

**JOB ANALYSIS AS BASIC HUMAN RESOURCES MANAGEMENT FOR
HUMAN RESOURCES PLACEMENT**

(Study in the “Model” of Public Elementary School– City of Malang)

UNDERGRADUATE THESIS

Submitted to Fulfill Final Examination of Undergraduate Thesis
in Faculty Administrative Science

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The kingdom of heaven is like mustard seed,
which a man took and planted in his field.
Though it is the smallest of all your seed,
yet when it grows,
it is the largest of garden plants and becomes a tree,
so that birds of the air come
and perch in its branches.



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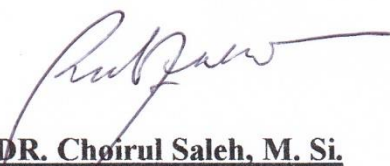
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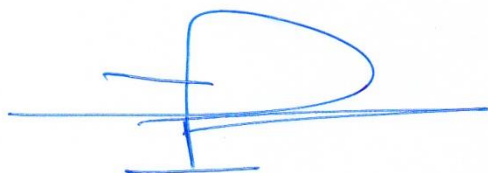
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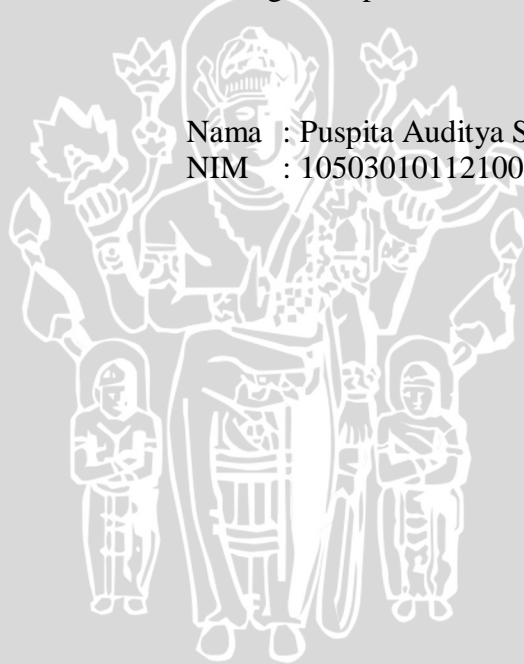
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SUMMARY

Palupi, Puspita Auditya Sotya, 2014, **Job Analysis as Basic Human Resource Management for Human Resource Placement (Study in the “Model” of Public Elementary School City of Malang)**, DR. Choirul Saleh, M. Si., DR. Hermawan, S. IP., M. Si., 118 pages + xii

This study was carried out because there is still a mismatch between educational background and workload entrusted to human resources. Teachers as important person in the development of personalized education plays an important role in the distribution of knowledge to students. But often there are teachers who do not have the educational background appropriate to the subjects taught. Workload is still unclear. If civil servants are already regulated in Act No. 14 of 2005, then for temporary staff depending on school policy in determining the workload.

Aspects that are used in the placement of human resources in educational institutions need to know because it will form the basic of aspects that affect employment. The author conducted research on the “Model” of Public Elementary School formerly known International School Tlogowaru and changed after the Constitutional Court's decision because of criticism from the public.

Research method in this undergraduate thesis use qualitative data with descriptive analysis. Almost all data already prepared by this institution and the author of this research just do the job analysis and manage the data to be more efficient to read and understanding

In addition to the aspects, criteria and tasks required of each position that is in the basic educational institutions. To know the duties of each position then do job analysis with interview method.

The result is a load of work on temporary staff / honorary depending on the number of hours provided by the school and also the amount of workload associated with the provision of fringe benefits. In addition there are some positions that are not filled by less experienced people in the field. Humanitarian principles used in this placement.

In addition to humanitarian principles also explained also the criteria used in the placement of employees in this thesis. Again, there are several criteria that should be fixed benchmark in placing employees but not yet used.

Key word: Job Analysis, Work-load Analysis, Human Resource Management

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Praise to the Lord Jesus whom full of joy and grace that I can finish this undergraduate thesis with title “Job Analysis as Basic Human Resource Management for Human Resource Placement (Studi in the “Model” of Public Elementary School City of Malang)”

This undergraduate thesis is final assignment to get a Bachelor Degree Public Administration in Faculty of Administrative Science, University of Brawijaya.

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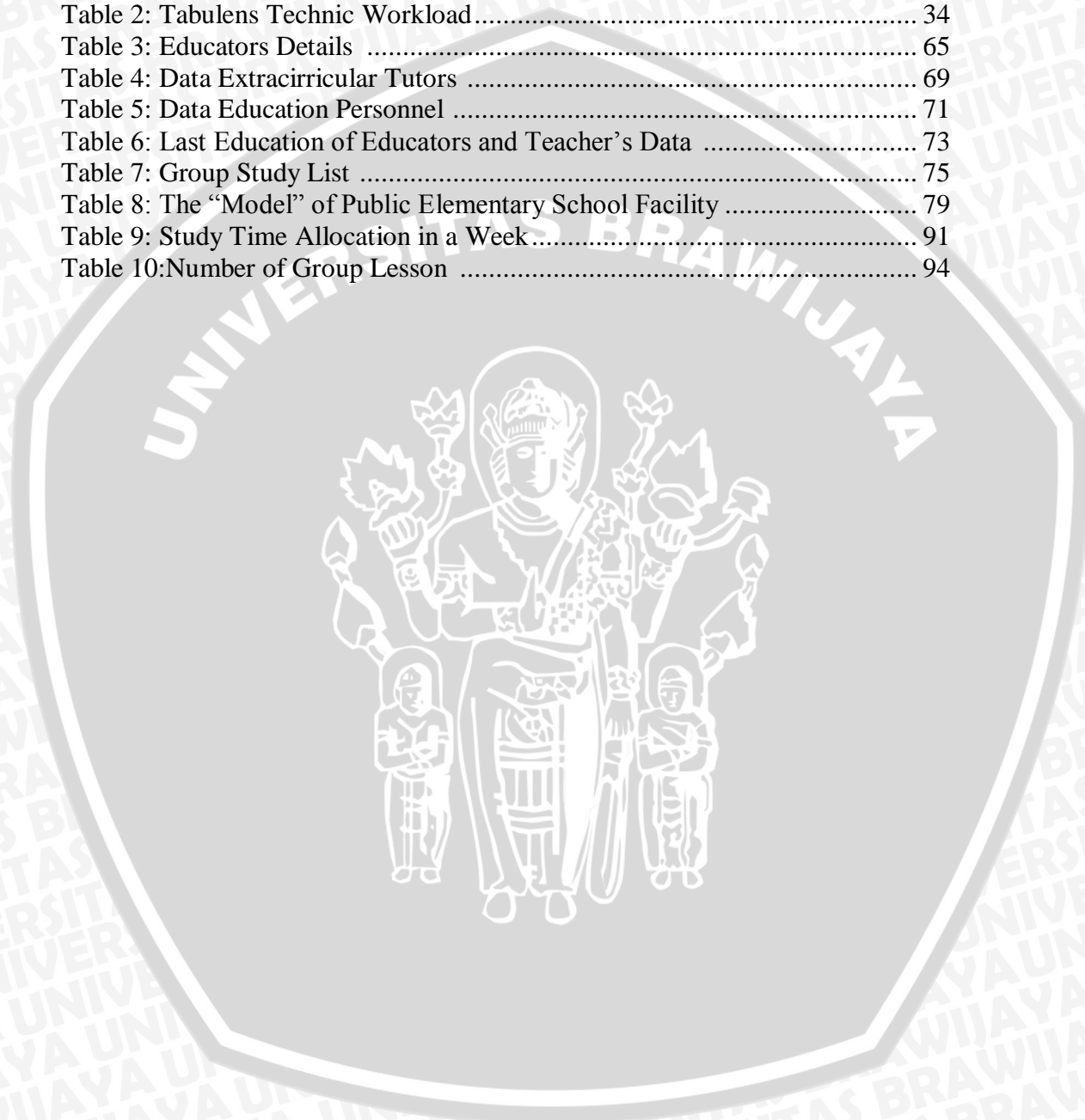


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GLOSSARY OF TERMS

Abbreviation	Elongation in Indonesia	Elongation in English
RSBI	Rintisan Sekolah Bertaraf Internasional	Pionerring International Elementary School
RSDNBI	Rintisan Sekolah Dasar Negeri Bertaraf Internasional	Pionerring Interantional Public Elementary School
SDM	Sumber Daya Manusia	Human Resources
MSDM	Manajemen Sumber Daya Manusia	Human Resources Management
GBHN	Garis-garis Besar Haluan Negara	Outline State Policy
PGSD	Pendidikan Guru Sekolah Dasar	Education of Primary School Teachers
Ditjen Dikti	Direktorat Jenderal Pendidikan Tinggi	Directorate General of Higher Education
Dit PPTK dan KPT	Direktorat Pembinaan Pendidikan Tenaga Kependidikan dan Ketenagaan Perguruan Tinggi	Education Directorate of Human Empowerment Workforce
SKGK	Standar Kompetensi Guru Kelas	Classroom Teacher Competency Standards
LPTK	Lembaga Pendidikan Tenaga Kependidikan	Educational Institutions Personnel
SBI	Sekolah Bertaraf Internasional	International School
KTSP	Kurikulum Tingkat Satuan Pendidikan	Curriculum Level Education Unit
MK	Mahkamah Konstitusi	Constitutional Court

CHAPTER I

INTRODUCTION

A. Background

As we enter the new millenium, more and more companies are recognizing importance of managing their human resources as effectively as possible. This is mean than human resources have a importance needing and impact to many companies. Human Resources (HR) is one of the elements causing it to move the organization to achieve their goal. Summary of the literature explains that HRM is a process of human movement that includes the functions of planning, organizing, directing, development, compensation, integration, and dismissal of labor (employees) to achieve organizational goals.

From the above it is seen that HRM is one important factor in the organization because of its function which can be used for almost all activities of HRM. To appreciate the full significance of HRM practices, it is important to recognize that HRM function within the organization at two levels. At the first level, HRM activities are concerned with recruiting, motivating, and developing competent employee. Hence, selection procedures are designed to supply the organization with employees with knowledge, abilities, and skills pertinent to their role within the organization.

The scope of HRM oversees all activities related to organizing and processing of human resources. Activities that are generally included in the HRM shown in the following

Source: Bernadin & Russel, 1993

Table 1 : Human Resource Management Activities

ORGANIZATION PLANNING <ul style="list-style-type: none"> - HRM Planning - Job Analysis - Job construction - teamwork (sociotechnic system)) - Information system 	REFORMATION MANAGEMENT <ul style="list-style-type: none"> - Management scoring/MBO - Productivity program - Performancy scoring focus on client
STAFFING <ul style="list-style-type: none"> - Recruitment - Affirmative action - Promotion - Outplacement services - Orientation - Workers selection method 	EMPLOYEE AND ORGANIZATION DEVELOPMENT <ul style="list-style-type: none"> - Controlling management - Carrier planning/development - Employee assistensi development - Skill training, non management - Retirement preparation program - Behavioural observation
REWARD SYSTEM, PAYMENT AND COMPLIANCE <ul style="list-style-type: none"> - Security programs - Health services/medical - Procedures for complaints/disciplinary - Asministration of compensation - Administration of wage/salary - Administration of insurance benefits - The plans are profit sharing/retirement - Labor relations 	COMMUNICATION AND PUBLIC RELATIONS <ul style="list-style-type: none"> - Information systems/reports/records of human resources - Communication/workes publications - Advice system - The study of human resources

HRM at some institutions have separate departments. Commonly known as HR or Human Resource Development. HRM is a field of knowledge will always get special attention in an organization

(Swasto,2011). Indonesia's human resources is the root of the most crucial questions because the questions that relate to this like never finished. Start of the Civil Servants who are late for work until no more idea about the employee to do the job carried.

Human factor is even more important in the placement and human resource has three requirements, namely (1) the ability, both managerial and professional skills, (2) have a high loyalty and dedication, and (3) have a work ethic and high employee motivation.

In Indonesia itself to get a human resources or in the administration of personnel resources are often called that has the ability, loyalty, and work ethic have not been able to meet the high expectations. Proved that in the provincial capital itself should do the auction office for existing government apparatus who does not meet the specified criteria (Kompas, 13 July 2013)

With Indonesia's population of more than two hundred and thirty million people (BPS,2010) , Indonesia could be said to have all available resources even more. The high number of residents coupled with the breadth of Indonesian state area making the spread of education is uneven. As the result, the existing human resources do not meet the desired requirements or criteria.

Such conditions it would be a burden of the government in creating a fair and equitable education. Although no statement that the high number of residents who are building capital, but in reality the population is high,

particularly in Indonesia, has not had the desired qualifications. If a high number of residents who are empowered as a productive resource, it would be a capital construction connotation even able to make a positive contribution to the achievement of development goals.

The number of civil servants in central and local growing every year. Based on data from the Civil Service Agency (BKN) from 2003 to 2010, there was increasing the number of civil servants by 26%. If the calculated until the year 2011, the number of civil servants has reached 4,708,330 people then there is the addition of the Civil nearly 30%. In 2011 the composition of the Civil Service in the center of 916 493 people and civil servants in the area of 3,791,837 employees or 1.98% of the total population. Civil Servants to pay so much certainly required no small cost budget. Government in 2011 allocated a budget from the state budget of Rp 89.7 trillion, while for 2012 the budget increase to Rp 104.9 trillion. Increasing budget is not separated from the increasing civil servants resulting from the expansion of the area in 2001 to 2009.

Once the number of civil servants in Indonesia and a number of very large budget sucked in fact does not necessarily make public services and staffing issues in this country to be good and transparent. This suggests that, employees apparatus is still a problem in itself, because almost every bureaucratic agencies both national and local officials performance of the Civil Service has not shown professionalism in working through disciplinary violation, up to corruption. This can be seen

there are many cultures Corruption, Collusion and Nepotism (KKN), the low quality of personnel resources, the low personnel management, law enforcement, and welfare of employees is low, the recruitment system in Civil Servant is still poor or contain elements of corruption, collusion and Nepotism (KKN), there are many civil servants who do not have the skill, and there are many that are not appropriate staffing needs.

Steps ever taken in the improvement of the administration of the state, which through Menteri Pendayagunaan dan Aparatur Negara Policies no 19 of 1990 on eight program boosters utilization of state apparatus that includes: supervision attached, job analysis, preparation of functional positions, quality of leadership, staffing procedures simplification, administrative information systems, simplifying administration of public services, and the emphasis of regional autonomy.

National development goals is to form a fair and prosperous society, the material and spiritual balance in the region based on Pancasila of Negara Kesatuan Republik Indonesia (NKRI). The smooth implementation of governance and national development depends on the perfection of the state apparatus, that are the Civil Service because Civil Service is part of the state apparatus. To achieve national development and for the smooth governance, the government relied heavily on the perfection of the state apparatus, namely the Civil Service. Perfection of Civil Servants seen in the development of governmental tasks, improving the quality of administration and public services and are required for

dedicated, disciplined, behave appropriately and role models for the community.

Position is a job within an organization or in this case a government agency. Teacher is one of the positions in the government that has a function to educate students, therefore teachers called functional position. In an educational institution, one of which is school, there are two positions. The first is called structural position. As the name implies these positions are filled structures in educational institutions. For example, the vice principal, administration, and other than the teacher. The second position is a functional position. As described above, has a functional position and are in-line educational institution that has a function, namely teachers.

Every educational system at every level depend heavily on teachers for the execution of its programmes (Salawo,1999). Teachers is one of the human resources in the field of education. Starting from kindergarten to high school levels. The teacher is the most important part in the development of the conferment of teacher education as a science center that will be distributed to the students.

In order to conduct quality assurance of education in the Diploma in Pendidikan Guru Sekolah Dasar II (D-II PGSD), Direktorat Jenderal Pendidikan Tinggi (Ditjen Dikti), in this case the Direktorat Pembinaan Pendidikan Tenaga Kependidikan dan Ketenagaan Perguruan Tinggi (Dit PPTK & KPT), since 2001 has developed competency Standar

Kompetensi Guru Kelas (SKGK) graduated D-II program PGSD. Having socialized to various parties, including the leadership Institutes in October 2002, the standard of competence was signed by Director General of Higher and disseminated to the organizers of the D-II program PGSD. With the spread, the organizers hoped to use programs such as mold standard of competence in the development and implementation of curriculum.

With the enactment of Law No. 20 Year 2003 on National Education System, competency standards, which is one component of the national education standards into fundamental reference in curriculum development. Accordingly, each course should have a competency standard that must be achieved by graduates. According to Government Regulation No. 19 Year 2005 on National Education Standards, higher education competency standards developed by each college (Article 27, Paragraph 2).

Development of competency standards is one of way to improve the quality of human resources. The progress of time and technology requires qualified human resources who are able to and anticipate the effects of changes. One of the key components that have contributed to improving the quality of human resources is a primary school teacher. Therefore, the demand for qualified primary school teachers is increasing. With the Education Minister Decree No. 0854/O/1989 Date December 30, 1989 increased teacher qualifications set of elementary graduates into

graduate SPG D - II PGSD. Though after nearly 16 years has not been all elementary school teachers meet the new qualifications, but in Government Regulation No. 19 of 2005, stipulated that educators in SD / MI, or other forms that have equivalent: (a) a minimum education qualification of Diploma (D - IV) or Bachelor (S1), (b) higher education background in elementary education / MI, education, or psychology, and (c) a certificate for the teaching profession SD / MI (Article 29, Paragraph 2)

With the enactment of Government Regulation No. 19 of 2005, then S1 PGSD Program, which has been tested on six Lembaga Pendidikan Tenaga Kependidikan (LPTK) and the Foreign Private LPTK, needs to be extended to provide an opportunity for teachers to meet the minimum qualifications required. Increase the qualifications demanded an increase in excess of competencies that reflect the competency of the teachers who had qualified earlier, in this case the D-II competency PGSD. In connection with it, the need to develop competency standards PGSD S1 graduate classroom teachers (hereinafter abbreviated to SKGK-SD/MI Graduates PGSD S1) to be very urgent, so that the organizers of this program PGSD S1 has a clear reference. To implement this development there needs to be initiatives at the national level, in this case the Direktorat Jenderal Pendidikan Tinggi.

On teacher qualifications is very important to note because the teacher is the source of knowledge (Mustofa, 2007). If the source of

knowledge is not in accordance with science recipient there will be a friction that eventually science can be distorted. Arifin (2000) say that Indonesia teacher must profesional and have:

1. strong science base as the embodiment of the community of science technology and society in the 21st century
2. mastery of professional tips based on research and educational praxis that science science education as praxis is not merely concepts.
3. continuous professional development

It is necessary for job analysis. This job analysis resulted in two main pieces of job descriptions and job specifications. The results of this job analysis will analyze the placement of teachers in the office now and if there is weakness or competence is not in place it can be changed and replaced with a more competent.

Not only teachers who must be qualified in accordance with the functional and structural position carried but also educational institutions where he worked in this case the elementary school. Quality improvement in primary schools continued to increase in recent years. From primary school up to primary school national standards to international standards. After the issuance of Law No. 20 of 2003 on National Education System, many schools are patented as an international institution. Patenting was triggered by Act No. 20 of 2003 on Article 52, paragraph 3, which reads :
"The government and / or local governments hold at least one unit of education at all levels of education to be developed into an international

educational unit". Sense in having an international school has many different thoughts. There are a headmaster interpreting Sekolah Bertaraf Internasional (SBI) as having an air conditioning school, teachers must teach with laptops equipped by Liquid Crystal Display (LCD) projectors, classroom chairs comfortable padded seat, and some have interpreted the SBI an executive class night bus, a school with a toilet in the classroom . Although those that are interprets SBI is the school with the Kurikulum Tingkat Satuan Pendidikan (KTSP) are taught in English and adopt curricula Econdary International Certificate for Education (IGCSE) - Cambridge (Rizali, 2009)

SBI is a matter of changing paradigms , such as changing operting System (OS) in a computer. In addition to changing the paradigm, at the level of implementation, the essence of subject mastery, and mastery of the English language is also a key.

The essence of the subjects may not be problematic because the teacher could well chosen. However, get a teacher who has two abilities at once to look too hard. Teachers who teach subjects in English course taught by using Indonesian.

Indonesian government realizes this paradigm is difficult to be met at this time. At the end of the Mahkamah Konstitusi (MK) issued a decision No. 5/PUU-X/2012 that it reads that the implementation RSBI - SBI in public and private schools had to be immediately disbanded and

returned to regular elementary, junior regular, regular high school (Pulungan, 2013).

With this decision the first international-standard schools should immediately dissolve and become regular school national standard. With this change of course and curriculum personnel also changed. One of the schools that are mandated by the City Government of Malang became international school namely the “Model” of Public Elementary School Malang. Before this Court handed down the verdict, State Primary School, the name is International Standards Elementary School of Tlogowaru.

The “Model” of Public Elementary School have as many as 65 (sixty-five) human resources and educational staff as much as 37 (thirty seven). Of educators who were sixty five, as many as 28 (twenty eight) people have been civil servants and not all teachers have a professional certificate for SD / MI. Whereas in accordance with Regulation No. 19 of 2005 on National Education Standards, teacher professional certificate is essential.

From the explanation above, the writer takes the title **“JOB ANALYSIS AS BASIC HUMAN RESOURCES MANAGEMENT FOR HUMAN RESOURCE PLACEMENT”** and the place research in the **“Model” of Pubilc Elementary School – City of Malang**

B. Research Problem

Human Resource Management (HRM) is one of the most important factors in the process of fixing the bureaucracy. The number of human resources resulted pointed resources to take care of their fields. It is very unfortunate when someone who has the ability as a head of division only placed as a line manager or otherwise. A position should be filled by someone who has the qualities that suit the needs of office. Human resources within the scope of government is often referred to as the Civil Service. Civil Servants is what should have the same quality with the needs of the qualities of an office. With a background that has been described, the authors take the formulation of the problem:

1. How to place human resources based on the competencies they possess with job analysis?
2. How to balance human resources (teacher and staff) suitable with the workload ?
3. What are the aspect used by “Model” Public Elementary School of Malang in placing human resources (teachers and staff) of the office entrusted to them?
4. What are the factors supporting and inhibiting factors in conducting human resources placement in the “Model” of Public Elementary School of Malang?

C. Research Goal

The goal of this observation is :

1. To know and analyze each human resource competence and placing them in proper position according their competence with job analysis.
2. To know and analyze that proper the position that entrusted to them.
3. To know and analyze detail the aspect has been use by the “Model” of Public Elementary School of Malang in order to human resource placement.
4. Knowing the supporting factors and obstacles for implementing job analysis and workload analysis.

D. Research Contribution

Contribution of this observation according the author is :

1. Given this research, the writer will acquire the knowledge and skills both practically and theoretically in view, read, and analyze positions in the process of conducting job analysis
2. The results of this study can be used as material for the library of the Faculty of Administrative Sciences
3. The results of this study can be used as reference material, comparison, and evaluation of the performance of government agencies in serving the community to achieve accountability in the performance.

E. Structure of Undergraduate Thesis

To obtain an overview and facilitate the discussion, this undergraduate thesis is presented in five chapters touch with each other chapter by chapter with sistematika as follows:

CHAPTER I INTRODUCTION

In the first chapter is about the background research on job analysis, formulation of the problem, research objectives, research contributions, and systematic discussion. On the listed systematic discussion summary or discussion that will be discussed in each chapter.

CHAPTER II STUDY LITERATURE

This chapter includes the theories that I use as the basis of preparation of the thesis. Theory is presented, among others, the theory of human resource management, workload analysis, job analysis methods, job analysis and its functions as well as the stages in the job analysis.

CHAPTER III RESEARCH METHODOLOGY

Chapter III contains the research methodology. Include this type of research, types of research that the authors take is to type descriptive qualitative research. Researchers took two types of qualitative research are interviews and direct observation.

CHAPTER IV RESEARCH RESULTS AND DISCUSSION

Chapter IV contains the results of research and discussion. In this chapter presented the results of job analysis and description of each position and also presented the job description and job specification. Position

description describes the job title, responsibilities, necessary component in the job. Job specification contains qualifications someone must have to fill the job that the job produces good output.

CHAPTER V CONCLUSION

In the concluding section contains suggestions and conclusions on job analysis as the central theme of the research conducted.

UNIVERSITAS BRAWIJAYA



CHAPTER II

LITERATURE REVIEW

A. Human Resources Management in Public Sector

1. Public Administration

According to Dwaigh Waldo in Pasolong (2008:8), define public administration as management and organization from people to achieve government aim.

Besides that many expert define public administration, according to John M. Pfiffner dan Robert V. Presthus (1960) that public administration involves the implementation of public policy which has been determine by representative political bodies; public administration may be defined as the coordination of individual and group efforts to carry out public policy. It is mainly accupied with the daily work of governments; in sum, public administration is a process concerned with carrying out public policies, encompassing innumerable skills and techniques large numbers of people.

According to Felix A. Nigro and Lloyd G. Nigro (1970) in his book, Modern Public Administration argues that public administration is a working group within the government environment that includes the three branches of government, namely the executive, judicial, and legislative.

According to Edward H. Litchfield (1956) “public administration is a study of how a variety of government agencies are organized, equipped with resources, financed, driven, and led.”

From the definition of public administration was expressed by some experts in the above can be concluded that the public administration is the administration of government activities that can be run to achieve a goal. Every government has organizations in it and the organization was equipped by working personnel.

2. Human Resources Management Definitions

If dissected, HRM has two main terms and Human Resource Management (HRM). Management comes from the verb that means to take care to manage, organize, implement, and manage. While Human Resources is one of the resources contained within the organization, covering all those who do the activity (Gomes: 2003.1). HR-Almasdi according Yusus Suit (1996:35) is the strength of the indigent and the working man who is still stored in him that need to be explored, nurtured and developed to be best utilized for the welfare of human life. HR is the ability of the human potential which consists of the ability to think, communicate, act, and immoral to execute an activity is both technically and managerially

In his book *Managing Organization in Developing Countries: An Operational and Strategic Approach*, Kiggundu defines HRM :

“Human Resource Management...is the development and utilization of personnel for the effective achievement of individual, organizational, community, national, and international goals and objectives” (Kiggundu:1989:146)

According explanation above author can conclude that HRM related with to organize human in organization, started with to find the right human resources and organizes and manage it in order to achieve the organization goals.

3. Human Resources Management Function

Mangkunegara (2001) explained that are six operative function of human resources management, there are :

- a. Procurement workforce include :
 1. Human resources planning
 2. Joba analysis Analisis jabatan
 3. Employee Withdral
 4. Work Placement
 5. Job orientation
- b. Human resources development include :
 1. Education and training
 2. Development
 3. Work appraisal
- c. Provision of fringe benefits include :
 1. Direct remuneration consists of salary or wages and incentives
 2. Indirect remuneration consists of a benefit and welfare services
- d. Integrity include
 1. Workers needing
 2. Motivation
 3. Satisfactory
 4. Discipline
 5. Participation
- e. Maintenance labor include:
 1. Communication
 2. Safety adn health
 3. Conflict control
 4. Counseling
- f. Separations of labor consists of employee terminations

The human resource department is responsible for the company's activities varies with exercise its functions. According to Cherrington (1995: 11) the functions of human resource consists of:

- a. Staffing/Employment
- b. Performance evaluation
- c. Compensation
- d. Training and Development
- e. Employee relations
- f. Safety and Health
- g. Personnel Research

The first is staffing. Staffing is a complex organizational function that determines the flow of candidates into and out of organizations. It is a dynamic and multifaceted mixture of actors, contexts and activities that play out over time. The emergence of specialized disciplines (e.g. job analysis, recruitment, selection, careers) has advanced to understanding of staffing by allowing to break it into more manageable pieces (Carlson and Connerley, 2003:51)

Although selection of human resources is done entirely by the human resources department, other departments stay involved by providing a description of the job specification to assist the process of withdrawal. In the selection process, the human resources department conduct screening interviews, tests, and investigate the background of applicants. Responsibilities of the human resources department for procurement of labor is increasing

with the law concerning equal employment opportunity and the conditions that required the company.

The second is the performance evaluation. Performance assessment of human resources is the responsibility of the human resources department and managers. The managers bear primary responsibility for evaluating subordinates and the human resources department is responsible for developing an effective performance appraisal form and ensure that the performance appraisal is done by all parts of the company. Human resources department also needs to conduct training for managers on how to make a good performance standards and make an accurate assessment of performance.

The third function is compensated. In terms of compensation required a good coordination between the human resources department with the manager. The manager is responsible in terms of salary increases, while the human resources department is responsible for developing a good salary structure. Compensation system requires a balance between the payments and benefits provided to the workforce. Payments include salaries, bonuses, incentives, and distribution of profits earned by the employee (Conyon:2006). Benefits include health insurance, life insurance, vacation, and so on. Human resources department is responsible for ensuring that compensation is competitive among

similar companies, fair, in accordance with applicable law (eg: UMR), and provide motivation.

Training and development is the fourth Functions. Human resources department is responsible for helping managers become better coaches and advisors for their subordinates, creating training and development programs are effective both for new employees (orientation) and existing (skills development), are involved in job training programs and the development of, estimating needs for training and development programs, as well as evaluate the effectiveness of training and development programs. Responsibilities of the human resources department in this case also a matter of layoffs this responsibility to help restructure the company and provide a solution to the conflict within the company.

Which in turn is a function of labor relation . In a company that has a union worker, human resources department plays an active role in negotiating and take care of problems with the approval of the union. Assist companies facing union is the responsibility of the human resources department. After approval was agreed, the human resources department helps managers about how to take care of the agreement and avoid a lot more complaints. The main responsibility human resources department is to avoid practices that are not healthy (eg : strikes, demonstrations). In companies that do not have unions, human resources department

needs to be involved in employee relations. In general, the employees do not join unions if their salary is sufficient and they believe that the company is responsible for their needs (Cherrington, 1995). Human resources department in this regard needs to determine whether the employees are treated well and if there is a good and obvious way to deal with complaints. Every company, whether unionized or not, require an explicit way to improve discipline and resolve complaints in an effort to solve the problem and protect the workforce .

The sixth function is security and health. Every company is obliged to have and implement safety programs to reduce the incidence of unwanted and create healthy conditions. According Dainur (1993:75), safety and health are related to the safety of labor relations with equipment, materials and processing process, upon which kerjadan ways to do the job. Another opinion was delivered Suma'mur (2001:104) that salvation is the work of a series of efforts to create a safe working environment and secure for employees working in the company concerned.

In an effort to increase the effectiveness of the company, the human resources department conducted an analysis of individual and corporate issues and make appropriate changes. Problem that is often overlooked by the human resources department is the cause of employee absenteeism and tardiness,

how the withdrawal procedures and the selection is good, and the cause of labor discontent.

4. Correlation Between Human Resource Management and Public Administration

As already explained earlier that the notion of public administration is the administration of government activities in order to be able to walk to achieve a goal. Every government has the organization and the organization in which it is equipped by working personnel.

“The organization is a social entity that is consciously coordinated, has a relatively identifiable boundary and relatively continuous function to achieve a common goal or set of goals” (Robbins, 1990:4). Social entities refer to the organization as a unit consisting of people or groups of people who interact with each other. Consciously coordinated management refers to the organization. A relatively coordinated boundary indicates the boundary separating or distinguishing between members of the organization and not the organization. Relatively continuous function indicates that the organization is not a group of people who interact in temporary, temporary or intermittent, but to interact on a regular basis and remain in a relatively long period of time.

According to Berelson and Steiner (1964:55) an organization has the following characteristics:

- a. Formality, is a hallmark of social organization that points to the existence of a written formulation than peraturan-regulation, statutes, procedures, policies, goals, strategies, and so on.
- b. Hierarchy, an organization characteristic which refers to the existence of a pattern of power and authority in the form of a pyramid, meaning that there are certain people who have position and power as well as a higher authority than ordinary members of the organization.
- c. The magnitude and complexity, in this case social organization generally has a lot of members so that social relations between members are indirectly (impersonal), these symptoms are usually known as symptoms of "bureaucracy".
- d. The length (duration), points to the existence of a self that much longer than a membership organization of people within the organization.

From some of the above can be said that the existence of the organization is to achieve a goal that has been agreed. And to achieve a common goal that required the people or the organization is often referred to as human resources thinking about the vision and mission that can be shaped and aligned to the purpose of the organization. Thus it is necessary from a management that can manage the human resource and can pick and choose a destination that should be prioritized.

B. Job Analysis

1. Job Analysis Definition

To understand the concept of job analysis will be presented in the notion of the experts because until now there is no definite understanding of job analysis.

Analysis of the work consists of two words, and job analysis. Analysis is an activity thought to describe the subject matter into parts, components, or elements, as well as the potential exposure of their functions. While the work is a collection / group of duties and responsibilities that will be, is being and has been done by workers in a specified period. "Thus, job analysis can be defined as an activity to study, learn, collect, record, and analyze the scope of work in a systematic and systemic" (Sastrohadiwiryo, 2002:127)

Some important definitions of job-analysis are as under Harry L. Wylie (1958)

"Job analysis deals with the anatomy of the job.....This is the complete study of the job embodying every known and determinable factor, including the duties and responsibilities involved in its performance; the conditions under which performance is carried on; the nature of the task; the qualifications required in the worker; and the conditions of employment such as pay, hours, opportunities and privileges"

Siagian (2008:75) says that "job analysis is a systematic conscious effort in collecting, assessing and organizing all kinds of work contained in an organization." From that sense it is an organization

that has the necessary analytical work and the task of analyzing the role of the all existing jobs.

Job analysis (job analysis) is often translated by the term job analysis. Job positions itself translates to in terms of employment or work in conjunction with a position. (Soedjadi, 1992:167)

The opinion emphasizes that the job analysis relates to something that is the duty of a person's office do their job through a research first. The results of the study are then applied in the form of job carried out by a person in accordance with the capabilities and expertise. It is essential that the skills or abilities that someone must be in accordance with the position lap.

2. Type of Job Analysis

Theres type of job analysis (Gomes:2003,95) specifically :

a. Traditional Job Analysis

In this "Model", traditional job analysis just search three aspect, namely :

- 1) Responsibility : detailing the organizational unit in which a position must be responsible, subject to the direction and control of the implementation of section
- 2) Obligation : general obligations of a person who was holding a position
- 3) Qualification : Minimum qualifications are accepted as eligibility

b. Results-Oriented Job Description - RODs

In the analysis of the results-oriented work assumes that the job description would be more useful if the description of the organization to clarify the expectations of the workers, and the relationship between the tasks (Gomes: 2003.99). Based on the above assumptions can be concluded that in this type of analysis to answer questions such as:

- 1) *Tasks*. Behavior, obligation, or function that is added to a sinecure
- 2) *Conditions*. Explanation of the nature of work and the requirements needed to get the job done.
- 3) *Standards*. Performance expectations set forth by the standards of quality, quantity or timeliness.
- 4) *SKAs (Skill, Knowledges, and Abilities)*. Skills, knowledge and abilities required to complete the task.
- 5) *Qualifications*. Experience, education, and qualifications necessary to ensure that workers have the necessary Skas for executing tasks.

3. Step in Job Analysis

There are six step to do job analysis (Dessler:2003), there are :

Step 1 > decide how you'll use the information, since this will determine the data you collect them. Some data collection techniques – like interviewing the employee and asking what the job entails – are good for writing job descriptions and selecting employees for the job. Other techniques, like the position and analysis questionnaire described later, do not provide qualitative information for job description. Instead, they provide numerical ratings for each job; these can be used to compare jobs for compensation purposes.

Step 2 > review relevant background information such as organization charts, process charts, and job descriptions. Organization charts show the organizationwidedivision of work, how the job in question relates to other jobs, and where the job fits in the overall organization. The chart should show the title of each positions and, by means of interconnecting lines, who reports to whom and with whom the job incumbent communicates.

Step 3 > select representative positions. Because there may be too many similar jobs to analyze. For example, it is usually unnecessary to

analyze the jobs of 200 assembly workers when a sample of 10 jobs will do.

Step 4 > actually analyze the job by collecting data on job activities, required employee behaviours, working conditions, and human traits and abilities needed to perform the job.

Step 5 > verify the job analysis information with the worker performing the job and with his or her immediate supervisor. This will help confirm that the information is factually correct and complete. This review can also help gain the employee's acceptance of the job analysis data and conclusions, by giving that person a chance to review and modify your description of the job activities.

Step 6 > develop a job description and job specification. There are two tangible products of the job analysis. The job description is a written statement that describes the activities and responsibilities of the job, as well as its important features, such as working conditions and safety hazards. The job specification summarizes the personal qualities, traits, skill, and background required for getting the job done.

4. Job Analysis Method

The job analyst must have the method to analyze the job and should probably try to get information from males and females, older and younger workers, and high and low-performing incumbents. According to Ivancevich (2001), there are four basic methods, which can be used separately or in combination, of collecting job analysis data – observation, interview, questionnaires, and job incumbents diaries or logs. The four methods – or any combinations of them- must focus on critical information.

Observation

Direct observation is used for jobs that require manual, standardized, and short-job-cycle activities. Observations usually not appropriate

where the job involves significant mental activity, such as the work research scientist, a lawyer, or a mathematician.

Interviews

Interviews can be conducted with a single job incumbents, with a group of individuals, or with a supervisor who is knowledgeable about the job

Questionnaires

The format and degree of structure that a questionnaire should have are debatable issues. Few hints that will make the questionnaire easier to use is :

- Keep it short as possible
- Explain what the questionnaire is being used for
- Keep it simple
- Test the questionnaire before using it

Job incumbent diary or log

The diary or log is a recording by job incumbents of job duties, frequency of the duties, and when the duties are accomplished.

5. Job Analysis Purposes

A job analysis has four possible purposes (Walker, 1980). Each purposes provides a view of the job from different angle; therefore, each is identifies by a slightly different approach. One purposes is to discover what people do in their jobs. This approach takes a close look

at the reality of the jobs. A second purposes is to find out what people think job incumbents do in their job. This approach seeks to gather perceptions about the jobs.

A third purpose is to ascertain what people or their immediate supervisors believe job incumbents should be doing at their jobs. This approach determines the job norms.

The fourth purposes is to determines what people or their supervisors believe job incumbents are doing or should be preparing to do in their jobs in the future should changes occur in their workplace. This approach to job analysis emphasizes planning for changes

6. Function of Job Analysis

Detailed knowledge about each job and obviously useful for (Strauss:198):

- a. Knowing how to recruit and who to hire
- b. Knowing how much company to pay in a job
- c. Promotion plan
- d. Selection and evaluate the effectiveness of training programs
- e. Meets the requirements of the government payroll job fair.

Job analysis is an important activity for the HR managers to build the unity of all things done by employees (Cascio:1991). Job analysis provide important information for managers as on the state of the job and what it takes to do the job in order to succeed.

7. Results of Job Analysis

Job analysis is the foundation of human resource management program as a result the job description and job specification can be used for almost any human resource program management

C. Workload Analysis

1. Definition, Technique, and Normative Base of Workload

Job analysis in relation to the job description and specifications used to define the terms of the qualitative human resources. The types of positions and human resources needed to accomplish tasks that are also produced by job analysis, but the preparation of the human resources function is unclear because of the amount of human resources needed for the job has not been calculated.

Usually to determine the amount of human resources required is to analyze the experience. Notes on the results of the work can indicate the volume of results and number of human resources in one section can then be calculated by the average yield of human resources.

A number of the target job or target outcomes should be achieved within a certain time unit is called to the workload. While the workload analysis is the average frequency of each type of work within a specified period from each organization.

According to Heizer and Render in his book entitled 'Production & Operations Management' (1996:98) labor standards is the amount of

time it takes the average labor to a particular work activity under normal working conditions, ie judgments workload analysis can be used to set the number of personnel to be able to produce the expected production organization. Further said that to determine labor standards can be done in four ways, namely based on past experience, the assessment time, standard time before the determination, and work sampling.

In this study, researchers conducted research on the teaching workforce is one of the teachers at the elementary school level. Unlike the junior high school or high school, a teacher at the primary school level is not entirely based on the subjects. A homeroom teacher is usually required to master the basic subjects such as math, Indonesian, social science, natural science, citizenship education. For local content subjects such as English and regional languages then there are special teachers who will be teaching.

According to Law No. 14 of 2005 concerning teacher and lecturer on Article 35 says that the workload of teachers principal activities include the planning of learning, implementing learning, assessing learning outcomes, guide and train learners, as well as carry out additional tasks.

So the workload of teachers has not only one but more than that is to educate its students not to mention if he has the additional duty. In Article 35 of Law No. 14 of 2005 also stated that teachers have at least

24 (twenty four) hours of face-and as much as possible all the 40 (forty) hours of face-to-face within 1 (one) week.

In the Guidelines for Teachers and Supervisors Duties issued by the Directorate General for Quality Education and the Workforce Education Ministry of National Education in 2008 stated that in order to compute the workload of the two techniques with descriptions and engineering techniques tabulation.

(a) Description Technic

Description techniques using class hours listed in the curriculum structure. Here is an example calculation load face junior high school teacher who has 4 (four) of classes for every level.

(1) Face to face gym teacher (2 sessions per week)

$$= (\text{Number of groups in the classroom teaching hours} \times 1) + (\text{number of hours of study groups in the class} \times 2) + (\text{number of groups in the classroom teaching hours} \times 3) \\ = (2 \times 4) + (2 \times 4) + (2 \times 4) = 24 \text{ hours per week}$$

(2) Face-to-face teacher of Mathematics (4 hours per week)

$$= (\text{Number of groups in the classroom teaching hours} \times 1) + (\text{number of hours of study groups in the class} \times 2) + (\text{number of groups in the classroom teaching hours} \times 3) \\ = (4 \times 4) + (4 \times 4) + (4 \times 4) = 48 \text{ hours per week}$$

(b) Tabulens Technic of Workload

	Komponen	Kelas dan Alokasi Waktu			RBP Kelas			Jml TM
		VII	VIII	IX	VII	VIII	IX	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
A. Mata Pelajaran								
1	Pendidikan Agama	2	2	2	5	5	5	30
2	Pendidikan Kewarganegaraan	2	2	2	5	5	5	30
3	Bahasa Indonesia	4	4	4	5	5	5	30
4	Bahasa Inggris	4	4	4	5	5	5	30
5	Matematika	4	4	4	5	5	5	30
6	Ilmu Pengetahuan Alam	4	4	4	5	5	5	30
7	Ilmu Pengetahuan Sosial	4	4	4	5	5	5	30
8	Seni Budaya	2	2	2	5	5	5	30
9	Pendidikan Jasmani, olahraga dan Kesehatan	2	2	2	5	5	5	30
10	Keterampilan/teknologi Informasi dan Komunikasi	2	2	2	5	5	5	30
B. Muatan Lokal		2	2	2	5	5	5	30
C. Pengembangan Diri		2)*	2)*	2)*	5	5	5	30
Jumlah		32	32	32				

Source : Pedoman Pelaksanaan Tugas Guru & Pengawas yang diterbitkan oleh Direktorat Jenderal Peningkatan Mutu Pendidikan dan Tenaga Kependidikan Departemen Pendidikan Nasional tahun 2008

Table 2 : Tabulens Technic of Workload

Keterangan

RBP = jumlah rombongan belajar per tingkat, dalam contoh ini adalah 5 (lima) rombongan belajar per tingkat

Jumlah TM = jumlah tatap muka yang terjadi per mata pelajaran di sekolah/madrasah, merupakan hasil penjumlahan dari kolom kelas kali kolom RM atau kolom (3) x (6) + (4) x (7) + (5) x (8)

2. Scientific Previous Research

Many developed countries are already doing research on the amount of workload per week on a teacher. One of them is already done by the Institute for Survey and Policy Research at the University of Wisconsin - Milwaukee.

That observation compare six estimates of working time, mainly focusing on work for the employer, but also considering work for the household performs because such tasks also require time and effort.

In a previous study, it was observed that the primary school teachers in the United States on average work 46,6 hours per week. However, these estimates could have a chance to be less accurate due to leisure time at school may be counted as part of the required school day and there is evidence that broad survey questions about usual or typical hours of work growing nice to produce biases estimates.

The method in this study involving 57 primary schools and 46 in contact schools that participated in this survey. To prevent a small number of schools with large numbers of dominating the teacher from the data, a maximum of 17 teacher was asked to participate at each school. The criteria used are teachers who have a full teaching duties and who has taught regular classes from grade one to grade six.

And the result, the average elementary school teacher in the United States work in school 8, 26 hours per day. Very different to the signed contract before work is 6.5 hours per day.

The conclusion of this study is the largest of the teachers surveyed had contracted to work 6.5 hours a day or 39 hours per week, but it turns out research shows that teachers have to work 8, 25 hours a day, or 49.5 hours per week or more than 1, 75 hours desired of the contract.

D. Placement of Human Resources

1. Definition

HR Placement according Suwatno (2003) is to place the employee as an element of executing the work at the position corresponding to the abilities, skills, and expertise. Meanwhile, according to Mathis & Jackson (2006), the placement is to place one's position to the right job position, how well an employee is fit to work will affect the amount and quality of work.

Placement of employees located at the position after the selection and recruitment process has been completed, namely when a prospective employee has been received and is ready to carry out the tasks that will be given. Staffing is very important because if staffing is not adapted to the competence and capabilities of personnel, the outcome and output results will be less satisfactory.

2. Factor that affecting

Staffing must be done carefully and thoroughly consider various factors such as educational background, skills, workload, human resources needed for the job. Factors that influence the placement of employees by Sastrohadiwiryo (2012:162) are:

a. Education Background

Educational background is employee owned during the previous education must be considered, particularly in the staffing process to

complete the task in the job. Relationship with the educational background of the placement of human resources can not be separated. In addition, educational background can be measured in a given workload and responsibility to the resource in question.

b. Physical and Spiritual Health

In an institution would have a job that requires energy manifold. Heavy jobs of course requires more power. Thus the physical health needs that are not easily tired and do not affect health. Similarly, jobs that require spiritual health because mental work that requires a sharp mind and spiritual health requires.

c. Work Experiences

The majority of job ads always put work experience in the conditions to be met. Work experience is peting because companies do not want to waste their costs by providing training, while on the other hand costs that could be used for corporate purposes or may be allocated to other matters more important than providing training for fresh graduates. Besides work experience elsewhere will also memebrikan science experience for the resources in question and can be applied in the new company.

d. Age

Age factor is also often made reference to receiving labor. Often this is associated with the agility of a person in doing his job. Of

course with age workforce agility is also on the wane, the age of the reference that needs to be considered

e. Sexuality

Of course the sex factor is not to bring up the topic of discrimination and improve emancipation. When viewed from the side of his job, to work hard and require a longer time to do it, a company choose a man to do it. As for professions such as secretaries, bank tellers, customer service because women prefer softer in addition to serving consumers, women are generally more accurate in tasks such.

f. Marital Status

Marital status a requirement for applicants for the position desired. Usually a company chooses labor unmarried. The reason for concern if already married then the company / agency should provide benefits for the couple concerned and their children.

g. Interests and Hobbies

Factors interests and hobbies are not often mentioned in a labor persayratan. But if the work match your interests and hobbies that will apply for a job, then the job will be completed quickly done and who has more knowledge for the job.

3. Objectives and Principles of Human Resources Placement

Sastrohardiwiroyo (2002:38) reveals that the intent and purpose of the staffing is to put the employee on the job as the executive element of the position in accordance with the abilities, skills, and expertise. One of the goals of the organization is to place the right employees in the employee's position so that it is efficient and effective in carrying out its work in accordance with the obligations set forth and to accompany the work on the job.

The principles that should be considered in the placement of employees according to Musenif cited by Suwatno (2003:13), namely:

a. Humanitarian Principle

The principle that considers human beings as elements that have similarities: worker self-esteem, willpower, desire, aspirations, and abilities should be valued because a decent human being is not considered a machine.

b. Democracy Principle

This suggests a principle of mutual respect, mutual respect and co-exist in conducting

c. The Right Man on The Right Place Principle

The principle of the right man on the right place is important in the sense that implemented the placement of each person in each organization should be based on ability, expertise, experience, and education that is owned by the person concerned.

d. Equal Pay for Equal Work Principle

Provision of fringe benefits to the human resources according to workload and accomplishments that have been achieved

e. Unity of direction Principle

Asserted that the principle of unity of direction to achieve the goal direction is taken to be the same also. Not to destination already exists but the direction taken by each of the different elements.

Like if someone wants to Jakarta but no one passed Yogyakarta, Pontianak passing there. In addition to spending a lot of time, will also spend less energy needs to be.

f. Unity of Purpose Principle

An organization can achieve its objectives if every element in the organization that also possess the same purpose. With so whatever is done by elements of the organization, and most are human resources, will also bring the organization closer to the goals that have been agreed.

g. Unity of Command Principle

One boat captain should only need one. Not without reason, but if the boat has more than one captain even if the goal is the same will happen distrust of human resources at its leader.

h. Efficiency and Work Productivity Principle

This principle is key to the company's goals for efficiency and productivity must be achieved in order to achieve company goals

4. Placement Criteria

Bernardin and Russell (1993:111) suggests there are several criteria that must be met prior to placement of employees in that:

a. Suitability Knowledge

Knowledge is a unit of information that is organized and usually consists of a fact or procedure langsung applied to the performance of a function (Bernardin & Russell 1993:111).

Knowledge encompasses everything that is known about a particular object. One's knowledge can be acquired through formal or informal education courses that have been followed (Romiana 2008:14). Martoyo in Romiana (2008:15) stated that formal education employee owned viewed from educational background to be taken. With an educational background that is owned, an employee has the ability in the field according to their educational background. To support the necessary education or training courses that are intended to improve the mastery of various skills and techniques specific implementation of work in a short time (Romina Martoyo in 2008: 15)

From some of the above, which is not only educational background of formal education but also of informal education that can improve the quality of education of a human resources.

b. Appropriateness Ability

“Ability is a demonstrated competence in the performance through observable behavior or the entire behavior leads to an outcome” (Bernardin & Russell 1993:111). Ability indicates that an action can be done now, while talent requires training and education so that an action can be performed in the future. According Hasibuan (2005:110) says that the ability is the total of all the skills necessary to achieve the results that can be accounted for. Ability in humans can be divided into two (Suratno, articles Concept Capability of Human Resources) is :

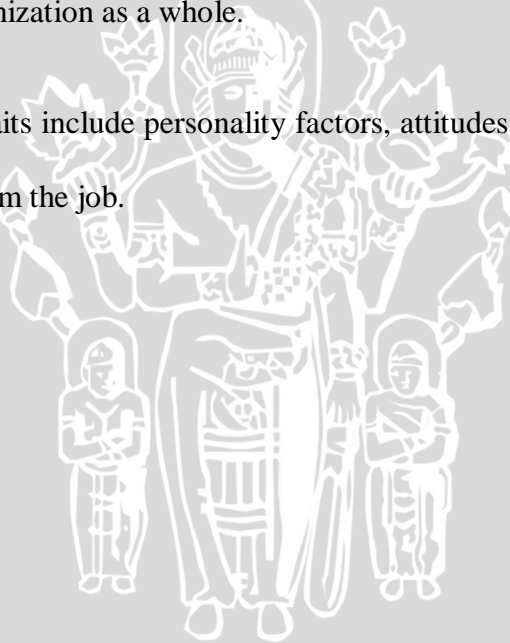
1. “Phisycal Ability, desired capability of a task that requires stamina, skill, strength, and similar character” (Robbins, Judge, Timothy, 2008:56-66)
2. Intellectual Ability, skills needed to perform a variety of mental activities such as thinking, menalara and solve problems. Individuals in most people put intelligence and for the right reasons, at a high value. Intelligent individuals are also more likely to become a leader in a group (Robbins, Judge, Timothy, 2008:56-66)

c. Suitability Expertise

It is a learned psychomotor act and can include hand sutu expertise, verbal, or mental of the data, a person, or objects

(Bernadin & Russell, 1993:111). Marcus Buckingham and Curt Coffman (1999) found skill is the ability to do something about a role. If an accountant, then Microsoft Excel is a skill. If a pilot, the aircraft is maneuvering mechanical expertise. According to Katz in Rao (1986:24), a person's expertise is divided into three:

1. Technical expertise is the ability to use knowledge, procedures, methods, and techniques and equipment available to do a job.
 2. Expertise of social relationships is the ability to work together and provide direction to others including motivating, leading others, and influence others.
 3. Conceptual skill is the ability to understand the problems in the organization as a whole.
- d. Other traits include personality factors, attitudes, and talent needed to perform the job.



CHAPTER III

RESEARCH METHOD

In conducting the research necessary for the purpose of research methods that can be achieved and the conclusion is obtained in accordance with the research objectives.

A. Kind of Research

The research used by the author is qualitative research with descriptive analysis. This type of problem-solving procedures that have been studied by exposing the data obtained from the observations were analyzed and interpreted literature with the conclusion.

In qualitative research, the research process is shaped cycle means of gathering data and ongoing analysis stimulatory or interrelated.

According to Lofland and Lofland in Moleong (2001:112) research procedures which produce descriptive data in the form of words or spoken of or observed behavior is classified in qualitative research.

Theoretically, qualitative research is considered to observe through the lens wider and look for patterns of relationships between concepts that had previously been determined. Research should be using yourself as an instrument, following the cultural assumptions as well as to follow the data. In order to achieve insights into the world of social imaginary informant, flexible and reflective researchers expected, but still set the distance (Fracken in Brannen, 1997)

B. Research Focus

Research focus in this research have a function :

- a. Confine study
- b. Meet the criteria of the information obtained in the field. With a research focus of the researchers can determine which data should be taken from the data that is being collected (Moleong, 1990)

If the focus of research has determined it will be easy for researchers to find the data and the conclusion of the research conducted. With de description above the research focus are

- a. Job Analysis to Know Human Resources Competence, parameters measures includes:
 1. Human Resource Placement, is associated with an educational background
 2. Human Resources Education Levels, were associated with the type of work
- b. Workload Analysis, parameters measured includes:
 1. Subjects Study, is associated with a number of class hours per week
 2. Group lessons (classes), is associated with a number of face-to-face.
- c. Human Resource Placement Aspect, parameters measured includes:
 1. Type of work, associated with employee skills.
 2. Human resource routine task, associated with the position description.

3. Human resource capabilities, associated with workload.
- d. Supporting and inhibiting factors for human resources placement

Job analysis produces a wide range of benefits. However, in this paper the authors focus on two results of job analysis, job description (job description) and the specifications of the job (job specification. After that the workload will be analyzed to determine the number of employees who will manage the office.

C. Study Site

Study site is an area or a place where researchers conduct research activities (Noor: 1994). Under the terms of the location of this research in the “Model” of Public Elementary School – City of Malang.

Selection of study sites was based on considerations that formerly “Model” Primary School Malang have names Elementary School Standardized International Tlogowaru. The name was changed in early 2013 because educational facilities are not in accordance with the "frills" international.

By changing the name, of course educational personnel in it also changed. Therefore, the researchers chose this place for research.

D. Source and the Type of Data

Lofland & Lofland in Moleong (2001:112) argues that the primary source of data in qualitative research is the words and actions, the rest is additional data such as documents and others.

From the above it is included as a data source can be a person, event, document (things or objects) that can be used as a source of information and can provide the necessary data and information accordance with specified research focus.

In this research data sources used the following:

- 1) Primary data is data obtained from sources or information directly related to the research, namely:
 - a. Headmasters of the “Model” of Public Elementary School of Malang
 - b. Teachers and staff in “Model” of Public Elementary School
- 2) Secondary data is data that comes out of the words and actions of those who observed or interviewed (Moleong, 2001:113). Secondary data is the data in this study support such as brochures, newsletters, and websites the “Model” of Public Elementary School.

Lexy J.Moleong (2002) divides the types of data in a qualitative study into the words and actions, sources of written data, photos and statistics.

a. Words and actions

The words and actions of those who observed or interviewed is the main data. And the data was recorded through written notes or recording through video / audio tapes, taking photos or videos

b. Written sources

Although it is said that the words and actions outside source is the second data source, obviously it can not be ignored. In terms of data sources, additional material derived from written sources can be divided into source books and scientific magazines, sources from archives, personal papers and official documents.

c. Photos

Now the picture is more widely used as a data source for qualitative research because it can be used in various purposes. Photo generate descriptive data is quite valuable and are often used to examine aspects of the subjective and the results are analyzed inductively. There are two categories of images that can be used in qualitative research, the resulting image and the image produced by the researchers themselves..

d. Statistic Data

Qualitative research often uses statistical data that has been available as an additional data source for its needs. Statistics for example can help illustrate the tendency of research subjects in the background.

E. Data Collection Techniques

Data collection techniques that the author use is :

1) Interview

Interview is divided into two deep-interview and interviews. Deep interviews were conducted and implemented to supervisor or head office holders. While the interview is done if the speaker does not dominate in deep interview questions

2) Observation

Observations made during the interview and the time of the study. Observation is to observe events or circumstances that exist in the “Model” of Public Elementary School

F. Research Instrumen

Research instruments used by researchers as a basis for data collection.

The author uses the instrument:

1) Interview

2) Interview guidelines

3) Observation

4) Author thought

G. Data Analysis

According Singarimbun (1989:263) data analysis is the process of simplification of the data in a form that is more easily read and interpreted. Data analysis in qualitative research carried out starting from the beginning of the study, the research process through to the end. This study uses data analysis techniques developed by Miles and Huberman (1992) analyzes the interactive model, where data analysis is done through three procedures, namely data reduction, data display, and conclusion / verification.

1) Data Reduction

Data reduction in the analysis of qualitative research data, according to Miles & Huberman (1992: 16), as written Malik is defined as the process of selecting, focusing on simplification, pengabstakan, and transformation of "rough" data that emerged from the written notes in the field. Data reduction takes place continuously during the project-oriented qualitative research took place.

Data reduction is part of the analysis. Data reduction is a form of analysis that sharpens, classify, direct, dispose of unnecessary, and organizing data in a way such that the final conclusions can be drawn and verified.

With "data reduction" researchers do not need to interpret it as quantification. Qualitative data can be simplified and transformed in a

variety of ways, namely: through a rigorous selection, through summary or brief description, classify it in a wider pattern, etc..

2) Data Display

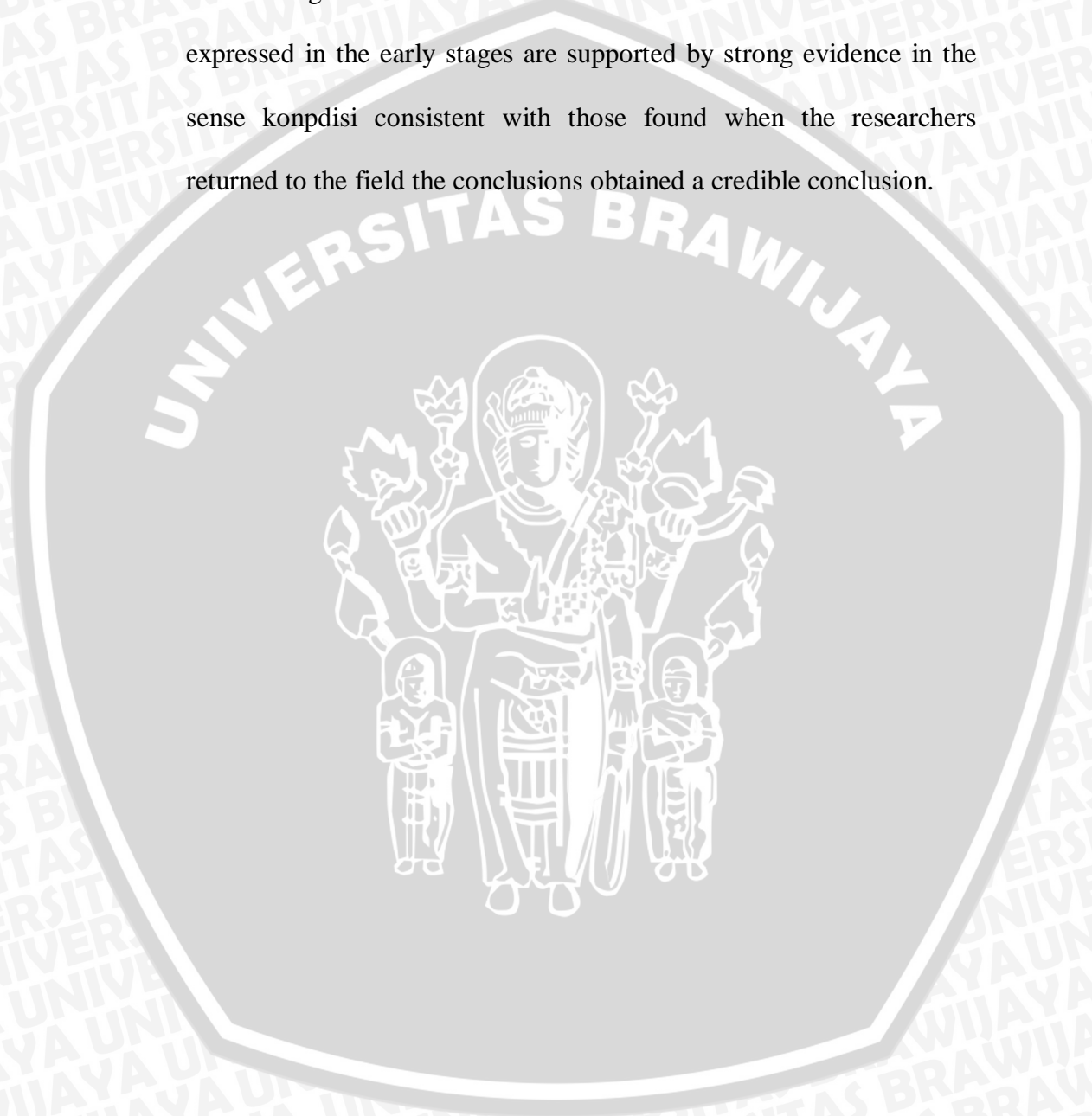
Presentation of data is directed to the data reduction results terorganisirkan, arrayed in the relationship, making it easier to understand and plan for further research work. At this step the researcher attempted to organize data so that relevant information can be inferred and has a particular meaning. The process can be done by showing the data, making the relationship between the phenomenon to make sense of what is really going on and what needs to be followed up to measure in research purposes. Presentation of good data is an important step towards achieving a qualitative analysis of valid and reliable.

Miles and Huberman (1984) states: "the most frequent form of qualitative research data display for the data in the post has been narrative text" / most often used to present data in qualitative research is the most narrative text. Miles and Huberman help researchers with qualitative data presentation models analogous to models static presentation of quantitative data, using a table, chart, amatriks and etc, not filled with numbers but with words or verbal phase.

3) Verification

The next step is the stage of drawing conclusions based on the findings and verify the data. As explained above that the preliminary

conclusions presented still tentative and will change when it is found evidence for supporting the next phase of data collection. The process of obtaining evidence is called as data verification. If the conclusions expressed in the early stages are supported by strong evidence in the sense konpdisi consistent with those found when the researchers returned to the field the conclusions obtained a credible conclusion.



CHAPTER IV

RESULT AND DISCUSSION

A. General Overview of Research Object

1. Malang City

a. Malang City History

Malang city like other cities in Indonesia in general, has grown and developed after the presence of the Dutch colonial government. Public facilities are planned in such a way so as to meet the needs of the Dutch family. Discriminatory impression that still leaves a trail up to now, for example Jalan Ijen area which is a residential area of people with upper-middle economic circumstances, while the population of the state of the middle and lower economic reside in suburban areas.

Such a situation seems to have realized the Government of Malang. Malang Government to build public facilities on the outskirts of the city for easy access for those who reside in the central region and in the periphery. Some public facilities are located in the city center had already moved to the suburbs. For example Integrated Office (Perkantoran Terpadu) in charge of the administration of the birth population to permit construction of buildings. This is done to facilitate access for residents in the district and in the city. Not only integrated office are restored and

moved to the suburbs, but many public facilities were built. For example Gymnasium Ken Arok and various educational facilities ranging levels of kindergarten to college level.

Malang Government in the implementation of development guided by Medium Term Development Plan (Rencana Pembangunan Jangka Menengah Daerah) which is contained therein VISION Malang, namely:

**“MENJADIKAN KOTA MALANG SEBAGAI KOTA
BERMARTABAT”**

or

“MAKE MALANG BE THE DIGNIFIED CITY”

Malang has a vision that makes the city of Malang as dignified. Vision BERMARTABAT (dignified) be an acronym of some priority development refers to the conditions to be realized during the period 2013-2018, namely: BERSih (clean), Makmur (prosperous), Adil (fair), Religius-toleran (religious-tolerant), Terkemuka (leading), Aman (safe), Berbudaya (cultured), Asri (comfort), and Terdidik (educated), it will be realized Malang safe, orderly, clean, and beautiful, where people of Malang City is an independent community, affluent, prosperous, educated and cultured, and has a value of religiosity based on the tolerance of the differences that exist in the middle society.

And in order to realize this vision, it is formulated measures to be implemented in the years 2013-2018 Malang mission as follows:

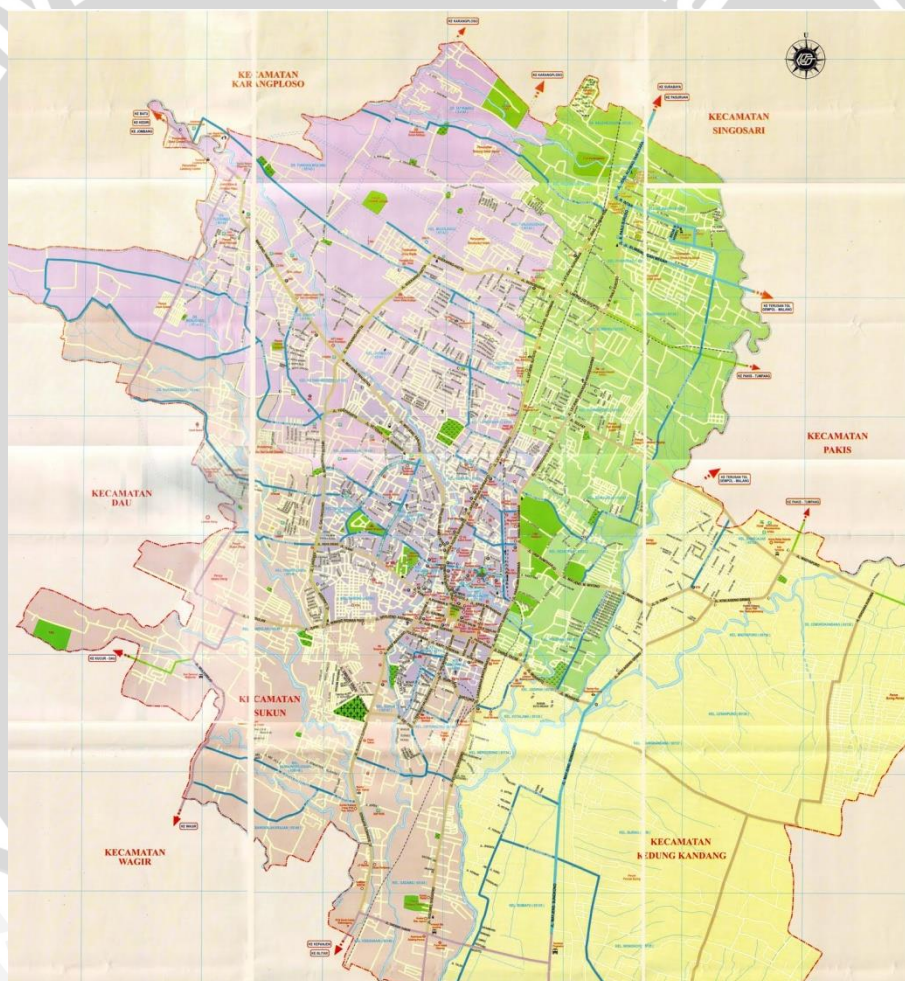
1. Creating a prosperous society, educated cultured and spiritual values based on the religious, tolerant and equal.
2. Improving the quality of public services fair, measurable, and accountable.
3. Develop potential areas of environmentally sound sustainable, equitable, and economical
4. Improving the quality of urban poor education so they can compete in the global era.
5. Improving the quality of public health Malang both physically and mentally to become productive community
6. Build the city of Malang as a tourist destination that is safe, comfortable and cultured
7. Encourages the informal sector of the economy to be more productive and competitive
8. Encourage industrial productivity and large-scale economic competitiveness, ethical, and environmentally sound
9. Developing an integrated transport system and infrastructure are convenient to improve quality of life

b. Geographic and Demographic Condition

Malang is located in the province of East Java. Has an area of 110.06 square kilometers and a population till the year 2009 amounted to 820,857 people, made up of the male population as much as 406,755 lives and 414,102 female population as much as the soul.

Source: Author's Scan Result

Figure 3 : Malang City Map



Judging from the distribution, among the five districts, Lowokwaru has the largest population is 182 794 inhabitants,

followed by the District Sukun much as 175 772 people, as many as 171 935 souls Blimbing district, District Kedungkandang many as 162 941 people, and the District Klojen as many as 127 415 people. While the District with the highest density located in the District penduduk Klojen reaching 14,430 people per square kilometer, the lowest is in District Kedungkandang of 4,085 people per square kilometer.

With a height of between 440-667 meters above sea level and is flanked by four mountains make the city of Malang as cool climates. In the north there Mt.Arjuno, in the east there is the highest mountain on the island of Java, Mount Semeru, Mount Kawi and Mount Panderman to the west, and the south Kelud.

Soil conditions in the area in the southern part of Malang is a fairly broad plateau and is suitable for industry. The northern part is a fertile plateau and suitable for agriculture. In the eastern part of the state is a plateau with less fertile. And in the west is a vast plateau and into the area of education. Climatic conditions in Malang in 2006 recorded average temperatures ranging between Celsius 22.20 - 24.50 Celsius. Malang city itself has five districts while Malang regency has thirty-three districts.

c. City Potential in Education Sector

Malang has potential in the education sector. In this era of globalization is very important to maintain and grow the potential of every citizen of Indonesia and Malang aware of the demands of this era. Therefore Malang build a wide variety of educational institutions at various levels from kindergarten level through college as well as courses and private tutoring countless. With a climate that is conducive to learning, every citizen is free to Malang education at all levels in order to enhance their quality of life.

Malang is also known as Education City because it has a number of major universities. As a city of education, many students come from outside Malang who later settled in Malang, especially from eastern Indonesia such as Bali, Nusa Tenggara, Sulawesi, Kalimantan, Maluku, and Papua.

2. The “Model” of Public Elementary School Profile

a. The “Model” of Public Elementary School General Overview

With the name Rintisan Sekolah Dasar Negeri Bertaraf Internasional (Pioneering International Public Elementary School /RSBI) or RSDNBI Tlogowaru, this school was established on August 14, 2007 and was inaugurated by Prof. DR.. Bambang Sudibyo who served as Minister of Education in the United

Indonesia Cabinet. As an educational city, then the city of Malang should have at least one international school. Standing on the ground of approximately one acre in Village Road Tlogowaru Tlogowaru Kedungkandang District of Malang is a city expansion area. In Tlogowaru Highway No. 3 construction stubs Kindergarten and Elementary School International Standard was pioneered in 2005 by using the data sharing 30% of the state budget and 70% of the budget I and II budgets. With a total budget of 30 trillion dollars. The amount of government support to the establishment of this school was very influential on the development of the smooth Pioneering TK-SD NBI Tlogowaru.

On August 14, 2007 Pioneer Elementary School kindergarten-International Standard Tlogowaru inaugurated by prof. Dr.. Bambang Sudibyo who served as Minister of Education in the United Indonesia Cabinet. In the spirit of the school community as well as support from the central government and local government schools currently dinamana stubs KB-kindergarten-elementary school of international standard has been established and has been awarded to the national level.

In 2013, the upheaval of the existence of RSBI. This upheaval occurs because too many weaknesses RSBI not only in Malang but also in Indonesia.

These weaknesses are as disclosed in the Constitutional Court PUTUSAN 5/PUU-x/2012 are:

1. This program looks not preceded by extensive research and have a weak concept . By stating that the International School (SBI) = National Education Standards (NES) + x , then in fact the concept of SBI does not have a clear shape and direction . It is not clear what is strengthened , enriched , developed , and deepened the concept . If this concept clearly states adopt or adapt the international education standards such as the Cambridge IGCSE or IB , it will be clear where the direction and objectives of the program .
2. Primary and Secondary Education to formulate a coaching SBI 4 "Model"s , namely : the New School "Model" (Newly Developed) , "Model" Development at the School has been a (Existing School) , Integrated "Model"s , and "Model" Partnership .
3. This concept departs from the assumption and the assumption that one tentang mastery of English as the language of instruction and its relationship with the TOEFL . Initiators assume that to be able to teach " hard science " in the introduction to the English teacher must have a TOEFL > 500 . Though there is no relationship between TOEFL scores with the ability to teach " hard science " in English .
4. Preparation of this concept also does not seem to understand that not all teachers are considered proficient and fluent in English.
5. With an emphasis on the use of English as the "medium of instruction" in the classroom by teachers who either ability mastery of the material, pedagogy, let alone still struggling to learn English obviously will make the learning process becomes chaotic.
6. Mistake of assuming that the originator of the so-called international SBI is not the spoken language, but rather to the curriculum used.
7. The fundamental mistake is the notion and the notion that SBI is only for students who have a certain intelligence.

With the weaknesses that were outlined above, the Constitutional Court decided not to impose frills international school or international school either still a stub and is already an international standard but are not offset by changes in the curriculum and increasing output. At the end of the Constitutional Court's decision also affects Elementary School Tlogowaru this International Standard and in 2013 the school officially changed its name to Sekolah Dasar Negeri “Model” Kota Malang (the “Model” of Public Elementary School City of Malang)

b. Vision, Mission, and Purpose's the “Model” of Public Elementary School

By realizing the vision of the school with learners noble, national spirit, cultured and globally competitive environment, the the “Model” of Public Elementary School has tips to achieve that mission, namely :

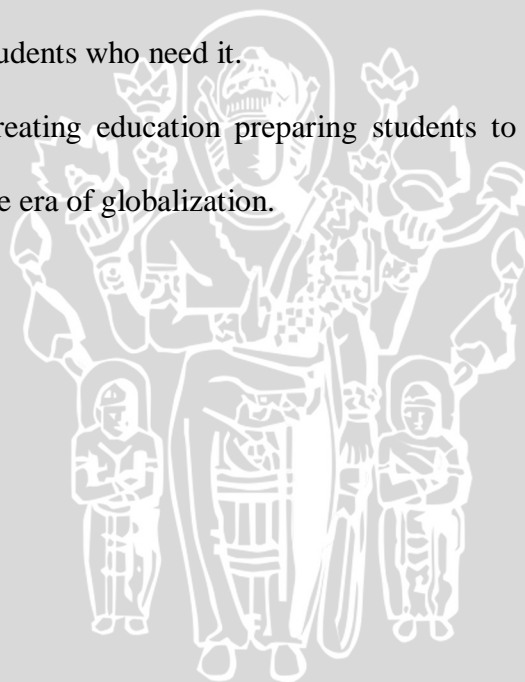
1. Guiding students to carry out their religion consistently.
2. Prepare students to become productive citizens and have a noble character, love of nation and state.
3. Instilling values and familiarize discipline national spirit to the school community.

4. Increasing efficiency in the implementation of school operations and use of resources and the prevention of environmental damage.
5. Being a place of learning for young people about the values of the maintenance and management of the environment is good and right.
6. Making entrepreneurship as a cornerstone of student learning in schools
7. Increasing efforts to avoid any risk of negative environmental impact in the future.
8. Providing optimal service to students to optimize their potential so as to compete in the era of globalization.

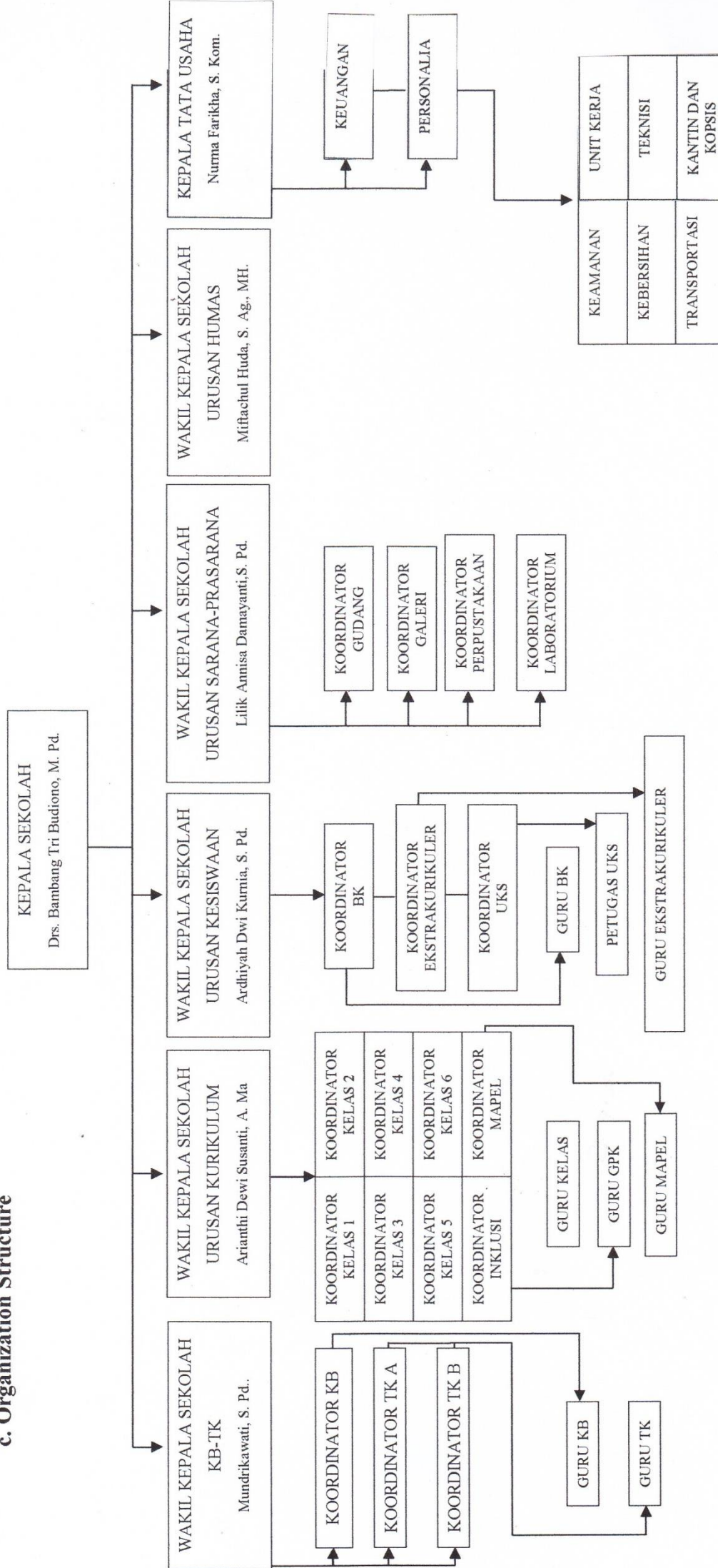
The “Model” of Public Elementary School have a purpose :

1. The realization of a graduate student who is faithful and devoted to God Almighty.
2. Fostering noble character through religious activities.
3. Fostering personality courteous, polite, and ethical.
4. Laying the foundation of intelligence and knowledge.
5. Realization school students who have a high national character in order to realize the triumph of Indonesia in international eyes.
6. The realization of a safe school environment, comfortable, beautiful, beautiful, clean, and healthy.

7. Improving the quality of the environment with a variety of activities.
8. Prevent damage to the environment through education in schools.
9. Conduct training and guidance to excel in the field of sports, environmental conservation and improvement of environment quality.
10. Provide optimum service through inclusive education to students who need it.
11. Creating education preparing students to be competitive in the era of globalization.



c. Organization Structure



Source: the "Model" of Public Elementary School Database

Figure 2 :Organization Structure

B. Focus Research Data

1. Job Analysis to Know Human Resources Competence

a. Human Resources Placement, is associated with an educational background

In any educational institution, existing human resources personnel are divided into two educators and education personnel. Educators are teaching staff, both as a homeroom and subject teachers. While the educational staff is human resources that support the learning process but does not teach, such as gardeners, security guards, the administration, and others.

Educators details are shown in the following table:

Table 3 : Educators Details

Source : Database the “Model” of Public Elementary School

No.	Name/Employee Identity Number	Gol	Position	Teach Task	Number of Student	Number of Class	Number of Hours
1	Drs. Bambang Tri Budiono, M.Pd NIP. 19631108 199003 1 009	IV/a	Kepala Sekolah	English 6 A & 6 B	43	2	6
2	Dra. Windyahing Hastuti, M.Pd NIP. 19631020 198606 2 001	IV/a	Guru Kelas	Guru Kelas 6 F	22	1	28
3	Siti Romlah, M.Pd NIP. 19740813 199807 2 001	III/c	Guru Kelas	Guru Kelas 4 F	22	1	28
4	Mochammad Shilfina Z, S.Pd NIP. 19761126 200903 1 001	III/a	Guru PAI	Guru Agama Islam kelas 3E, 4A s.d 4F, 5A & 5B	214	9	26
5	Ardhiyah Dwi Kurnia, S.Pd NIP. 19821114 200903 2 001	III/a	Guru Kelas	Guru Kelas 2 B	26	1	25
6	Miftachul Huda, S.Ag. MH NIP. 19740727 200903 1 004	III/a	Guru PAI	Guru Agama Islam kelas 5C s.d 5E & 6A s.d 6F	198	9	27
7	Fitri Wulandari, S.Pd NIP. 19840514 201001 2 024	III/a	Guru Kelas	Guru Kelas 1 A	28	1	27
8	Nofita Putranti K, S.Pd NIP. 19841126 201001 2 026	III/a	Guru Kelas	Guru Kelas 5 D	22	1	25
9	Andrean Agung Trimulya, S.Pd NIP. 19850620 201001 1 018	III/a	Guru OR	Guru OR Kelas 3B, 3D, 4B, 4D, 4E, 4F		6	24

10	Anna Dwi Istianti, S.Pd 19860613 201001 2 031	NIP.	III/a	Guru Kelas	Guru Kelas 2 D	26	1	27
11	Wihelmus Jehadung, S.Pd 19710620 200008 1 001		III/a	Guru Kelas	Guru Kelas 4 A	24	5	24
12	Luluk Yuli P, MK.Pd NIP. 19650701 200501 2 004		II/c	Guru Kelas	Guru Kelas 6 B	22	1	26
13	Arianthi Dewi Susanti, A.Ma NIP. 19830118 200604 2 007		II/c	Guru Kelas	Guru Kelas 4 C	24	1	24
14	Sulistyo Widiarti, S.Pd NIP. 19770620 200604 2 022		II/c	Guru Kelas	Guru Kelas 5 C	22	1	25
15	Setyo Budi Hartono, S.Pd NIP. 19860606 201001 1 0 22		II/b	Guru Kelas	Guru Kelas 4 D	25	1	24
16	Nanang Suwanda, S.Pd			Guru Bidang Studi	Guru English Kelas 1A s.d 1E & 2A s.d 2D	132	9	27
17	Mega Dwi Herdhiyanti, S.Si			Guru Kelas	Guru Kelas 1D	26	1	27
18	Lilik Annisa Damayanti, S.Pd			Guru Kelas	Guru Kelas 4 A	24	1	24
19	Suratin, S.Pd.			Guru Bidang Studi	Guru Yanbu'a Kelas 1A s.d 1E, 3A s.d 3E, & 4C	196	12	27
20	Hadi Purnomo, S.Psi			Guru BK	Guru BK kelas 6A s.d 6F	133	6	6
21	Siti Munfaridah, S.Pd			Guru Kelas	Guru Kelas 5 A	21	1	24
22	Wiwin Ni'maturrohman, S.S., S.Pd			Guru Kelas	Guru Kelas 3 B	27	1	24
23	Dias Veranitha, S.Pd			Guru Kelas	Guru Kelas 1 B	25	1	27
24	Yohan Gusyanto			Guru Bidang Studi	Guru Komputer kelas 6A s.d 6F	133	8	16
25	Mazidatur Rohmah, S.Ag			Guru Kelas	Guru Kelas 2 C	24	1	27
26	Silfana Deniati, S.Pd			Guru Kelas	Guru Kelas 5 B	22	1	25
27	Asri Erawati Widyasmoro, S.Si			Guru Kelas	Guru Kelas 6 E	22	1	28
28	Pratiwi Bayuati			Asst. Guru	Asst. Guru Kelas 1C	26	1	27
29	Nur Chayati, S.Pd			Guru Kelas	Guru Kelas 3 C	28	1	24
30	Wiwin Rissa Septiyani			Asst. Guru	Asst. Guru Kelas 1 B	24	1	24
31	Dra. Endah Sulistyami			Guru Kelas	Guru Kelas 2 A	25	1	25
32	H.Ahmad Malik, S.Pd			Guru Bidang Studi	Guru Yanbu'a Kelas 4D, 4E, 5A s.d 5E, 6A s.d 6F	301	13	26
33	Siti Hamidah, S.Pd			Guru Kelas	Guru Kelas 3 A	30	1	24
34	Lingga Galaktika, S.Pd			Guru Kelas	Guru Kelas 3 E	27	1	24

35	Wahyu Aditya Ghafur P., A.Ma		Guru Bidang Studi	Guru Komputer kelas 1A s.d 1E, 2A s.d 2D, 3A & 3B	189	11	22
36	Andi Yusuf, S.Pd		Guru Kelas	Guru Kelas 4 B	23	1	24
37	Hanny Indu Dewi		Asst. Guru	Asst. Guru Kelas 1 E	26	1	25
38	Lilis Tusmini, S.PAK		Guru Bidang Studi	Guru Agama Kristen	11	6	25
39	M. Nur Afianto W, S. Kom		Guru Bidang Studi	Guru Komputer kelas 3C s.d 3E, 4A s.d 4F, 5A s.d 5E	237	14	28
40	Gerardus Gili, S. Thd		Guru Bidang Studi	Guru Agama Katolik	4	4	8
41	Aya Sufia Mandasari, S. Si		Guru Kelas	Guru Kelas 5 A	21	1	25
42	Madrikah		Guru BK	Guru BK Kelas 4 & 5	10	11	24
43	Lies Sugiharti, S.Pdi		Guru Bidang Studi	Guru Yanbu'a Kelas 2A s.d 2D, 4A, 4B, & 4C	173	7	18
44	Nurul Aida, S.Pd		Guru Bidang Studi	English Kelas 3A s.d 3E, 4A s.d 4C	213	7	29
45	Chindhe Anggana Raras, S.Pd		Guru Kelas	Guru Kelas 3 D	31	1	24
46	Febri Yustina Ari Wardani, S.Pd		Guru Kelas	Guru Kelas 1 C	26	1	27
47	Elok Ratnasari, S.Pd		Guru Bidang Studi	Science kelas 3B s.d 3E, English kelas 6A s.d 6F	245	10	30
48	Agus Sugiono, S.PdI		Guru Bidang Studi	Guru Agama Kelas 1A s.d 1E, 2A s.d 2D, 3A s.d 3D	347	13	26
49	Beny Setiawan, S.Kom		Guru kelas	Guru Kelas 4 E	24	1	24
50	Lutvie Zhakaria, S.Pd		Guru Bidang Studi	Guru OR Kelas 1B, 1D, 2B, 2D, 5A, 5B & 5E	165	5	28
51	Sinta Widyastuti, S.Pd		Guru Bidang Studi	English Kelas 4D s.d 4F, 5A s.d 5E, Science kelas 3A	211	6	24
52	Sustiari, S.Pd		Guru Kelas	Guru Kelas 6 D	23	1	26
53	Citra Destiasari, S.Pd		Guru Bidang Studi	Guru OR Kelas 3A, 3C, 3E, 4A, 4C, 5D	156	6	24
54	Triana Hendriawati, S. Pd		Guru Kelas	Guru Kelas 1 E	26	1	27
55	Fenty Wulandari, S.Pd		Guru Kelas	Guru Kelas 5E	21	1	25

56	Riyani, S.Pd		Guru Kelas	Guru Kelas 6C	23	1	28
57	Eka Permanasari, S.Pd		Asst. Guru	Asst. Guru Kelas 1 A	28	1	24
58	Nurul Aini Tsuroyah, S.S		Asst. Guru	Asst. Guru Kelas 1 D	26	1	27
59	Ininda Maydarani, S.Psi		Guru BK	Kelas 2 & 3	10	9	24
60	Yulia Izza El Milla, S.Pd		Guru Bidang Studi	Mathematics Kelas 3A s.d 3E, 5A s.d 5E, 6A s.d 6F.	383	16	32
61	Heri Suwarno, S.Pd		Guru Bidang Studi	Science kelas 2A s.d 2D, 5A s.d 5E, 6A s.d 6F	343	15	30
62	Ken Izzun Nadhifah L., S.Pd		Guru Bidang Studi	Science Kelas 1A s.d 1E, 4A s.d 4F	274	11	28
63	Eka Resti Wulan, S.Pd		Guru Bidang Studi	Mathematics Kelas 1A s.d 1E, 2A s.d 2D, 4A s.d 4F.	376	15	30
64	Dini Widiarti Arman, S.Pd		Guru Bidang Studi	Guru Olahraga 1A, 1C, 1E, 2A,2C,5C	152	6	24
65	Ernanda Fiki Harry Jaya, S.Pd		Guru Bidang Studi	Guru Olahraga 6A s.d 6F	133	6	24

Based on the above table, the first column shows the number, followed by the name in the second column. The third column contains class / rank. Then the type of teaching, subject teachers or classroom teachers. The fifth column contains the class / teaching place. The sixth column followed by the number of students taught, and the number of classrooms, and the last column the number of teaching hours per teacher.

For human resources who are not civil servants concerned it does not have the class and personal identification number. From the table above we can see that of the 65 personnel resources, only 15 people who have civil servant status. Though this school is a public school.

“Kalau idealnya ya tidak ada yang non-PNS, ini sekolah negeri. Seharusnya PNS semua.”
(wawancara Kepala SD “Model”, Bambang Tri Budiono, 4 Desember 2013)

Headmaster of the “Model” of Public Elementary School found in educational institutions should be under the government and not financed by the private sector, should have teachers / lecturers who are government employees or civil servants. According to him, a public school should have the status of human resources in the civil service as a whole.

In educational institutions not only formal activity or activities of teaching and learning are fostered but also informal activities or often called extracurricular. There are several studies teachers who teach students to extracurricular concurrently.

Table 4 : Data Extracurricular Tutors

Source : Database the “Model” of Public Elementary School

No.	Name/Employee Identity Number	Teacher Status	Extracurricular Teacher
1	Miftachul Huda, S.Ag.MH 19740727 200903 1 004 NIP.	Guru Bidang Studi	Baca Tulis Al Quran & Pendalaman Agama
2	Andrean Agung Trimulya, S.Pd NIP. 19850620 201001 1 018	Guru OR	Ekskul Atletik
3	Nanang Suwanda, S.Pd	Guru Bidang Studi	English Club
4	Tri Erniawati, A.Ma.Pd	Guru TK	UKS
5	Silfana Deniati, S.Pd	Guru Kelas	Ekskul Tunas Hijau
6	Siti Hamidah, S.Pd	Guru Kelas	Koordinator Pramuka
7	Rika Prasetyoningsih, S.S., S.Pd	Guru TK	Seni Lukis
8	Syaiful Anwar, S.Pd	Karyawan TU	Ekskul Tenis Meja
9	Agus Sugiono, S.Pd	Guru Ekskul	Ekskul Terbang Al-Banjari

10	Lutvie Zhakaria, S.Pd	Guru Bidang Studi	Ekskul Sepak Bola
11	Sinta Widyastuti, S.Pd	Guru Bidang Studi	English Club
12	Citra Destiasari, S.Pd	Guru Bidang Studi	Ekskul Renang
13	Dini Widiarti Arman, S.Pd	Guru Bidang Studi	Ekskul Renang
14	Heri Suwarno, S.Pd	Guru Bidang Studi	Club Science
15	Ken Izzun Nadhifah L., S.Pd	Guru Bidang Studi	Club Science
16	Yulia Izza El Milla, S.Pd	Guru Bidang Studi	Club Mathematics
17	Eka Resti Wulan, S.Pd	Guru Bidang Studi	Club Mathematics
18	Alpha Indra Kusuma, ST	Guru Ekskul	Ekskul Karate
19	Kabul Hidayat, S.Psi	Guru Ekskul	Ekskul Karate
20	Fendi Cholis Rizal	Guru Ekskul	Ekskul Karate
21	Soleh	Guru Ekskul	Ekskul Catur
22	Buari Suyanto Saputra	Guru Ekskul	Ekskul Tari Tradisional
23	Ignatius Sapto Pradonggo P.	Guru Ekskul	Ekskul Drum Band
24	Didik Suparwanto	Guru Ekskul	Ekskul Drum Band
25	Fransiskus Sales Jemahu	Guru Ekskul	Ekskul Sempoa
26	Isa Aprillia, SE	Guru Ekskul	Ekskul Band
27	Widiato	Guru Ekskul	Ekskul Band
28	Tony Wahyudi	Guru Ekskul	Ekskul Band
29	Agus Widodo, A.Ma	Guru Ekskul	Musik/Bina Vokalia
30	Dewi Nur Hayati	Guru Ekskul	Ekskul Bulu Tangkis
31	Rahmad	Guru Ekskul	Ekskul Basket
32	Ernanda Fiki Harry Jaya, S.Pd	Guru Ekskul	Ekskul Futsal
33	Ikhwanul Arif S.H	Guru Ekskul	Ekskul Teater
34	Kak Hari	Guru Ekskul	Ekskul Pramuka

Based on a table of four, listed along with the name of the type of extracurricular tutors who fostered. In addition to teaching staff, the

school also has a teaching force. Educational staff is human resources that are not taught but are in line administrative.

Table 5 : Data Education Personnel

Source : Database the “Model” of Public Elementary School

No.	Name/Employee Identity Number	Employee Status	Task
1	Lena Natalia Soehartono, S.E	PTT	Staf TU urusan Keuangan
2	Nurma Farikha, S. Kom	PTT	Staf TU urusan Personalia
3	Nur Hidayah A. Md	PTT	Staf TU urusan Keuangan
4	Syaiful Anwar, S. Pd	PTT	Fotokopi dan Kurir Sekolah
5	Nessy Kurnia K, ST	PTT	Koordinator Kantin dan Kopsis
6	Suryani	PTT	Petugas Kantin
7	Yuspita Dewi	PTT	Petugas Kantin
8	Siti Aisyah	PTT	Petugas Kantin
9	Eko Wahyudi	PTT	Laboran + Pustakawan
10	Nur Hadi, S.Pd	PTT	Pustakawan
11	Kurnia Era Wati, S.Si	PTT	Laboran
12	Kanti Kari Wahyuningsih, S.Pd	PTT	Pustakawan
13	Rizky Rahmadhona	PTT	Petugas Kopsis
14	Dwi Hatmoko	PTT	Supervisor CS dan Gudang
15	Saiful Anwar	PTT	Perawatan Perbaikan Sarpras
16	Ridwan	PTT	Penjaga Malam
17	Abdul Hakim	PTT	Penjaga Malam
18	Wakhid	PTT	Satpam
19	Endra Wibisono	PTT	Satpam
20	Basuki Karyadi, S.Sos	PTT	Driver dan Petugas Perpustakaan
21	M. Zainal Abidin	PTT	Driver dan CS Ruang Galeri
22	M. Yusuf	PTT	Driver dan CS Ruang Meeting
23	Bambang Hari U.	PTT	Driver dan Laboratorium IPA

24	Bambang Dwi Jadmiko	PTT	Driver
25	Harianto	PTT	Cleaning Service
26	Suheimik	PTT	Cleaning Service + Teknisi
27	Ja'far Sodiq	PTT	Cleaning Service
28	Ahmad Fauzan	PTT	Cleaning Service
29	Sholikhul H.	PTT	Gardener
30	Fatchur Rochman	PTT	Cleaning Service
31	Catur Syaifulloh	PTT	Cleaning Service
32	Hari Akbar	PTT	Cleaning Service
33	Wahyudiono	PTT	Cleaning Service
34	Fathurroji	PTT	Gardener
35	Abu Yazid Al Busthomy	PTT	Cleaning Service
36	Sulistiawan	PTT	Cleaning Service
37	Muhammad	PTT	Gardener

b. Human Resources Education Levels, were associated with the type of work

Every human has the educational background to support that human resources can be placed in positions that correspond to the skills and educational background. Its distribution is presented in the following table.

Tabel 6 : Last Education of Educators and Teacher's Data**Source : Database the “Model” of Public Elementary School**

Profesi	Education Background												Amount
	SD		SMP		SMA/SMK		Diploma		S1		S2		
	L	P	L	P	L	P	L	P	L	P	L	P	
Kepala Sekolah												1	1
Guru Kelas									4	25		3	32
Asst. Guru Kelas						1		2		2			5
Guru Agama									3	1	1		5
Guru Bahasa Inggris									2	6			8
Guru Yanbu'a									2	1			3
Guru Olahraga/Renang									3	2			5
Guru BK									1	2			3
Guru Komputer						1	1		1				3
Staf TU								1	3	2			6
Pustakawan/Laboran					1				1	2			4
Koordinator Kantin										1			1
Staf Kantin		1			1	2							4
Koordinator Keamanan dan Kebersihan									1				1
Teknisi						1							1
Driver			1		3								4
Petugas Keamanan	1		1		2								3
Petugas Kebersihan	2		12		2								14
Amount	3	1	14	0	9	5	1	3	21	44	1	4	103
	4		14		14		4		65		5		
Prosentase	3,88		13,59		13,59		3,88		63,11		4,85		

“Tingkat pendidikannya macam-macam ya. Ada SD ada SMA ada S1 ada S2. Tapi untuk peletakkannya di jabatan kita harus hati-hati. Juga harus memperhatikan pengalaman mereka”
(wawancara Kepala SD “Model”, 4 December 2013)

The level of education of human resources working in the SDN “Model” manifold level. Starting from a resource graduating elementary school through master level / S2. Placement for positions not only adjusted to the level of education but also customized with experience in such work

2. Workload Analysis

a. Subject Study

As in the primary schools in general, the primary school teaches religious studies, Indonesian, English, civics education, natural science, social science, computer science, sains, mathematics, PE, yanbu'a, guidance and counseling

“Untuk yang kelas 1 sampai dengan kelas 3 mata pelajarannya tematik, olahraga, agama, english, mathematics, yanbu’a. Pelajaran tematik adalah pelajaran umum ya. Soalnya kalo kelas bawah masih belum bisa diajari perbedaan pelajaran. Kalo kelas 4 mata pelajarannya sama hanya ditambah mata pelajaran lingkungan hidup. Kelas 5 dan 6 baru yang tematik itu dipisah-pisah mejadi agama, bahasa indonesia, bahasa inggris, IPA, IPS.” (wawancara salah satu guru kelas 4, 9 December 2013)

Sains and mathematics subjects in contrast to studies of natural science and mathematics. Science subjects taught natural science but in an international language is English. Likewise with mathematics subjects are also taught in English.

“Jadi sains dan mathematics pelajarannya sama dengan ipa dan matematika tetapi cara penyampaiannya atau bahasa pengantarnya bahasa inggris.” (wawancara waka kurikulum SDN “Model”)

b. Group Lessons (classes)

Study groups is the number of classes in each grade.

“Kelas satu kita –SDN “Model”, red- punya dari kelas A sampai F. Kelas dua sampai E. Kelas tiga sampai D. Kelas empat sampai E. Kelas lima sampai F. Kelas 6 sampai E. Per kelas rata-rata punya murid 20-30 siswa” (wawancara waka kurikulum SDN “Model”)

If presented in the table

Table 7 : Group Study List

Source : Interview Results

Class	Amount
I	6
II	5
III	4
IV	5
V	6
VI	5

3. Human Resources Placement Aspect

a. Type of Work, associated with employee skills

As already presented in table three and four that there are human resources handles educators, staff, and human resources to handle extracurricular. Type of teacher who is in elementary school homeroom teacher who is concurrently the five major subjects, namely Indonesian, civic education, social science, natural science, and mathematics, and there are teacher subject areas such as computer teacher, english teacher, teacher yanbu 'a, gym teacher, guidance and counseling, religious teachers, science teachers, mathematics teachers, classroom teachers and assistants.

“Untuk tenaga kependidikan ada yang mengurus bagian keuangan dan personalia, laboratorium, laboratorium IPA ya ,tukang kebun, cleaning service, kita-SDN “Model” ,red- tidak menyewa cleaning service dari perusahaan ya, kita punya sendiri, terus ada bagian gudang, driver, ya cuman itu saja” (wawancara Kepala SDN “Model”, 4 December 2013, jam 10.36 WIB)

In addition to educators, there is a course of education personnel who support the teaching and learning activities in addition to the teacher, which is in charge administratively. Administrative here the intention is in the administration or administratively. The school principal believes that education personnel include the principal deputy finance, curriculum, student affairs, public relations, administrative heads, cleaning service, and drivers. For cleaning service, the "Model" of Public Elementary School do not hire the human resources of a company but as a gardener hired to clean up part of the room

b. Human Resources Routine Task, associated with the position description

"Tugas saya sebagai wali kelas adalah mendidik siswa-siswi, mengarahkan, menyampaikan ilmu pengetahuan, memberikan reward, punishman, menilai hasil kerja siswa" (wawancara salah satu guru kelas satu SD, 5 December 201)

"Saya bertugas mengajar, mendidik, melakukan bimbingan terhadap siswa, mengarahkan." (wawancara salah satu guru kelas empat SD, 5 December 2013)

"Mendidik dan mengajar siswa, membimbing tumbuh kembang siswa, memberikan nilai maupun laporan hasil belajar." (wawancara salah satu guru kelas lima SD, 5 December 2013)

"Tugas saya adalah mengatur kurikulum yang harus diajarkan pada anak yang ABK." (wawancara salah satu tenaga kependidikan urusan kurikulum ABK, 5 December 2013)

Telling teachers from various levels above shows that each person has and determines by clear what the responsibilities and duties of each. From the interview above, routine tasks generally performed by a teacher is to educate students, directing, reporting learning outcomes. And as for example for education personnel affairs set the course curriculum is a lesson to be taught to children who have mental retardation

c. Human Resources Capabilities, associated with workload

Law No. 14 of 2005 confirms that the workload of the teacher at least 24 hours of instruction per week to 37, 5 hours of lessons per week. Of course, this determination is based on the ability of the human resources. These laws regulate the human resources that have become civil servants. For a fixed number of hours a teacher is not teaching aligned with the human resources already civil servants.

“Untuk yang non-PNS, ya kita –SDN “Model”- maksimalkan. Misalnya maksimalnya satu minggu ketemu jam 30, ya kita penuhkan 30 jam. Kalo hitungannya insentif itu tidak sama. Mereka digaji ya 30 dikali Rp 25.000,00. Untuk SDN “Model” Rp 25.000,00” (wawancara Kepala SDN “Model”, 4 Desember 2013)

Payment of salaries to the teachers are not permanent and temporary employees and maximized based on the number of hours they work. In a week when a resource is maximized then have a workload of 30 hours of lessons with a duration of one hour 40

minutes. Every hour a paid resource of twenty-five thousand rupiah.

“Kita –SDN “Model”, red- hanya mampu membayarkan per jam guru sebesar dua puluh lima ribu rupiah. Jadi nominal itu berdasarkan kemampuan kami untuk membayar. Apalagi sekarang sekolah katanya gratis, darimana kami bisa membayar mereka lebih?” (wawancara Kepala SDN “Model”, 4 December 2013)

Nominal amount of twenty-five thousand rupiah be decided by mutual agreement. The agreement is based on the school's ability to pay in accordance with the school's income and in accordance with the workload entrusted

4. Supporting and Inhibiting Factors for Human Resources Placement

a. Supporting Factors

Placement of human resources in order to conform with work experience and in accordance with criteria provided by the school is not separated from the facilities at this school. Standing on a land area of 1 hectare moreless, the school has more than enough facilities to be occupied.

Existing facilities at these schools is shown in the following table

Table 8 : the “Model” of Public Elementary School Facility**Source : Interview and Observation Results**

No.	Room Name	Amount
1	Ruang Kepala Sekolah	1
2	Ruang TU	1
3	Ruang Meeting	1
4	Ruang Galeri	1
5	Gedung Serbaguna	1
6	Kolam Renang	1
7	Masjid	1
8	Kantin Sekolah	1
9	Ruang Kelas	30
10	Ruang Perpustakaan	1
11	Ruang Laboratorium IPA	1
12	Ruang Laboratorium Komputer dan bahasa	2
13	Ruang UKS	1
14	Ruang BK	1
15	Ruang Multimedia	1
16	Ruang Tari	1
17	Ruang Musik	1
18	Kumbung Jamur	1
19	Komposting	1

From the table above can be shown that the “Model” of Public Elementary School have adequate facilities to be used. Classroom, multimedia room, even for every extracurricular is also provided by the school.

In addition to adequate facilities, human resources there are also more than enough for the elementary school level

“Di sini banyak sekali ya sumber daya manusianya. Kadang kita mikir kalo ini kebanyakan.” (Headmaster the “Model” of Public Elementary School Interview, 4 December 2013)

From the interview above, the principal said that the human resources available in the “Model” of Public Elementary School is more than enough to meet the needs of human resources in this school.

b. Inhibiting Factors

Table six on page 73 has been described on the level of education of human resources and each detail can be seen on page 65 table three to see the details behind the title in each names. Of the many human resources degree, almost entirely been completed education up to university. no doubt there are still some names that are well below the level of education at the senior high school.

On page 77 is also seen in the interview with the principal that the lack of regulations on working hours for part time teachers either minimum or maximum. It already exists but has not yet determined the maximum evenly minimum hours of teaching should be.

For payroll system for part time teachers are also still not established clear rules. Number of agreements collectively agreed wages and still likely to change in accordance with the collective agreement as the result of the interview on page 78.

C. Data Analysis and Discussion

Personnel resources is a decisive factor occurrence of an organization both government organizations and private organizations, as qualified personnel resources that will result in the performance of services to the community well. According to Nawawi (2000).

“HR as a supporting element of the organization, can be interpreted as officers who work in the environment of an organization (called personnel, labor, worker / employee) or human potential as the driving force in realizing the organization's existence, or the potential to function as a capital asset and a non-material within a business organization, which can translate into real potential physical and non-physical in realizing the organization's existence”.

It is therefore very important to have quality resources in order to achieve organizational goals. The position of human resources at this time not only as a means of production but also as a driver and determinant of the process of production and the activities of the organization.

Every human being has the power of thought and work that is generally stored and need to be explored, nurtured, and developed to be best utilized for the welfare of human life.

Both central and local governments alike need quality human resource and have the capability to provide services to the community and develop the region by increasing regional competitiveness.

1. Job Analysis to Know Human Resources Competence

Job analysis is fundamental in the process of staffing. Without accurate data on the profile of each position, the types of abilities and

skills required, as well as the experience and education required for these positions, the process of human resource development will be difficult to do. Staffing will be crippled because sufficient information was not balanced and accurate, development and training may not be able to achieve goals, as well as with management performance assessment.

a. Human Resource Placement, associated with Educational Background

Nowadays educational background is one of the most important factors in the placement of human resources in addition to experience. In the current human resources entrusted a task, then the task should be in accordance with the educational background. For example, a set in accounting education may not work in the health field. Perhaps, but the results will not be as good as someone who has a background of health education.

In Indonesia itself, the placement of the employee in accordance with the educational background still not getting special attention from the central government. This is evident from the SDN “Model” Malang is supposed to have a teacher who has an educational background in accordance with the type of work entrusted to him. From the tables presenting data on page 65 shows

that the power of teachers and existing and yet have a specific task that should have on the quality of a person carrying out the job.

For example, a librarian. Positions such as librarian if seen by naked eye the book organizes activities and groove just borrowing books. But in this instance a person employed has educational background is not at all related to library science coupled with a lack of previous experience in this field.

“Saya sudah bekerja di sekolah ini bekerja selama empat tahun. Dahulu saya mengajar penjaskes tetapi sekarang saya ditempatkan di sini –perpustakaan, red- selama dua tahun.” (Librarian the “Model” of Public Elementary School Interview, 3 December 2013)

From the interview above has shown that the existing disciplines may even be less appropriate in accordance with the needs of the skills of a librarian. Such a situation is caused because of the humanity that still must be upheld and prioritized first priority.

“Jadi memang seharusnya dasar untuk bekerja di bagian perpustakaan harus memiliki disiplin ilmu, ‘kan ada sekarang, ilmu kepustakaan. Masalahnya untuk mem-PHK orang itu sulit ada sisi kemanusiaan. Mungkin dulu sebelum saya di sini saya tidak tahu mungkin terlalu banyak guru olahraga.” (Headmaster the “Model” of Public Elementary School Interview, 4 December 2013)

According to the principal, should any positions / jobs held by people who have the educational background to support such work. But to dismiss these resources, there are still humanitarian principles that must be upheld.

In a work placement there are various factors that must be considered such as educational background, physical and spiritual health, work experience factor, human resources, age factor, the factor of gender, marital status factor, and the factor of interest and hobbies. All of these factors can be combined with each other so as to improve productivity and make an organization more efficient.

In addition to the factors which are the cornerstones in place the resources, there are also the principles that could also form the basis for putting its resources such as humanitarian principles, democratic principles, the principle of the right man on the right place, the principle of equal pay for equal work, the principle unity of direction, the principle of unity of purpose, unity of command principle, and the principle of efficiency and productivity.

The “Model” of Public Elementary School using some of the principles and factors that combined to put human resources. A resource that has more experience is placed in a position that requires experience as a basis for work. For example, sixth grade elementary school is the last level in elementary school, after which it will face a national examination and entered junior high school.

In the process of national exams, sixth grade students prepare for a variety of things, ranging from tools that need

down to mental preparation for students. For the preparation of lessons, teachers need to understand beforehand that the students' learning process on the national exam students will be able to pass a national exam and get satisfactory results. So, for the sixth-grade teacher qualifications and experience factor wears educational background. Educational background is also a major factor in the placement. Already been described in the data analysis that was once known a4 certificate. This certificate contains about one's qualifications in teaching. Not only teach but also how a teacher can control a child by knowing the factors psychology.

Humanitarian principles are also used by the educational institutions. One is the principle of humanity. In the analysis of the data already mentioned that one of the employees in the library does not have the appropriate educational background to work. One could even say very contrary. This is justified by the principal. It should all work areas and of teaching held by someone who at least have the appropriate educational background. But because of the principle of humanity, then that person remains employed

b. Human Resources Education Levels, were associated with the type of work

As explained in the previous point that the "Model" of Public Elementary School is not a regular school with schools in general.

Because the school was originally established as an international standard school, the arrangement of subjects and also different administrative arrangement.

In this school there are mathematics and science subjects. Not the same as math and science (IPA), mathematics and science are taught in international languages, namely English.

Of course, from here already seen that the teaching force required is very different from regular schools in general. Faculty are not only required to master mathematics and the natural sciences but also recognize and know the eyes of the international language and manner.

Not easy to know the meaning of "exponential number" in English, especially if it is taught at the elementary level. Thus the faculty needed to master both subjects themselves nor the international language. The "Model" of Public Elementary School and already has a teaching staff that has both the capability.

Of course entrust a task not as easy as turning the hand, but with the hard work of the faculty there are tasks that can be realized so that the output of this school is more qualified than the other schools.

"Guru itu tenaga profesional, jadi harus punya basic pendidikan." (Headmaster's the "Model" of Public Elementary School Interview, 4 December 2013)

Teachers are professionals who should have the ability not only in terms of academic skills, but also in educating children. Not easy to steer children to learn, as it should be invested in basic education teachers.

In the education world has ever known term A4 certificate. This certificate is a certificate issued and endorsed on the teacher already has a base not only in teaching but also in parenting skills.

“Kriteria awal yang pertama yaitu disiplin ilmunya harus punya dasar kependidikan. Yang kedua adalah kemampuan seseorang. Karena di sekolah dasar itu mulai kelas 1 sampai kelas 6 itu ada pertimbangan-pertimbangan tersendiri di dalam menempatkan. Misalnya kelas 1 ‘kan dari sisi kesabaran itu perlu mendapatkan pertimbangan karena perlu ketelatenan di luar akademis dan itu merupakan kompetensi tambahan.” (Headmaster’s the “Model” of Public Elementary School Interview, 4 December 2013l)

Seen that the resources needed to fill each level is very different because of the different needs of students as well. First grade students' needs and the needs of students in grade six very different. Class requires a teacher who has a high level of patience because in general the class is still dependent on their parents.

According Romiana (2008:14) “knowledge can be gained from formal and non-formal education.” Knowledge can give you more value for someone looking for a job. More value could be higher office and greater incentives.

Educational background affect the position or positions to be taken and certainly also affect the incentives. The higher the educational background of the positions that will be entrusted also

the higher position. Education is not only derived from the field of formal but also informal. Informal field includes courses, tutoring, or study skills are self-taught. Formal field of education includes kindergarten through college.

Bernardin & Russell provide placement criteria in placing human resources. One of them if it is associated with a focus on this point is the suitability of knowledge. To support the required courses in addition to formal education or training is intended to improve the mastery of various skills and techniques specific implementation of work in a short time

Suitability knowledge is essential to support the learning activities in this school. There are several studies that say that there are some human resources who have no knowledge of conformity with the tasks entrusted to the concerned. Such discrepancy is the leadership before now. Examples of natural science laboratory personnel. A science lab has a wide range of experimental tools in each class syllabus. And laboratory personnel should know the ins and outs in the laboratory and how to use each tool. But it is very unfortunate that after observation, the employee really did not understand how to use it.

In the table number 6 on the data last school educators and education in points librarian / laboratory employees who have

graduated from high school and completed numbered one education strata of the three men.

It is very unfortunate that one of the laboratory / librarian has not had appropriate education to work. The results also say that the placement of human resources is based on a principle that humanitarian principles. According Musenif cited by Suwatno (2003:13) one of the principles in the placement of human resources is a humanitarian principle that human resources are the common elements of the workers who have self-esteem, willpower, desire, ambition, and ability to be respected as human beings feasible. Humanitarian principles implemented in this institution. Leadership said that if the resource was moved or removed the work in question will lose self-esteem because they feel unappreciated job

2. Workload Analysis

The results of job analysis is the most commonly used position description and specification of office. Position description contains the description of responsibilities and duties that must be done in such a position or positions. Job descriptions are useful not only as a guide but also limits the resources that the task of working on the job does not work over and / or less than these limits. This explanation is very useful as a guide about something that should be done by the resource.

This position description is also useful as a guide trainer to give an explanation to the trainees about what to do on the job along with the workload at each position so that in the future in hiring resources, the amount of resources would be something to be reckoned with.

a. Subject Study, associated with a number of class

The number of class hours per week stipulated in Permendikbud No. 67 of 2013 on the Basic Competence and Curriculum Structure SD-MI. The burden of learning is expressed in hours of study each week for a period of study for one semester. Load learned in elementary school class I, II, and III, respectively 30, 32, and 34, while for class IV, V, and VI, respectively 36 hours each week. Every hour lessons in primary school is 40 minutes.

Table 9 : Study Time Allocation in a Week

Source : Permendikbud nomor 67 tahun 2013

MATA PELAJARAN		Study Allocation in a Week					
		I	II	III	IV	V	VI
Kelompok A							
1	Pendidikan Agama dan Budi Pekerti	4	4	4	4	4	4
2	Pendidikan Pancasila dan Kewarganegaraan	5	6	6	4	4	4
3	Bahasa Indonesia	8	8	10	7	7	7
4	Matematika	5	6	6	6	6	6
5	Ilmu Pengetahuan Alam				3	3	3
6	Ilmu Pengetahuan Sosial				3	3	3
Kelompok B							
1	Seni Budaya dan Prakarya (termasuk muatan lokal)	4	4	4	6	6	6
2	Pendidikan Jasmani, Olahraga, dan kesehatan (termasuk muatan lokal)	4	4	4	3	3	3
Jumlah alokasi waktu per minggu		30	32	34	36	36	36

A group is subject to orient competence over intellectual and affective aspects, while group B is the lesson which place more emphasis on affective and psychomotor.

Learning in primary school embracing thematic learning. Thematic learning is a learning approach that integrates the various competencies of various subjects. The integration is done in two ways, namely the integration of attitudes, abilities / skills, and knowledge in the learning process and the integration of the basic concepts related.

“Jadi yang dimaksud dengan pembelajaran tematik adalah antara satu pelajaran dengan pelajaran yang lain saling berhubungan. Seperti contohnya bencana banjir. Dalam bahasa Indonesia anak-anak membuat karangan tentang bencana itu, di sisi IPA tentang reboisasi, di sisi matematika berapa orang yang terkena dampak.

Jadi saling berhubungan.” (One of teacher the “Model” of Public Elementary School Interview, 14 Januari 2013)

Thematic learning is very useful for students at the elementary school level. Focus students are not fragmented and students understand more about the relationship between one another. Students are required to creatively solve problems like this.

Moreover thematic learning is also useful for teachers. Unlike teachers middle school and high school, elementary school teachers are required to master the five main subjects in group A. Usually a classroom teacher serves as the teacher who taught the five fields of study. This is very beneficial especially for classroom teachers as a child at the elementary school level are still not able to accept the change of subject teachers too much.

For teachers who teach local content, in accordance with law No. 14 of 2005, if the number of teaching hours is less than 24 hours then called upon to teach in another school until the number of hours of teaching are met.

Under Law No. 14 of 2005 on Teachers and Lecturers, the obligation of a teacher is to meet the teaching hours of between 24 to 37.5 hours per week. Seen from the table above that every level of the existing teacher-setting number of hours of teaching lessons each week, so this designation must be followed by all teachers.

In addition to subjects that affect workload, the number of classrooms also affect workload. Imagine a teacher teaching religion in one day more than five classes, each class as much as two hours of lessons and each hour has a duration of 40 minutes. It would be burdensome if the different levels of classes. Actually, for a number of study groups only affect the subject teachers. Master classes are not affected by the number of classrooms.

The principle of equal pay for equal work placement conformed to the effect on the number of classrooms. Such data already presented, of 65 workers of which only 20 are to be civil servants and provisions in the payroll is set up in accordance with the laws pelican group. Which became the core of the discussion is not yet a civil servant and a teacher / honorary workers in these institutions.

Payroll balance for workers agreed and considered honoree based on the ability of the school and the nominal amount of the agreement by the peker. The ability of schools as already mentioned is twenty-five thousand dollars per hour.

Payment of salary amount is deemed by the workload worker / part time teachers have. So the number of payroll by the number of hours a resource is working. The more the number of hours the employee worked, the more he would receive nominal.

Vice versa, the fewer the number of hours worked that one take the less the nominal amount he received.

b. Group Lesson (class), is associated with a number face-time

At the Elementary School “Model” Malang each grade level is divided into approximately 4-6 group lessons and group lessons each containing 20-30 students as presented in the following table:

Table 10 : Number of Group Lessons

Source : Database the “Model” of Public Elementary School

Class	Amount
I	5
II	4
III	5
IV	6
V	5
VI	6

In the Guidelines for Teachers and Supervisors Duties included how to calculate the workload based on the number of face-to-face and the number of class hours as a table that has been presented in Chapter II, page 34.

The “Model” of Public Elementary School has been counting the number of teaching load. As already presented in the table three on page 65 details educators. Every human resources that

have already calculated the number of hours of teaching. If seen in the table largely already in the normal workload between 24 to 37.5 hours of lessons per week. However, when viewed more closely, there are several human resources that do not meet the number of hours of lessons as much as 24 hours per week.

“Untuk jam pelajaran per minggunya kurang dari 37,5 mereka biasanya juga mengajar di sekolah lain agar 37,5 jam itu penuh. Biasanya yang begitu guru bidang studi” (one of teacher the “Model” of Public Elementary School Interview, 14 January 2013)

In contrast to every level of the school as junior high schools and high schools, elementary schools have classroom teachers teach subjects that are generally concurrently Indonesian, mathematics, natural science, social science, and civics

The subjects are core subjects and can not be taught by a different teacher because of the age of the child who still tread in elementary school, the school is a second home and needed a figure that remained to teach them so that the students feel comfortable because pentapan teachers to teach . In addition, if these subjects are taught by one teacher, especially classroom teachers, the classroom teacher can know the shortcomings and advantages of the pupil so that if students have trouble can be helped by a classroom teacher.

Calculated based on the number of face-to-face subjects, not based faculty. For grade one to grade 3, the overall number of

face-to-face less than grade four to grade 6. At the elementary school, Saturday school is not organized learning activities for grade one to grade three. While the grade four to grade six school activity persists.

“Saya kalo mengajar paling beda sendiri. Kalo jumat saya pulang jam 3 sore beda sama guru-guru kelas satu sampai kelas lima soalnya harus nambahi pelajaran untuk persiapan ujian nasional.”
(sixth grade teacher the “Model” of Public Elementary School’s Interview, 14 januari 2013)

Sixth grade was learning activities on Friday ended at three o'clock in the afternoon due to preparation for the national exam. From here already seen that the number of face-to-face is the most is the sixth grade.

It could be concluded that the workload on each of the human resource in the “Model” of Public Elementary School already meets the requirements between 24 to 37.5 hours per week.

3. Human Resources Placement Aspect

a. Type of Work, associated with human resources skills

The most important element in a teacher education system is because he is spearheading. Student learning is strongly influenced by the student's perspective in assessing teacher performance. Personality teachers like to give attention, warm, and supportive believed to give motivation can also increase student motivation.

When viewed from the historical development of teachers, teaching is the task of the delegation of the duty of parents because parents no longer able to provide the knowledge, skills, and attitudes specified in accordance with the changing times.

Empathy is the right of a teacher to the students is the development of academic achievement significantly.

“Sekolah, khususnya sekolah dasar adalah rumah kedua bagi anak. Seringkali mereka –anak-anak,red- membutuhkan sosok seorang ibu atau ayah di rumah. Apalagi jika siswanya kelas satu, mereka sangat membutuhkan sosok yang seperti ibu mereka. Jadi saya rasa keterampilan dalam mendidik anak-anak tersebut juga harus ditingkatkan” (one of teacher the “Model” of Public Elementary School Interview, 14 January 2014)

Teachers who serve as educators broadly is one of the dominant factors in the learning process and also often be a role model even figures of identification. Therefore, teachers should have adequate behavior and the ability to develop their students as a whole. To carry out their duties properly and in accordance with the position description, the teacher needs to master many things as its competence.

With the development of the technology these days is rapidly increasing, the teachers are required to further increase the quality of science with a lot to learn from a variety of sources of his knowledge. In addition to knowledge of science to be added

and improved, teachers also have to master the skills taught, otherwise it will be difficult for a student, especially if the student is at a lower level to absorb the knowledge provided by the teacher.

In the theory of human resource skills, that a human resources must have skills especially in the field of work. Skill is what will be the trigger in an effort to increase the productivity and performance of human resources is concerned. Of course this would benefit both parties, namely institutions and human resources itself.

On the human resources side, the concerned will receive appreciation for what he had done to the relevant agencies. As for agencies, job skills of its resources will directly affect the productivity of the agency.

Many experts are defining job skills . But if summarized job skills is the ability of a human resources in their work easily and be based on the development of a variety of training or experience that has been passed.

Unlike elementary school in general, the “Model” of Public Elementary School has a different structure. Number of students approximately seven hundred and fifty students in the 2012-2013 school year and the number of teachers roughly seventy people. Of course the number of students who are not unusual and is not the same as a regular school, student diversity is also different. In this

elementary school students there is more heterogeneous. Heterogeneous both in residential as well as citizens. Because the school was formerly named International Standard Elementary School Tlogowaru, then foreign nationals make this school as a school reference for their children. So it is not a situation that luxury if found children of foreign nationals descent.

Skills matter, too. Skills students are so diverse. School supports students by providing extra-curricular skills in accordance with their skills. There are some teachers who doubles as subject teachers and / or extracurricular teacher as shown in the table number four, page 69

This type of work is associated with the skills of its human resources workers in this institution. Knowledge is a unit of information that is organized and usually consists of a fact or a procedure that is applied directly to the performance of a function (Bernardin & Russell 1993:11). Knowledge is a benchmark that is taken to choose the type of work. The existence of various types of jobs because more and more knowledge. So knowledge and the type of work proportional to each other.

Human resource skills are intertwined with science. The more extensive the knowledge of science skills were also more widely. Skills that many job opportunities that provide more diverse. Tdak rare institution that wants a job applicant has

adequate skills. Because skills can boost productivity along outcome.

Similarly, the institution of this school, with skills already possessed teacher / employee example skills in lessons, scouts, the institution no longer need to employ other resources which of course will also increase spending on schools, but can take advantage of existing resources and developed for the benefit of the school and to minimize difficulties in finding resources with the required skills beyond the human resources that already exist.

Factors such as these are one of the factors that should be considered in placing human resources in accordance with their interests, skills, and hobbies. If there is corresponding with the job skills, interests, and hobbies of each human resource then the work will be completed faster and also increases productivity

b. Human Resources Routine Task, associated with the position description

With so much of school this basis both in quantity and kualitasnya, of course, there is also a task that much more. Often because of work, human resources is likely often do not work according to his description.

Of course, the number of human resource unusual and unlike other elementary schools, the tasks to be performed in the

school is also not uncommon. At the regular school especially in Malang, many tasks at school is held by an even all human resources. For example the post of librarian positions that are generally held by a teacher, subject teachers, or any teacher extracurricular. At the “Model” of Public Elementary School positions such as librarians can not held by a resource other than the librarian should have qualified as a librarian, too many books to be taken care of and are not likely to be managed by the human resources let alone concurrently.

“Saat datang ke sekolah ini saya terpuakau karena sekolah ini besar dan jumlah karyawannya juga begitu. Jadi pasti tugasnya juga banyak sekali dan untungnya itu diimbangi dengan jumlah sumber dayanya.” (Headmaster’s the “Model” of Public Elementary School Interview, 4 December 2013)

Position in the “Model” of Public Elementary School not only teachers and employees, to the affairs of the school administration has the human resources to focus on the task. Not many elementary schools are implementing this concept that every task must be held by experienced resources. But unlike other schools, public elementary school “Model” Malang has excellent human resources adequate to any office filled by some people who focus on the task entrusted to the human resource.

Routine tasks related to human resources vision and mission of the organization. The vision and mission of the

organization can be achieved if every human has the same goal that the task is done also achieve the same goal.

The same purpose is related to the vision and mission of the organization. As already mentioned on page 60. There is a school with a vision that embodies the noble learners, national spirit, cultured and globally competitive environment, and has eight missions in realizing it. There are theories in analyzing the vision and mission of an organization that is SMART theory introduced by George T. Doran on November 1981. SMART is an acronym for Specific, Measurable, Achievable, Relevant, and Timely.

Specific reference to the specific explanation of the purpose of a detailed and focused. Additionally it should have a vision and mission achievement explanation or outcome the which is or can be related to percentage, frequency, rate or number. In eight mission-driven "Model" of the Public Elementary School, serve targeted missions can not be attributed to the amount of the gain percentage to be achieved, just explain in general and not detailed.

The second is Measurable. Measurable let we to know that the objective has been Achieved Because The evidence is available from a system, method or procedure roomates has tracked and recorded the behavior or action upon the which the objective is focused. And measureable criteria have not been included in the organization's mission. The lack of methods to be used in

achieving the vision of the organization does not yet have the criteria that should be owned.

Achievable is the third criteria. Objectives need to be achievable. They can be stretching but not unachievable. Existing mission meets the criteria achievable because it's obvious what should be achieved by this school is one of them to provide optimum service to the students and as a place of learning for young people.

Realistic is the fourth criterion. Objectives should be realistic this does not mean they need to be easy. Realistic objectives take into account the available resources such as skills, funding, and equipment. So to achieve this vision, there must be a clear mission and demands skills, funding, and support can be obtained.

The latter is timely or time-bound. The mission must have a deadline. Mission so that there could soon be resolved and the organization can be enhanced with a new mission. Of the eight missions in the "Model" of Public Elementary School there is no deadline on deadline vision should be achieved and so does the mission mentioned no specific time.

Routine tasks are primary school teacher to teach children became students who excel and have extensive knowledge. So also

with employees who do not teach but as a staff, they are also working on the tasks to progress elementary school students.

Every worker in this institution have their work, such as classroom teachers, subject teachers, vice principals, librarians, and others. With offices and positions are so many, the human resources required to carry out their respective duties without interfering task did not exist under the responsibility.

Every existing workers, including educators and education personnel have duties and responsibilities of each. Classroom teachers have an obligation to teach some subjects because of the education system at the primary school education system is thematic. Thematic core of the education system is one of the problems associated with different subjects. In addition to the classroom teacher as a homeroom teacher is also responsible for controlling the classroom situation in order to be in favorable condition or can be controlled.

Studies teachers possess the obligation and responsibility to teach subjects other than the classroom teacher who taught English as example, sports, computer science, religion, yanbu'a. They are also responsible provide an assessment of student achievement as the gain.

Vice principal has a duty and responsibility to take care of the tasks entrusted to it in accordance with the positions held.

Based on the organizational structure on page 63, the vice principal is divided into five areas, namely KB-kindergarten, curriculum affairs, student affairs, business infrastructure, and public relations matters. Each field has one resource that is responsible in accordance with the field and accountable to the principal. Each field has a general requirement that must be met before serving or being in that position. With a minimum education level of a particular field then the question can be served in the position of vice-principal.

Suitability of knowledge to become vice principal be the biggest factor for the laying of human resources at the position. Any person who occupies the position considered by the principal along with his experience in the office or knowledge of the vice principals.

In addition to educational background, gender factor into the second factor in the placement of human resources. As an example of public affairs. In the organizational structure, part public relations man sex. Men are considered more flexible in carrying out their duties, and therefore this business of teaching and is held by a man. Expertise in social relationships become one of conformity according to Katz expertise in Rao (1986-24), the field of public relations is required to provide guidance to others, including to motivate, lead, and influence others.

Head of administration was also an example that a woman more thoroughly and therefore are placed in positions that require more precision. Some of the principles and factors in the placement of human resources form the basis for placement, and also have an impact on routine tasks and their responsibilities

c. Human Resources Capabilities, associated with workload

Under Law No. 14 of 2005 on Teachers and Lecturers, teachers have the workload between 24 to 37.5 hours per week. This provision is based and balanced with the ability of teachers and their salaries. Indonesia also familiar with the title of honorary teachers. Part time teachers or it could be called a volunteer is to help teachers who have not registered as civil servants.

“Kalo yang PNS kan sudah diatur undang-undang. Kalo engga salah nomor 14/2005” (Headmaster’s the “Model” of Public Elementary School Interview, 4 December 2013)

About payroll, part time teachers are paid by the school itself. SDN “Model” given salary on part time teachers and Employee Variable (PTT) based on the number of hours worked and the hourly teaching for SDN “Model” of Rp 25,000.00.

“Untuk yang non-PNS, ya kita –SDN “Model”- maksimalkan. Misalnya maksimalnya satu minggu ketemu jam 30, ya kita penuhkan 30 jam. Kalo hitungannya insentif itu tidak sama. Mereka digaji ya 30 dikali Rp 25.000,00. Untuk SDN “Model” Rp 25.000,00” (Headmaster’s the “Model” of Public Elementary School Interview, 4 December 2013)

From the interview above could be said that per person can administer workload of 30 hours per week in teaching and in administration.

The ability of human resources is one of the main keys in achieving organizational goals. In this scientific work, the ability of the human resources associated with a workload that can be done by human resource related agencies.

For human resources has become a civil servant and paid from the Government Budget Expenditure, the workload has been regulated in Law No. 14 of 2005 on Teachers and Lecturers is a minimum workload of 24 hours of lessons per week.

For human resources that have not been appointed as civil servants or so-called non-permanent or nonpermanent teachers including temporary employees, the payroll system sourced from school revenue. The school has been set to hire permanent employees of twenty-five thousand dollars per hour. This nominal agreed by the employee and the school with the school's ability to pay the judgment part time teachers possessed. So who pays the salaries of teachers / employees are not registered as civil servants is the school with the school funding sources are revenues.

Looks a bit difficult when the mayor of Malang period 2013-2018 set free school decisions for students from elementary, junior high, and high school. For schools that do not have the

infrastructure that it takes up a large fund, the decision has little impact on school finances. But for school the “Model” of Public Elementary School Malang, such decisions are very burdensome school. Maintenance funds are enormous especially with drastically reduced income.

Therefore, the ability considerations existing school then the school and teachers agree on the nominal amount paid to an employee per hour.

The number of employee-owned workload / temporary teachers are assigned a maximum of 30 hours per week. Of course, the maximum number of hours of work / teaching the salary amount is also greater nominal.

These principles are the principle of equal pay equal work principle work as a work placement. Salary amount by the number of hours worked by temporary employee owned and temporary teachers.

Already explained above that the determination of working hours is also not decided by one party alone. The number of teaching hours taken based on the number of working hours of civil servants owned minimla of 24 to 37.5 hours of teaching per week. The number of teaching hours is taken from the middle of the total number of hours worked in accordance formal legislation

4. Supporting and Inhibiting Factors for Human Resources Placement

a. Supporting Factors

In presenting the data on the page 78 explained that the “Model” of Public Elementary School has adequate facilities and rely more than adequate when compared to other regular schools.

“Kita punya lapangan tenis, lapangan upacara, gedung serbaguna, kolam renang seukuran olimpiade, masjid, ruang kelas, laboratorium untuk masing-masing mata pelajaran, perpustakaan.” (Headmaster’s the “Model” of Public Elementary School Interview, 4 December 2013)

With a land area of approximately one acre makes this school has more value in the provision of facilities. In addition to adequate facilities, the amount of human resources is more than enough to make this school has a rate of speed faster completion of tasks completed and the amount has been able to significantly reduce the amount of work.

One of the most critical physical characteristics of the classroom is lighting (Phillips,1992). The importance of an appropriate visual environment for learning tasks deserves careful consideration. The visual environment affects a learner's ability to perceive visual stimuli and affects his/her mental attitude, and thus, performance. Dunn (1985) insisted that the lightning of a school should be considered an active element of the total educational environment. He found that good lighting contributes significantly to the

aesthetics and psychological character of the learning space. Luckiesh and Moss (1940) found in their study of 5th and 6th grade students in well-lighted classrooms over regular (poorly lighted) classrooms that significant increases in the scores on the New Stanford Achievement Test were demonstrated by the students in the well-lighted classrooms. Concomitantly, Horton's (1972) research suggested that the ability of individuals in school to concentrate on instructions was strongly influenced by factors such as lighting. In the same way, LaGuissa (1974) concluded that many schools by modifying the existing lighting system could reduce systems costs while providing an improved learning environment through better vision, visual impact and comfort.

Color choices can also impact the teaching/learning process. Sinofsky and Knirck (1981) found that color influences student attitudes, behaviors and learning. In fact, they cited the most important reasons for using color effectively in learning environments. These reasons include that color affects a student's attention span and affects the student's and teacher's sense of time. Rice (1953) found that paint color in schools especially carefully planned color schemes positively affect academic achievement of elementary students and especially students of kindergarten age. Papadatos (1973) suggested that the proper use of color in schools can convert an atmosphere that is depressing and monotonous into

one that is pleasing, exciting and stimulating. He concluded that such change in color schemes in schools would reduce absenteeism and promote positive feelings about schools. Bross and Jackson (1981) declared that colors liked by students influenced their muscular tension and motor control (Poyser, 1983). Wohlfarth (1986) and Sydoriak (1987) associated warm colors with slight elevations in blood pressure in children while cooler colors caused slight drops in blood pressure (Hathaway, 1988). Likewise, Faily (1979) reported findings that optical stimulation by the use of warm colors and brilliance of lighting will cause increases in muscular tensions, respiration rate, heart action, blood pressure and brain activity. Cool colors and dim lighting bring about reverse effects such as muscles relaxing more and sleep being facilitated

b. Inhibiting Factors

As explained previously that the human resources in the “Model” of Public Elementary School already seen more than enough of the large number of teachers who teach and work at the school . Almost entirely completed university education with each title . But with titles that have been obtained can not necessarily be placed into positions that already exist.

Quantity already exceeded expectations, but not necessarily with the degree to which every resource can be useful for any

positions in question occupy. When it comes to the quality of the quantities was not too important.

The working hours of part time teachers in this school has not been made clear peratran minimum. Maximizing working hours purely because of the deal with the absence of clear rules for the minimum hours of work. This one day could be a stumbling block when talking about equality duties associated with the nominal amount of the salary received. Does not rule out the possibility that there could be a gap between the social get higher salaries with lower.

The existence of laws needed part time teachers to set both a minimum number of hours and the maximum is needed. During this time in Indonesia, particularly in the "Model" of Public Elementary School has been no clear rules on working hours or minimum and maximum workload. If the human resources to get the high workload in question will also get a high salary as well. The problem is if there is social inequality. By comparison worth about the amount of workload and the amount of salary that will impact the human resources that have a low workload because the workload is low, the amount of wages earned are also not too high.

Payroll system is an issue that requires special attention because it involves a person's financial life. The number of part time teachers salary per hour of twenty-five thousand rupiah. In the

“Model” of Public Elementary School allocates payroll of school income fund. The problem is that the school does not already have a source of income that is sufficient to pay for part time teachers. The new mayor's policy is eliminate school fees. But at the end of this policy is not applied to the smooth running of this school. The reason is funding for school maintenance was too big compounded by a lack of financing part time teachers. Principals should have the entrepreneur spirit to get the allocation of sufficient funds to pay for school maintenance and financing of part time teachers



CHAPTER V

CLOSING

A. Conclusion

Based on the research that has been conducted by the authors, it can be concluded that:

1. In placing the human resources, the “Model” of Public Elementary School uses the principle of humanity, the principle equal pay for equal work, and the principle of the right man on the right place.
2. In addition to the criteria used in placing human resources knowledge suitability criteria wear ability and appropriateness.
3. Most of the human resources (teachers and employees) already have a basic or an appropriate educational background with the position entrusted to the relevant school. However, there are several human resources that do not have the educational background criteria in the job.
4. The workload given to human resources using the principle of equal pay for equal work. So, the more workload taken by human resources so the more par to be obtained by the human resources.
5. Factors supporting the placement of human resources in the organization are the facilities and human resources. Although human resources into the supporting factors, but human resources is also included in inhibiting factor because of quality problems. In addition to human resources as a limiting factor, the absence of laws governing

the number of hours worked part time teachers and the allocation of funds to hire part time teachers are also taken into account as a factor inhibiting meriting.

B. Rekomendasi

Some of the advice given by the author to the “Model” of Public Elementary School:

1. It is expected that the “Model” of Public Elementary School not only use the three principles in the placement of human resources but also use other principles such as the principle of democracy, the principle of unity of direction and the principle of unity of purpose.
2. The criteria used should also be added as criteria of technical expertise, social relationship skills, and conceptual skills.
3. Educational background in every position should be in accordance with existing positions. Conformity will bring high productivity and efficiency of the work.
4. Maximizing the amount of work load has been determined by the “Model” of Public Elementary School, but should also set a minimum amount of workload for every human resources so that there is no social inequalities in every human resources.
5. Quality of human resources should be corrected. Although human resources is a contributing factor, but it can also be a limiting factor in the placement with the lack of quality of the human resources.

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Formal Education Background

2010 – 2014 **Public Administration Department**, Faculty of Administrative Science, University of Brawijaya, Malang, Indonesia (105030101121001)

2007 – 2010 **2th Public Senior High School**, Malang, Indonesia

2004 – 2007 **8th Public Junior High School**, Malang, Indonesia

Informal Education Background

Jan 2014	TOEIC ETS with score "625"
Jan 2014	Internet and Computing Core Certification (IC3)
Nov 2010 – January 2011	A Real English Course Elementary 3 English First
Nov 2009 – January 2009	A General English Course Elementary 1 English First
Sep 2008 – October 2008	A General English Course Beginner 2 English First

Internship Background

Feb 2013 – Apr 2013	BULOG Malang
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Skill

Language	Indonesian and American English
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