today, which initially was more directed at organizational resources (resource-based) view (RBV), now starting to develop in the direction of views on intellectual capital owned by the organization. With the development of the idea that human resources are organizational assets, it is very important to see that knowledge is one of the capital owned by individuals in the organization. KBV starts from the RBV theory and illustrates that knowledge is a

resource interest (Fahmi Jahidah Islamy, 2021). The knowledge-based view (KBV) emphasizes the importance of organizational knowledge for competitiveness and success (Pereira and Bamel, in (Koh *et al.*, 2024). However, KBV is a broad concept and does not identify what knowledge is needed in a particular area.

Various studies based on KBV see that knowledge is very important for individuals in corporate organizations and MSMEs to have (Carla Curado, 2006); (Hainz, no date) 2014; (Chu, 2016); Martin Silvia L, 2019; (Huda, 2020); (Azmi *et al.*, 2024), (Koh *et al.*, 2024) Relatively little research has been done on schools. Some researchers have argued that the KBV is an outgrowth of resource-based thinking in which the concept of resources is expanded to include intangible assets and, in particular, knowledge-based resources. In this newer epistemology, knowledge is associated with the phenomenon of knowing processes that are influenced by the social and cultural environment in which it occurs. Having considered these various views of knowledge, we now turn to the schools of thought underlying the KBV (Eisenhardt and Santos, 2012) KBV as a strategy theory to achieve a certain performance conception. The KBV approach considers the company as an entity that generates, integrates, and distributes knowledge. The ability to create value is not based on physical or financial resources but rather on a set of intangible knowledge-based capabilities. According to KBV, competitive success is governed by the organization's ability to develop new knowledge-based assets that create core competencies. Grant in (Theriou, 2009) states that fundamental to the KBV of the firm is the assumption that the essential input in production and the main source of value is knowledge. In the knowledge-based view, capability analysis has incorporated human, social, and organizational resources alongside economic and technical resources (Theriou, 2009).

Koh reviewed in his research stating that knowledge is an important asset that increases the competitiveness of companies to achieve success. Knowledge-based sources, which are embedded in the company, are socially complex, difficult to imitate, and continue to develop (Koh *et al.*, 2024). As a result, companies with outstanding knowledge management capabilities can achieve sustainable competitive advantage and respond quickly to dynamic business environments. Companies are motivated by KBV to enhance organizational knowledge, for example by improving individual skills (Flöthmann, Hoberg, and Gammelgaard 2018 in (Koh *et al.*, 2024). However, KBV does not define how to distribute knowledge in a way that encourages and fulfills individual outcomes. Since KBV does not specify which knowledge is important, it must be contextualized in terms of a particular industry and competitive environment.

Researchers use the KBV view in determining the aspects needed in human resource development in education. Although many researchers conduct research for business organizations such as companies and SMEs in the KBV perspective.

Human Resource Development in Education

Human Resource Management (HR) is an important thing to pay attention to. HR development is very important to study because it is an organizational asset that will be attempted to increase competitive advantage for the institution. Competitive advantage can be achieved if the HR in the organization has superior performance. Superior performance can only be achieved if individuals or

groups can carry out their duties according to their respective fields of work. Schools (SMK) are organizations that educate students to become superior HR in the vocational field. In efforts to achieve these expectations, schools must prepare educators to have quality capabilities and competencies and be able to compete. Human resource development (HR) is the process of increasing the competence, skills, knowledge, and qualifications of individuals in an organization. Several studies have shown that HR development can improve teacher performance (Mensah Hervie, 2018); (Yuniarti, 2019); (Erlina Yuliyati, 2020); (Harahap, Roesminingsih and Mudjito, 2020); (Sadikin *et al.*, 2023). Research has shown that teacher quality is an important factor in determining student improvement, even after accounting for students' prior learning and family background characteristics (Mensah Hervie, 2018).

Human resource development has several dimensions or elements, including education and training, career development, further formal education, talent management, and compensation (Huda Kazi Nazmul, 2020; (Rawashdeh *et al.*, 2022); (van Song *et al.*, 2020); (Arafat, Rismansyah and Kurban, 2021) Human resource development accelerates human development interventions related to improving human competencies through education, training programs, grassroots community empowerment, awareness raising, formalization of teamwork, social capital development, change management, and other human capital management functions. Teacher training is all types of educational activities to improve teachers' knowledge including their teaching skills and all other professional skills. The survival and effectiveness of an organization are highly dependent on the efficiency of human resources and their activities. Organizational effectiveness can be achieved if members of the organization can carry out their respective tasks optimally. The competent abilities and skills possessed by members of the organization can support maximum work results. The abilities and skills possessed by individuals need to be improved along with changes in job demands. Having quality and skilled human resources is the most important capital for organizations, both companies and educational organizations.

Knowledge is an important aspect of supporting human resource development. As Nonaka said in (Carla Curado, 2006) The only truly sustainable competitive advantage is knowledge. From a knowledge-based perspective (KBV), the acquisition and application of relevant knowledge are critical to firm performance (Martin Silvia, 2019). Human resource development aims to improve the ability, and skills, to produce productive performance for individuals. Much literature discusses the key to human resource development. Most of the literature on human resource development generally discusses knowledge, skills, education, and behavioral development as the main elements of human resource development that should be beneficial to the organization and the people who work in it, society, and the country. Input from human resource development is very important to ensure good human resource development output and achieve broad human resource development goals (Huda Kazi Nazmul, 2020). It is further stated that most authors discuss training, formal education, organizational development initiatives, and career development programs as HRD interventions. Training is a common intervention provided by organizations to develop the performance of employees and management people. Most HRD interventions should be assisted by the government, including infrastructure facilities for formal education, public health, and employment. If the government can

ensure essential facilities for HRD, it will be easier for organizations to initiate additional facilities to ensure the productivity and performance of human resources (Huda, 2020).

Educational organizations are not exempt from the Human Resource Development program. Moreover, the organization is to produce competent graduates according to their fields. Vocational High School is one of the educational organizations to educate human resources so that they have quality and competence in line with the needs of stakeholders. Research results (Ferreira, Curado and Oliveira, 2022), Education, and training involve a systematic approach that involves the development and enhancement of capacities, skills and knowledge to improve the overall effectiveness of the organization (Ferreira, Curado and Oliveira, 2022) Citing several opinions about the objectives of HRD development: (1) handling the change process; (2) facilitating employee learning, skills, and abilities related to work according to the specifics of each organization; (3) improving individual behavior; (4) optimizing production and use of labor; (5) disseminating knowledge through human resource development; and (6) improving organizational performance globally. Therefore, all deliberate activities that support behavioral change and learning opportunities are HRD practices (Richman, 2015; Stewart & Sambrook, 2012 in (Ferreira, Curado and Oliveira, 2022). Human resource development aims to improve performance (Swanson & Holton in (Alhalboosi, 2018). Based on the description above, researchers can conclude that knowledge is an important aspect of human resource development. Human resource development aims to increase capacity, skills, abilities, and behavioral changes, all of which are to improve individual performance. Individual performance has an impact on organizational performance.

METHOD

This study uses a qualitative approach with a case study method. This method is used to obtain needs analysis data in designing a human resource development model in vocational education.

Research Focus

The focus of this research is on Human Resource Development which includes:

1. Education and training
2. Career development
3. Further education

The subject of the Study

The subject of the study was 10 State Vocational High Schools in Manado City. The informants were determined to be the principal and vice principal who knew and implemented everything from planning for HR development to its implementation.

Data Collection Techniques

Data collection was carried out using the following techniques:

1. In-depth interviews were conducted with informants from each school
2. Focus Group Discussions were conducted with school principals

Data Analysis Techniques

Data analysis used interactive descriptive analysis based on the Miles & Huberman model.

Time and Place of Research

This research was conducted for six months and the research location was in Manado City.

RESULTS AND DISCUSSION

1. Human resource development is carried out in Education and Training schools.

The school has planned an Education and Training program for each teacher. See figure 1.

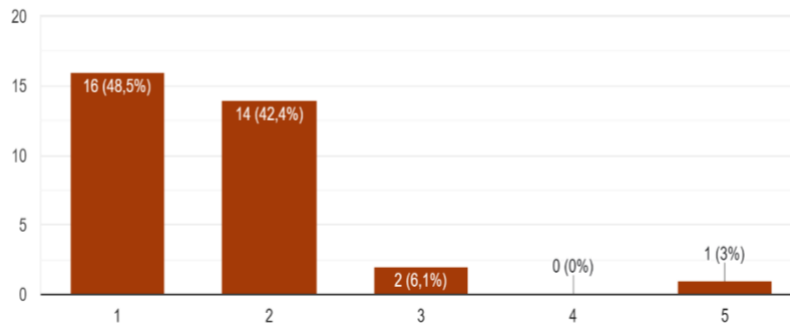


Figure 1. Education and Training Program for teachers.

The study results showed that 48.5% of respondents stated that schools had carried out good planning for Education and teacher training. Only 3% said schools had not planned according to the needs of Education and training for teachers.

Schools have carried out training according to the needs of teachers in vocational high schools. See Figure 2.

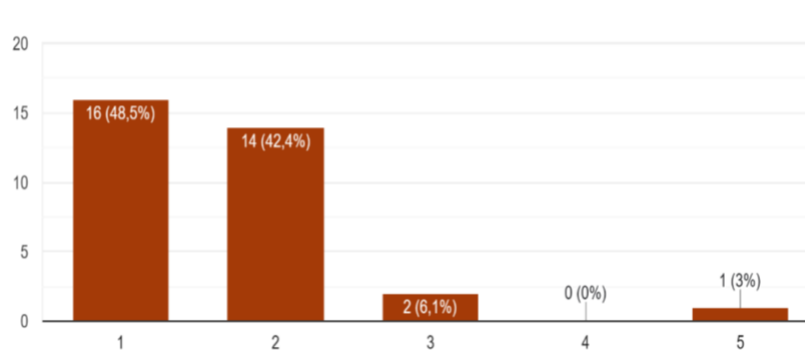


Figure 2. Training programs are implemented according to the needs

The results of this study showed that 48.5% of respondents stated that the training had been carried out following the competencies required by teachers. Only 3% of respondents stated that it was not appropriate. The training process for teachers that was carried out, Some, namely 27.3% of respondents stated that they had participated in training carried out by external parties that were not part of the school. The external party collaborated with the school to carry out the training. Only 3% of respondents had not participated in training from external parties. See Figure 3.

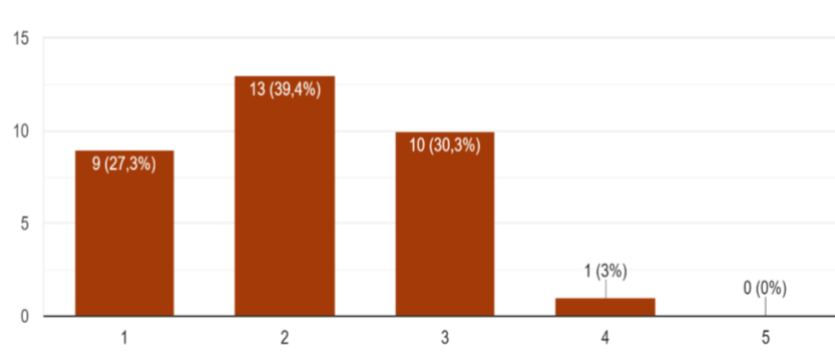


Figure 3. Training is carried out by external parties (non-school organizers)

Training conducted by the school; the results of this study show that 30.3% of respondents explained that they had attended training by the school. See Figure 4.

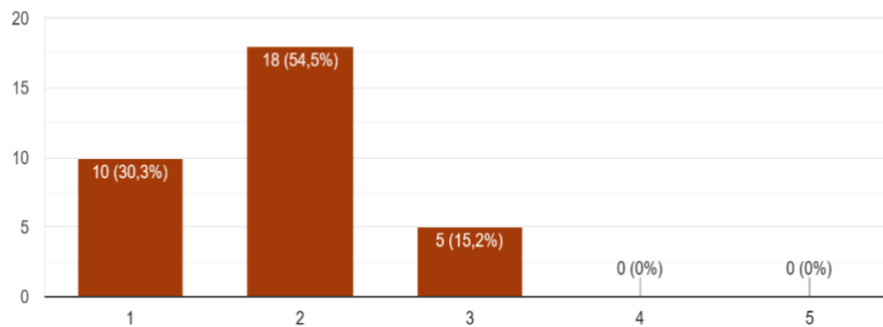


Figure 4. Training carried out by the school

The results of this study also revealed that the training conducted had the aim of improving teachers' abilities and skills. As many as 54.5% of respondents stated that the training that had been attended contributed to improving abilities and skills and only 3% stated that it did not. See Figure 5.

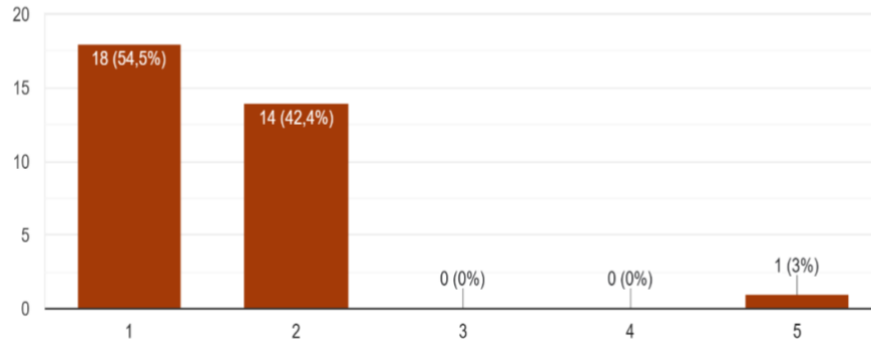


Figure 5. Training aims to improve abilities and skills.

The results of this study indicate that teachers are very respectful of the training programs they have participated in. This is evident from 63.6% of teachers stating that they are very respectful of the training program they have participated in and only 3% stating that they are not. See Figure 6.

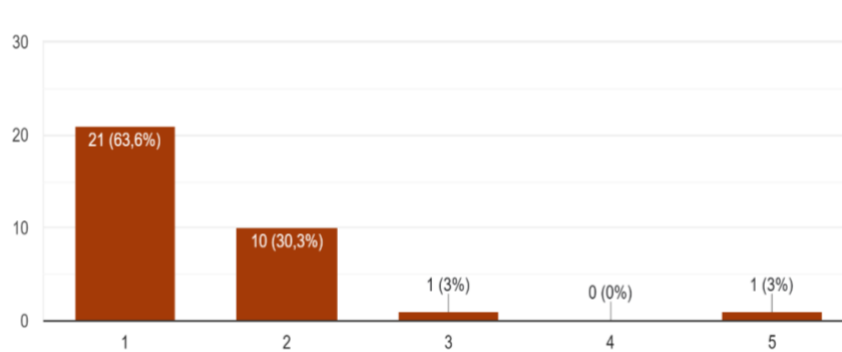


Figure 6. Teachers respect the training program.

The results of this study also show the involvement of school leaders in monitoring the improvement of teacher skills after participating in training. As many as 69.7% of respondents answered that their leaders always monitor the improvement of their skills after participating in training. See Figure 7.

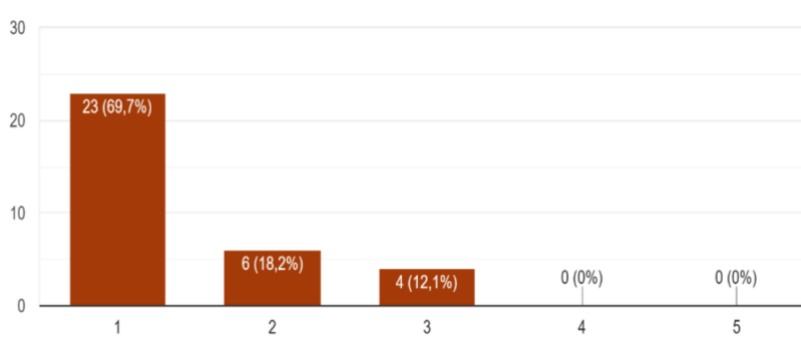


Figure 7. Leaders monitor teacher improvement after training

The results of this study also show that there was an increase in teacher knowledge after participating in the training program. As many as 57.6% stated that there had been an increase in knowledge after implementing the training program. Only 3% of respondents stated no. See Figure 8.

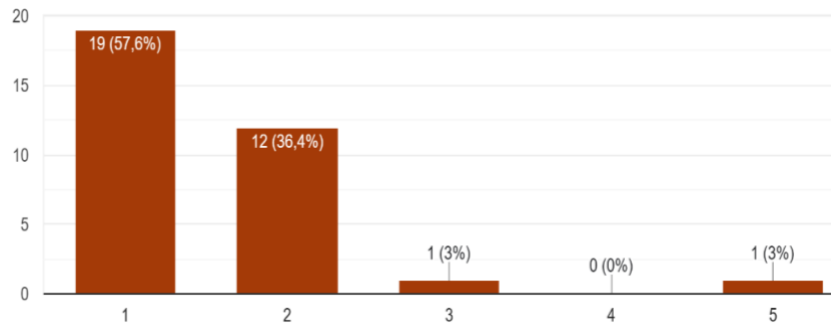


Figure 8. Increased knowledge after implementing the training program

The results of this study also explain that teacher performance increased after teacher training education was conducted. There were 51.5% of respondents who answered that there was an increase in teacher performance after participating in education and training. Only 3% of respondents said that there was no increase in teacher performance. See Figure 9.

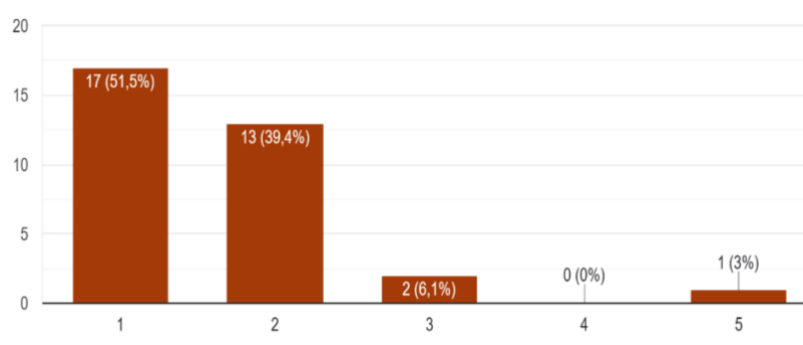


Figure 9. Teacher performance after the implementation of education and training

The results of this study indicate that teachers need education and training according to their field of expertise. This can be seen that as many as 60.6% of respondents stated that education and training require education and training that is following the teacher's field of expertise. See Figure 10.

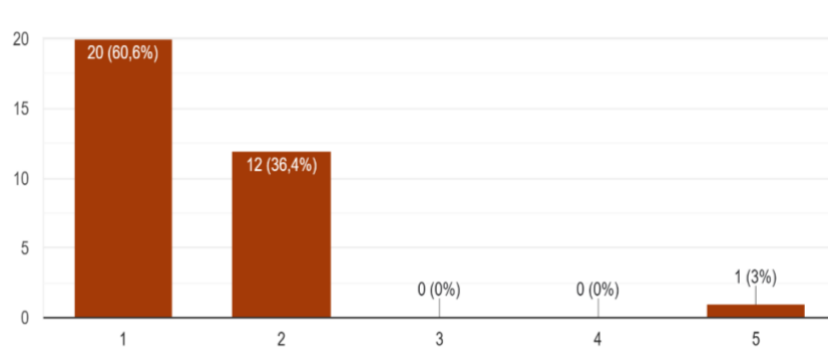


Figure 10. Teachers need education and training according to their field of expertise.

Career Development

In teacher career development, the results of this study indicate that schools have planned teacher career development well. As many as 39.4% of respondents stated that schools have planned career ladders for teachers. Although there are still answers that indicate doubt as many as 12.1% of respondents. See Figure 11.

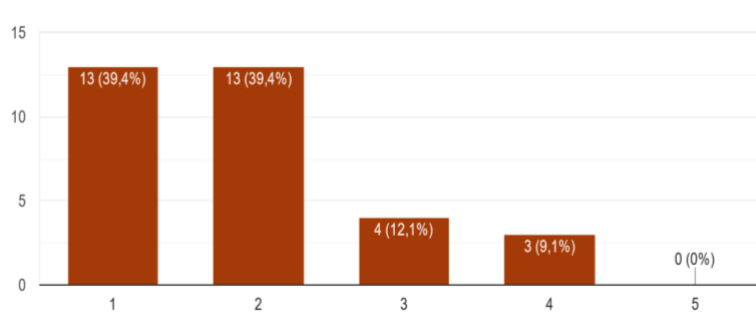


Figure 11. Schools plan career ladders for teachers

The results of this study also show that every teacher has utilized the career that has been offered. As many as 45.5% of teachers have utilized the career opportunities well. See Figure 12.

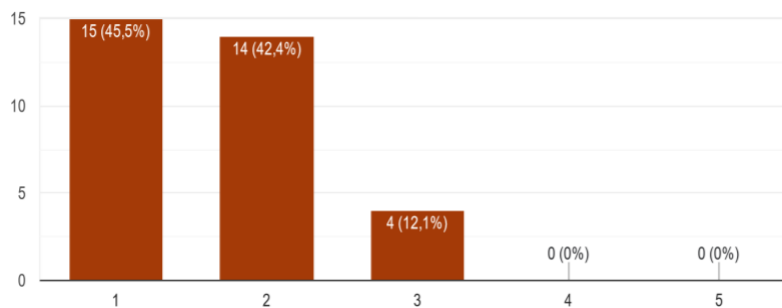


Figure 12. Teachers utilize the career opportunities offered

This study also revealed that schools promote teachers who meet the requirements to get career advancement. As many as 33.3% stated that schools have promoted teachers according to the specified requirements. See Figure 13.

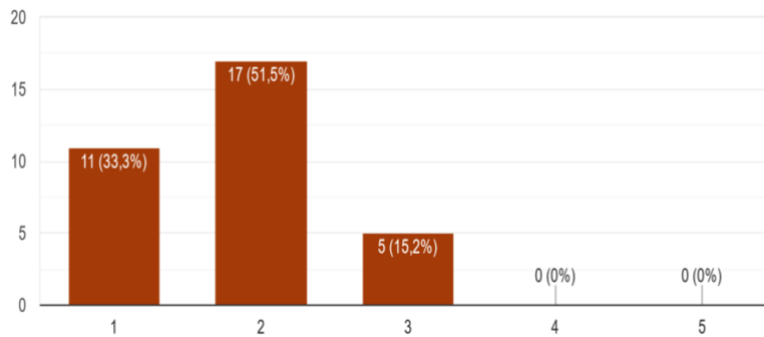


Figure 13. Schools promote teachers who meet the requirements.

The results of this study indicate that school leaders provide opportunities for each teacher to develop a career according to their field of expertise. As many as 51.5% of respondents said that school leaders have provided opportunities for each teacher to develop a career according to their field of expertise. See Figure 14.

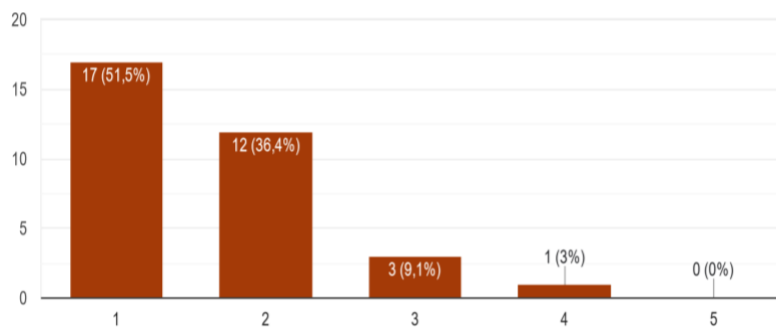


Figure 14. School leaders provide opportunities for teachers to develop a career according to their field of expertise

This study also explains that every teacher has received the same opportunity for job promotion. As many as 39.4% of respondents said that they agreed that every teacher gets the same opportunity for job promotion. See Figure 15.

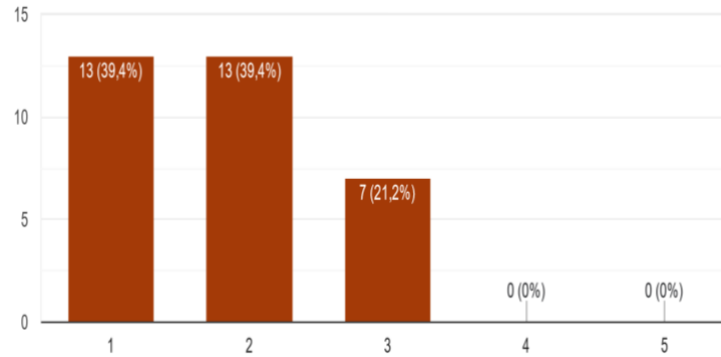


Figure 15. Every teacher gets the same opportunity for job promotion

This study also illustrates that teachers take advantage of job promotion opportunities if they meet the requirements. As many as 42.4% of respondents described that they would take advantage of job promotion opportunities if they met the requirements. Only 3% would not take advantage of job promotion opportunities. See Figure 16.

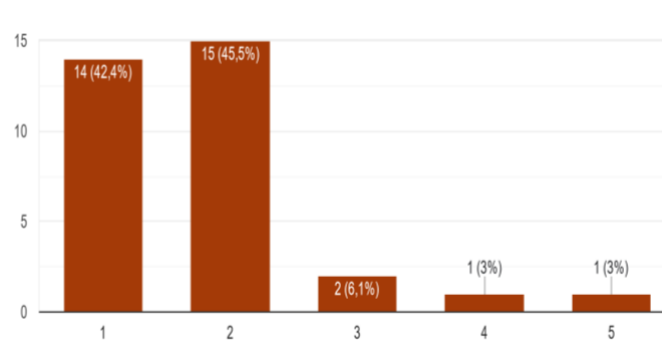


Figure 16. Teachers take advantage of promotion opportunities if they meet the requirements

This study explains that there are independent efforts from teachers to improve competencies related to their expertise. As many as 54.5% of respondents answered that they agreed to use independent efforts to improve competencies related to their expertise or have an expertise certificate. There are only 3% who do not make independent efforts. See Figure 17.

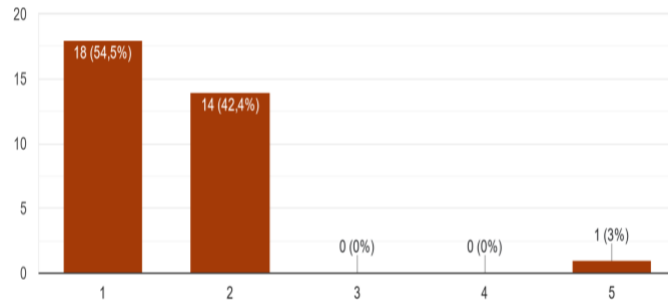


Figure 17. Independent efforts of teachers to improve their expertise competencies.

This study also revealed that there was an increase in competence as a basis for improving teacher careers. As many as 60.6% of respondents stated that increasing competence was very important for developing a career. Only 3% said it was not necessary. See Figure 18.

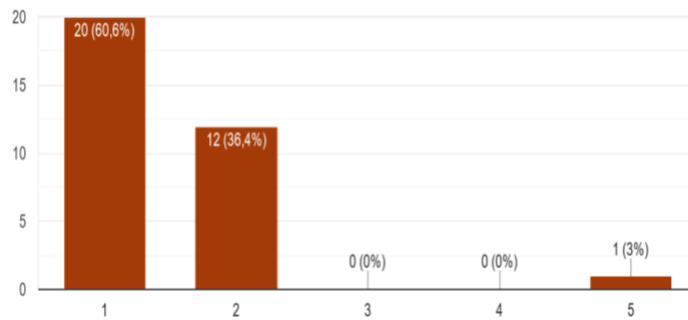


Figure 18. Increasing competence for career development.

Further Education

This study revealed that school leaders allow teachers to continue their studies to a higher level of education. As many as 54.5% of respondents said that school leaders permit teachers to continue their education to the master's (S2) and doctoral (S3) levels for every teacher who wants to continue their studies. Only 3% of respondents said they did not allow it. See Figure 19.

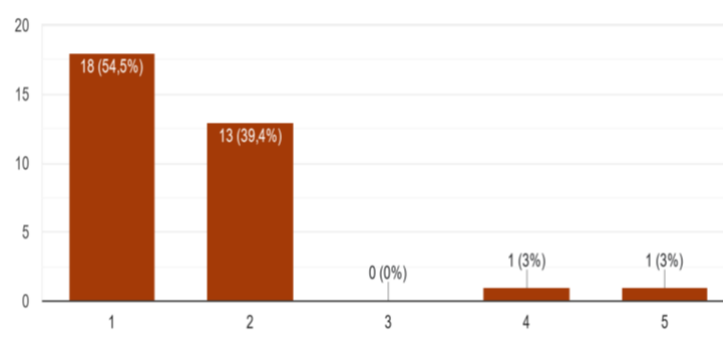


Figure 19. Leaders allow teachers to continue their studies to S2 and S3.

This study also found that schools provide financial assistance (scholarships) for some of the costs of master's & Doctoral studies for teachers who continue their education. The results of the study showed that only 9.1% of school support was in the form of funds for teachers' further study costs. However, 48.5% of respondents stated that schools did not provide financial support for teachers' further study at the master's and Doctoral levels. See Figure 20.

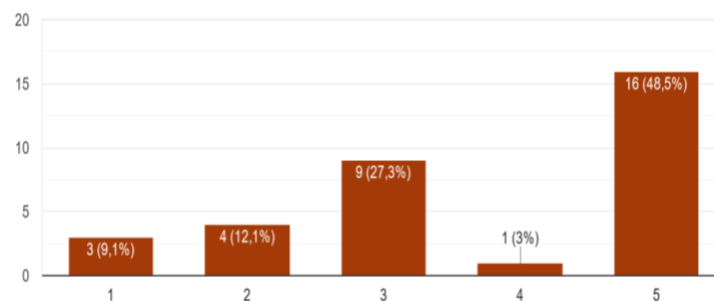


Figure 20. Schools provide financial assistance for some of the costs of teachers' further study costs.

This study also revealed that school leaders provide opportunities for teachers to continue their education in Teacher Professional Education (PPG). As many as 84.8% stated that school leaders provide opportunities for teachers to take Teacher Professional Education so that they can obtain teacher certification. See Figure 21.

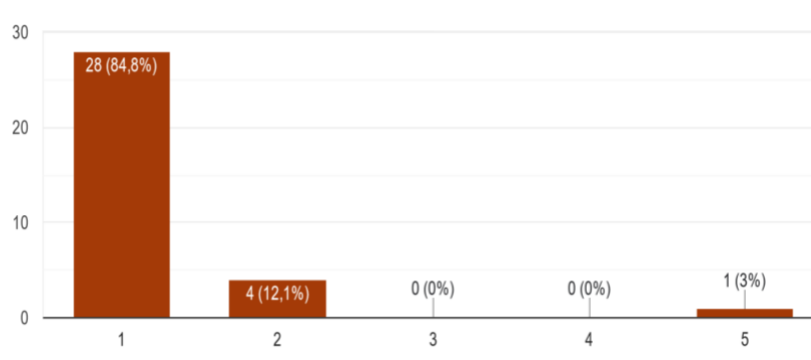


Figure 21. School leaders provide opportunities for teachers to take Teacher Professional Education (PPG)

This study explains that teachers have taken advantage of the opportunities offered by the school to continue their studies to a higher level. As many as 57.6% of respondents stated that they would take advantage of the opportunities offered by the school to continue their studies to the Masters and Doctoral levels. Only 3% of respondents stated that they would not take advantage of the opportunities for further study. See Figure 22.

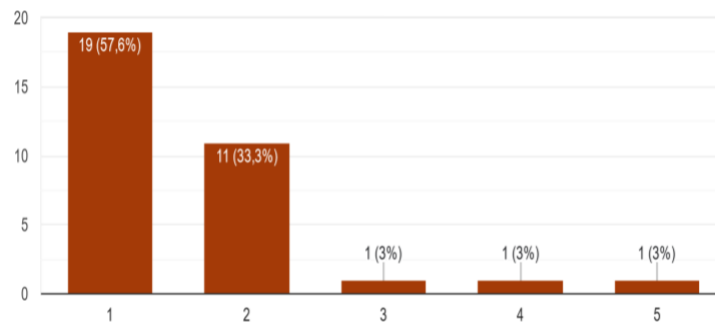


Figure 22. Teachers take advantage of the opportunities offered by the school for further study.

This study also illustrates that teachers take advantage of every opportunity offered by short-course education schools for less than 6 months. As many as 48.5% of respondents stated that they would follow the short-course education offered by schools with a duration of less than 6 months. Only 3% of respondents stated no. See Figure 23.

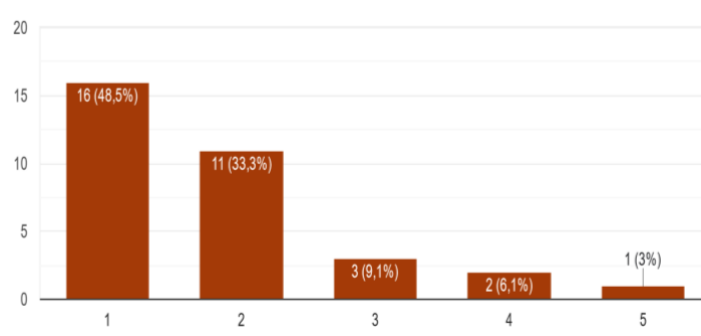


Figure 23. Teachers take advantage of short-course opportunities offered by schools.

This study illustrates that teachers take advantage of opportunities to improve their skills through further education for Master's & Doctoral degrees even at their own expense. As many as 45.5% of respondents said that they would continue their studies to Masters & Doctoral degrees even at their own expense. See Figure 24.

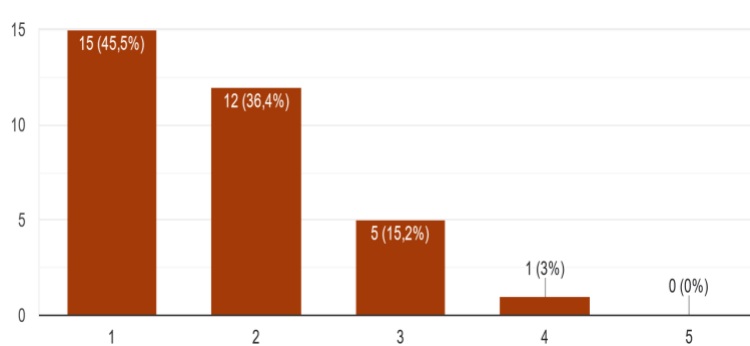


Figure 24. Teachers take advantage of opportunities to study for Master's & Doctoral degrees, even at their own expense.

This study also explains that the government offers scholarships for Education for teachers who will continue their studies. As many as 30.3% said that the government provides scholarships for teachers who will continue their studies for Masters & Doctorates. Only 3% stated that the government does not provide scholarships for them. See Figure 25.

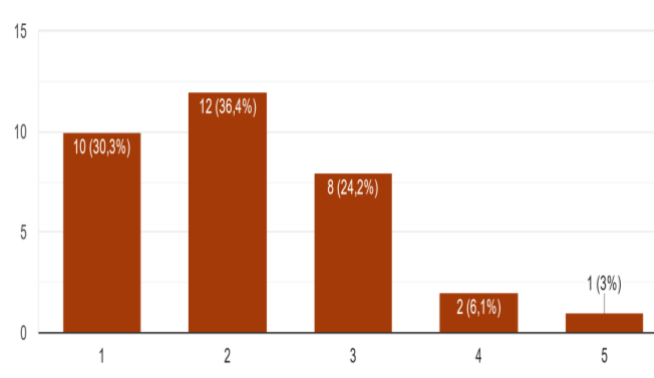


Figure 25. The government offers scholarships for teachers who continue their studies for Masters & Doctorates.

According to your understanding, what is Human Resource Development?

Informan	Answers
1	Improving the competence and capabilities of individual human resources
2	Efforts to improve human resources
3	It is a process to improve quality and ability through the training process and efforts to improve the quality of humans themselves and their work environment
4	an effort to improve one's skills
5	A form of effort or activity carried out to improve skills
6	Human resources development (HRD) is a concept that refers to the process and efforts to improve the abilities, skills, and potential of individuals in an organization or society
7	Improve skills and expertise according to human competencies
8	Human resource development is very important for educational units and other institutions because through human resource development we can improve skills and knowledge through training and further education
9	Namely increasing the abilities and skills of each individual
10	Human Resource Development (HRD) is a process to improve the abilities, skills, and knowledge of individuals in an organization or society. The goal is to improve performance and productivity, and prepare individuals to face future challenges
11	Human resource development can produce quality people who are able to accept challenges, threats, obstacles and disturbances, whether coming from within or from outside
12	Efforts to develop the quality or capabilities of human resources through the process of education and training planning
13	It is a logical effort for every employee to increase their competency capacity so that they are able to carry out their duties well and in accordance with the goals of the company or office

14	Resource development is an effort made to improve capabilities through activities such as study, training, etc
15	It is an exercise to increase a person's effectiveness and skills to improve team performance
16	To develop work skills and loyalty

The research results follow the research focus that the aspects studied in Human Resource development are as follows:

a. Education and Training

Education and training from the school have planned what programs will be carried out for training. Education & training programs are implemented both independently by the school and externally by the ministry. The aim is to improve abilities and skills according to their respective fields of expertise. The results of interviews with school principals and vice principals stated that every year, education & training programs are implemented to meet the demands of the curriculum that refer to the demands of the business world and the industrial world. Training implemented by external parties gradually includes teachers. The implementation of HR development programs is more focused on improving skills. Schools as training organizers, namely the type of House Training and industrial internships. The costs come from the school, which are taken from BOS funds. Other training is carried out by the Teacher Development Center at government expense. Schools only provide opportunities for teachers to register, and the determination of participants is determined by the Center. The results of the implementation of education and training, industrial internships, and other development activities can be categorized as good.

The results of the training or industrial internship, teachers directly practice by transferring their skills to students. So that students' competencies can be improved. Teachers immediately create learning programs based on the knowledge and skills they get from the training place. Some teachers immediately innovate in the implementation in the classroom but are sometimes constrained by the limited tools owned by the school. The limited tools for students to practice mean that not all students in the class can immediately do/practice to produce their work because they have to take turns. The results of the implementation can be seen from the activities in the Teaching Factory (TEFA) unit. The work produced by the students can be seen in the Tefa unit. Students can already produce in the Tefa unit. In addition to the Tefa unit, students also produce in production units. If there is an order from the community or the community needs student services, they work in their respective production units.

The finances obtained from the production results in the production unit and Tefa are allocated for the operational costs of the unit. Some are given to students who work on the project. The knowledge and skills received from training and internships are directly transmitted to students. Education & training have a positive impact on teachers, students, and schools. For teachers, the positive impact is the higher their competence. Teachers are more enthusiastic about working. Usually, after completing the training, teachers propose new things in learning. The higher the teacher's competence will have an impact on students. Students will increasingly master their field of expertise

if they are already in the community, students can generate income through services or products produced. The impact on schools means that school performance will improve with the presence of competent teachers in their respective fields who will produce competent graduates so that schools can contribute to graduates who do not increase unemployment in the community. Teachers who have participated in several developments want to make changes in schools toward fellow teachers both in terms of thinking and acting. The positive thing that is apparent is that each expertise program wants to compete to produce skilled graduates.

b. Career Development

For teachers, career development is not the same as for employees in companies. Career development in the world of education is seen from the level of rank. Promotion must meet the credit points owned according to the criteria. The requirements for promotion and teacher rank must have scientific work. Career development is a personal effort of individual teachers to achieve a career plan. This means that whether or not a teacher's career develops depends on the teacher himself. The principal provides opportunities for all teachers to develop their careers according to their respective fields of expertise. A teacher's career is determined by his performance. If his performance is good, then the opportunity for his career to increase greatly.

Career in schools is also seen from the promotion of teacher positions such as the position of vice principal, the position of coordinator of expertise programs, and other positions not directly related to the profession of a teacher. Career development is also related to salary. According to informants, increasing competence and qualifications is the basis for career development. Competence improvement must be attempted by the teacher himself. The leader only motivates and directs.

c. Further education

Most of the teachers in all vocational schools have already obtained a master's degree in education. The aspect of further education referred to in this study is the level of formal education, namely Bachelor's, Master's, and Doctoral. Teachers who still have Bachelor's status are given the opportunity by the school to continue to the next level, namely S2. Teachers who already have Master's status are allowed to continue to the S3 level. Teachers who have S2 status, although given the opportunity by their schools, have not taken advantage of the opportunity. The school has not provided scholarships for further study. There is also education in the form of Short Courses with a minimum time of 6 months. Not all schools allocate educational assistance for further study. Only certain schools provide study assistance, but not in the form of scholarships.

Human resource development model

The human resource development model (HRD) in this case teachers or educators is based on the needs and demands of the business world and the industrial world. Based on the results of the FGD with the principal and vice principal, the researcher can describe the HRD development model carried out in schools. Vocational schools are expected to have the ability to respond to external demands such

as the business world and the industrial world. See figure 26. The development of HRD teachers that has been carried out by vocational schools is as follows:

1. Preparing an annual education and training program plan
2. Improving teacher competence, both vocational and non-vocational teachers
3. Teacher competence can be improved through education and training both in school and outside school, internships in industry, and courses.
4. Teacher career development according to the needs of individual teachers
5. Implementation of career development through continuing professional programs and job promotions at school
6. Further education according to the needs of individual teachers

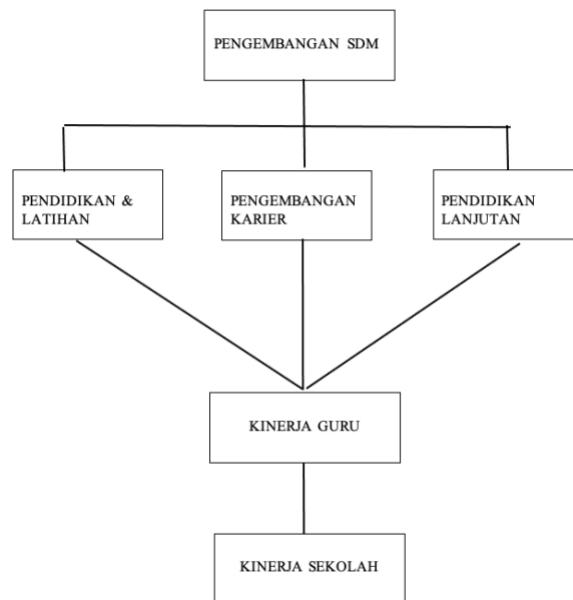


Figure 26. Educational Human Resources Development Model

The development of educational human resources is an important thing to be implemented by every vocational school. Teacher training is also needed, especially in today's environment, to cope with the demands of the ever-changing profession. Trained teachers are in a better position to educate students. Training can improve teachers' knowledge of the subject matter, teaching methods, etc (Mensah Hervie, 2018). Kunandar in (Rusyadi, Wasliman and ..., 2022) explains that "professional teachers are teachers who have the competencies needed to carry out educational and teaching tasks. Professional teachers are people who are well educated and trained and have rich experience in their fields".

Research results (Gull, Khan and Jabbar, 2022) concluded that in-service teaching training is related to and influences the performance of secondary school teachers. Training is very necessary for teachers who teach engineering/engineering-based subjects such as technical drawing, building

construction, metalworking, basic electronics, concrete block printing, and basic technology (Ogunbayo S.B., Mhlanga. N, 2022). (Iqbal *et al.*, 2020) concluded in his research that in-service education and training can improve the performance of vocational teachers.

CONCLUSION

This study provides the following conclusions: Human resource development in State Vocational High Schools in Manado City has been implemented from planning to implementation. Training is more often carried out in implementing human resource development. Career development has not been optimally planned and implemented. Further education for teachers with Masters degrees to the Doctoral level has not been planned by the school. The researcher proposes a human resource development model that will be tested next.

Suggestions

The researcher suggests the following for schools:

1. The principal should plan career development because it is part of human resource development
2. There should be education for teachers about career management

ACKNOWLEDGEMENT

The research team would like to thank the Rector of Manado State University, Prof. Dr. Deitje A Katuuk, M.Pd, who has allowed us to conduct this research. We would also like to thank the Head of the Institute for Research and Community Service, Dr. Amstrong Sompotan, MSi, who has supported this research.

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