

Challenging Roles of Human Resources Contribute the Quality Improvement of Education Management at Buddhist Schools Indonesia

Kabri¹, Tri Joko Raharjo², Sugiyo³, Rr. Sri Endang Pujiastuti⁴

¹Buddist University, Central Java, Indonesia

²Semarang State University

³Semarang State University, Indonesia

⁴Health Polytechnic Semarang

Abstract: *Quality improvement is an important component in education system to assure the quality and proper process. Lecturer is the main Human resources in the Buddhist Education because lecturer have a wide capacity and competency in the schools. The method of this study is experimental design and collecting data properly through implementation operational standard, interview, and observation. The results of this study showed that lecturer has opportunity to develop well influence education system. The current focus of attention in Buddhist education needs to create model improvement that specific courses for Buddhist students. The development of organizational commitment needs effective human resource management practices integrated with Buddhist vision and mission. In organizational behavior and education system, organizational commitment support to the organization to take responsibility when all components support the team.*

Keywords: Management, Buddhist Education, proper process

1. Background

The quality management in education provides a connection between outcomes and the process and the indicators measures by which outcomes are achieved. The cause of failures in education is a problem in process, curriculum design, human resources and other factors. The education system supports improving the quality management that may be regarded as an ideal systemic process for managing change in public education. To achieve improving quality education is important regulation in now day society, however it finds some difficulties. The difficulties of improvement are the limitation of facilities, human resources, education standard, regulation etc.

The quality management is used to describe some concepts to achieve a good standard related the education process including teaching and learning. Human resources is the important component to build quality improvement to be better in the system. Education and teaching in order to be able to achieve the quality, the Program provided should have to conform with the public interest, regulation, in line with the demands of the times, the candidate students must be good, weighty teaching staff, processes education should be able to walk properly, as well as means and infrastructure should be sufficient.

Based on the limitation of qualification of human resources in Buddhist institution, this paper describes the research about **Challenging Roles of Human Resources Contribute the Quality Improvement of Education Management.**

2. Methods

The methods of this study is designed cross sectional study and also supported the qualitative data. The respondents include 67 students, lecturer and head of school. The data was collected by interviews, questionnaires, and focus group discussions. The instruments were used to measure quality education management, human resource management, and the facility of schools. This study is supported the literature reviews including collecting some journals, understanding the concept, and analyzing to describe on the discussions

3. Results and Discussions

The education has become the nation's main agenda and focus in the 21st century and some factors influenced the quality of education management. The quality management is right process to develop some factors such as knowledge, leadership, teaching and learning, and advance in technology into all sectors of the education (Agarwala, 2013).

Exploring the factors education within the globalized trade environment has become the main focus for many countries, which aspire to remain competitive in the system to product a good worker. The current focus of attention in Buddhist institute need to create model improvement that specifics for Buddhist students (billing, 2004). Therefore, the development of organizational commitment needs effective human resource management practices integrated with Buddhist vision and mission. In organizational behavior and education system, organizational commitment is the psychological attachment to the organization to take responsibility when all components support the team. Buddhist Organizational commitment predicts work

variables such as turnover, Buddhist organizational behavior, and job performance Buddhist especially for lecturer is how to develop teaching learning for relito be improve in the education process continuously (Hall, 2005).

Employment in the management is characterized by increasing demand for more highly skilled workers who are also keeping quality education. Development of knowledge management has increased rapidly, especially, and it has become a central topic of management philosophy and a management tool. The rise and growth of system is one of the managerial responses to the empirical trends associated with globalization era. The Buddhist education builds the growth of knowledge worker occupations, and technological advances created by information and communication technology (ICT). The rapid actions is how to manage human resources good well organize to achieve the goal of The Buddhist institution.

In organizational terms, the new era is characterized by flatter structures, and “virtual” or networked organizational forms .The current improvement of the education system has escalated, with more external elements to consider and frequent, unpredictable changes. A growing number of organizations have adopted the model team working, team-working structures and knowledge-centric cultures as a consequence and the impact of the system encourage the power of employees. For many countries, the degree of knowledge application is becoming a key measure of human capital and an indicator of education standard.

In view of the above education, learning and teaching are now accepted that the learning productive core. The intellectual human resources should emphasize information, knowledge and technology. It is commonly observed that organization designs and managerial practices are becoming more differentiated, less bureaucratic, less reliant on hierarchical authority structures and more psychosocially integrative.

The first is a strategic planning of continuous improvement. The second related meaning uses quality improvement to describe the tools and techniques in the education. Quality improvement is a mind-set and a set of practical activities to perform an attitude of teaching learning strategic and as well as a method of promoting continuous improvement.

The organizational structure in the knowledge economy is more flexible and leaner as the business direction is now focusing more on the upstream activities, which demand knowledge workers who are skilled in the application of knowledge including general knowledge, spiritual, Buddhist religions and the use of information and communication technology to access how to develop organization well).

The increasing knowledge of Buddhist theories provides of competition is driving changes in how value chains are managed across institution. It also signals a demographic shift in the workforce to knowledge work, whose mobile exponents demand a different type of work environment and executive leadership.

In the new era of the new millennium, development of knowledge about buddhist has emerged as an asset to be valued, developed in learning, taeaching, program, and organization system. Several authors argue that knowledge has become a direct competitive advantage for companies, or that it is certainly the best resource and the only sustainable competitive advantage (Ishak, Eze, & Ling, 2010). Buddhist Knowledge is defined as the ability to sustain the Buddhist religious, Buddhist culture, knowledge of assets and capabilities in a way that helps the firm achieve its goals (Soliman, 2000). To the organization, Buddhist knowledge is defined as what people know about customers, products, processes, mistakes and success.

Different companies may use different original approaches. For the development and implementation of social responsibility strategy to ensure successful and sustainable operation of the company, first of all, it is necessary to identify the key organizational stakeholders. The next step is to build quality relationships with the stakeholders, namely, to identify each stakeholder's interests and needs, as well as the associated challenges and choose the most suitable strategy of cooperation with each of the parties involved. Such a strategy and subsequent activities will ensure the loyalty of the parties and the effective operation of the company, which, in turn, will contribute to business sustainability and competitiveness.

Human resources at the Buddhist education as one of the components of management should play a significant role in the implementation of the education management based on Buddhist religion. How knowledge can contribute to organizational effectiveness to manage people work (Hlupic, Poulodi, & Rzevski, 2002). Human resources impact on the organizational performance because human resources support educational system in the institution. The lecturers in educational system hold power learning that show the relationship between human resources and management practices. The factors influencing how the head school have a main regulation to apply the quality management such as the goal is clear, continuously process, and the organizational outcomes. The models differ with the human resources development approach, which believes that employees and employers share the same interests, or with the synergy approach, which admits that different groups may have different interests.

The limitation of this study is the number of lecturers, qualification of lecturers, the changes curricula frequently, there is no specific standard of Buddhist institution strictly, and there is not enough qualification of lecturer who have specifics' Buddhist knowledge, even among practitioners. One reason for this lack of agreement organization from the fact that people working in the Buddhist field come from a wide range of disciplines, such as psychology, management science, organizational science, sociology, strategy, production. Also, Pedagogical competence is the ability to manage the learning of students, which include: a) understanding of the learners, b) the designer and the implementation of learning, c) evaluation of learning and, d) the development of learners to actualize various potentials.

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