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Strategies in Managing Human Resource Development in the 21st Century Education Era: A Case Study of Platinum Qur'an Kindergarten

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Abstract

The current era of development demands continuous improvement in the knowledge and skills of human resources. The effective management of teacher development in the field of education requires well-structured approaches. This study aims to describe and explain human resource development management in the context of 21st-century education at Qur'an Platinum Kindergarten, covering the planning, implementation, and evaluation stages. A qualitative research method was employed, using a descriptive case study approach. Data collection techniques involved observation, interviews, and documentation, while data analysis utilized technical and source triangulation. The findings indicate that human resource development management in the 21st-century education era begins with planning, employing techniques such as SWOT analysis and open discussions. The implementation phase utilizes the off-the-job training method model. Training and development activities incorporate various models, including lecture-based instruction, student-centered approaches, project-based learning, collaborative learning, simulation learning, discovery learning, and flipped classroom strategies. The evaluation of outcomes takes place every month without conducting tests. We perform technical assessments at the end of the school year, while follow-up actions are carried out through normal processes

Introduction

The 21st century is an era of digitalization characterized by the rapid development of technology and information (Husain & Kaharu, 2021). This advancement in technology and information affects all aspects of life, including education, where technology has become integral to learners' lives. The rapid pace of this era's development is directly proportional to the emergence of increasingly complex problems, requiring human resources capable of addressing these challenges. Education in this century is expected to foster the development of high-quality human resources capable of confronting the global challenges of the 21st century. (Daryanto & Karim, 2017).

In Indonesia, internet usage has been increasing yearly, with 202.6 million users in 2021, a 15.5% increase from the previous year (Kompas, 2021). This trend highlights the growing influence of globalization in Indonesia. The impact of globalization on education is evident in the widespread adoption of internet-based learning systems, with even young children becoming proficient in operating smartphones and computers. Furthermore, there has been a

rise in digital games for children that utilize Augmented Reality technology as a digital learning tool. According to research, someone can incorporate Augmented Reality, a digital technology, into informal school curricula for early childhood education. This technology can enhance children's cognitive abilities and creativity (Madanipour & Cohrssen, 2020). In this era, we face the challenge of creating educational systems or programs that foster critical thinkers (Mukminan, 2014).

The National Education Standards Agency has outlined the paradigm shift from outdated learning to student-centred education for the 21st century. The Ministry of Education and Culture of the Republic of Indonesia has formulated the 21st-century learning paradigm, emphasizing students' abilities to seek information from various sources, develop problems, think analytically, collaborate, and cooperate to solve problems. To achieve these goals, the Ministry of Education and Culture has adapted three concepts in developing the curriculum for the 21st century. These concepts are 21st-century skills, scientific approach, authentic learning, and authentic assessment. These concepts characterize the learning models teachers should implement in their teaching activities at school.

In addition to the three concepts mentioned above, 21st-century education has several characteristics, namely: being creative and innovative, critical thinking, integrating various disciplines, having easy access to knowledge, being communicative and collaborative, respecting differences of opinion, and lifelong education (You et al., 2022)(A. T. Hasibuan & Prastowo, 2019). To realize Indonesia's Creative Economy in 2045, educational institutions must further develop their ability to manage human resources in line with these academic characteristics.

The readiness to meet the demands of globalization requires the ability to adapt quickly to changes or choose not to become bystanders or victims of technological digitization. To overcome this lag, someone can prepare the knowledge, skills, and attitudes of human resources to compete globally (Nugraha, 2016). The impact of globalization will result in job loss for human resources as it becomes increasingly replaced by robot labour due to technological advancements. To effectively address the potential rise in unemployment, it is essential to foster collaboration between the government, educational institutions, and society. This collaboration should prioritize education and training for individuals of all generations, aiming to cultivate a highly skilled workforce and nurture high-quality human resources (Tryon, 2013)(Kusumaningrum et al., 2017).

Education is one of the responses to globalization, serving to develop knowledge and skills. Education also plays a role in continuously providing knowledge and preparing competencies to compete globally (Nasrika, 2019). Furthermore, training significantly influences the development of skills and expertise in human resources (Ju & Li, 2019)(Gunawan & Benty, 2017). Education and training are just a few of the many ways to prepare human resources in the era of globalization (Malik, 2018).

The management of human resources in the field of education is crucial in producing excellent graduates and addressing new challenges. Given the rapid flow of globalization and the emergence of various challenges, educational institutions need to develop their structures and capabilities to face the paradigm of 21st-century education (Maulana & Nurhafizah, 2019).

In Indonesia, Early Childhood Education is responsible for fostering character and producing graduates with high-quality human resources capable of meeting the challenges of the times. The Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) has allocated operational funds that focus more on procuring ICT and APE products aligned with the learning themes to enhance the development of critical, creative, and innovative characters in early childhood education (Eko, 2021). As a result, education in this century has become increasingly essential to ensure that students have the skills to learn, innovate, use technology and information media, and adapt to working and surviving using life skills (Trilling & Fadel, 2009).

The Al Abidin Foundation is a community organization that oversees educational institutions from early childhood education to high school. One of its educational institutions is TK Qur'an Platinum in Colomadu, Karanganyar. The manager of this early childhood education institution is an experienced leader and teacher in early childhood education. They have successfully served as the school principal from 2004 to the present.

According to the initial research findings, somebody discovered that TK Qur'an Platinum has ten (10) human resources, of which four (4) teachers lack a relevant educational background for early childhood education. Another finding is that four (4) out of the ten (10) teachers in TK Qur'an Platinum are not proficient in computer-based teaching. To address these issues, TK Qur'an Platinum conducts computer-based introduction and training sessions using applications specifically designed for teachers. The school is also in the process of revitalization and growth in a developing community and in an era of digital technology. As a result, the school's principal has implemented development programs, such as technology-based training and designing strategies to create good branding from their human resources to the quality of teaching (DS/KS/W4).

The development of human resources at TK Qur'an Platinum in Colomadu, Karanganyar, follows a 7-step development process: 1) Needs assessment, 2) Goal setting, 3) Program content determination, 4) Identification of learning principles, 5) Program implementation, 6) Identification of benefits, and 7) Program evaluation (Shahi et al., 2020). These steps belong to five stages of management: 1) Needs assessment, 2) Goal setting, 3) Program content determination, 4) Program implementation, and 5) Program evaluation. Based on an interview with Ms Tuwiyem (DS/KS/W3), the school principal, the SDM development in this school has been planned, starting from job descriptions for each human resource to the goal of developing teachers in the 21st century.

Research by Febrialiasmanto and Nur Hidayat (Febrialismanto, Nur, 2019) shows that there is still low IT utilization and development among early childhood education teachers. Early childhood education teachers need to enhance their IT skills and knowledge. In the pre-21st century, many teachers were not familiar with technological advancements. However, with the development of the era, especially during the COVID-19 pandemic, all teachers must have IT skills.

IT and digital literacy have become one of the qualifications for human resources in the 21st century. Therefore, teachers must enhance their IT skills and introduce and integrate technology into teaching (Husain & Kaharu, 2021). Hasan Dania Aslam et al. (Aslam et al., 2014) conducted research that supports the notion that in the 21st century, intense competition, technological advancements, increasing market demands, and the ability of human resources to innovate are the most crucial factors in addressing these challenges.

Existing research on the understanding of human resource management and development in education has advanced, but there is still room for expansion and improvement. Ningsih's study (2022) highlights the importance of human resource development through education, performance assessment, and career development and how these relate to increased productivity and well-being. However, this study lacks a focus on how innovative strategies in human resource management can be applied and measured in the context of 21st-century education. Furthermore, Harrison (2020) discusses the conflict between HRD (Human Resource Development) and HRM (Human Resource Management) education, arguing that HRD is more symbiotic than a distinct profession (Harrison et al., 2020). However, in this case, study, researchers have not delved deeper into how somebody can apply and impact non-traditional educational institutions, such as TK Qur'an Platinum.

The controversy between HRD and HRM, as explained by Harrison (2022), and the lack of in-depth research on implementing innovative human resource management strategies in 21st-century education contexts (Harrison et al., 2020) indicate a significant knowledge gap. Therefore, this paper focuses on exploring and understanding how innovative human resource management strategies can be applied in 21st-century education, specifically at TK Qur'an

Platinum. This research aims to discover, analyze, and evaluate the current focus of study that emphasizes planning human resource development in the 21st-century education era at TK Qur'an Platinum, implementing human resource development in the 21st-century education era, and uncovering how to evaluate human resource development in the 21st-century education era at TK Qur'an Platinum, Colomadu, Karanganyar.

Methods

The research method used is qualitative, and the design of this study is a descriptive in-depth case study approach. The research findings present data on human resource development (HRD) management in 21st-century education at TK Qur'an Platinum, explicitly focusing on the planning, implementation, and evaluation stages. The term "human resource" in this study refers to the teachers at TK Quran Platinum in Colomadu. The local education authority has designated this TK as a core TK and one of the exemplary TKs. The headmaster of this TK has achieved success and possesses extensive experience in nurturing educational institutions.

Data collection techniques employed include observation, interviews, and documentation. The informants consisted of the headmaster (HM), deputy headmaster (DHM), Grade A class teachers (GAT), and Grade B class teachers (GBT). The researchers conduct data validation using triangulation techniques and source triangulation. They perform data analysis interactively, establishing a dynamic and interconnected relationship between the research instruments and the data gathered in the field. The study focuses on planning, implementing, and evaluating HRD management to identify similar themes conveyed by the informants and corresponding documentary evidence. These themes are then constructed into indicator points. The subsequent stage involves establishing interconnections and implications among the findings in each aspect of HRD management. The data analysis concept in this research follows the steps proposed by Miles and Huberman (Huberman & Miles, 2002)(Yusuf, 2014). The diagram below provides a more straightforward depiction of the interactive analysis model.
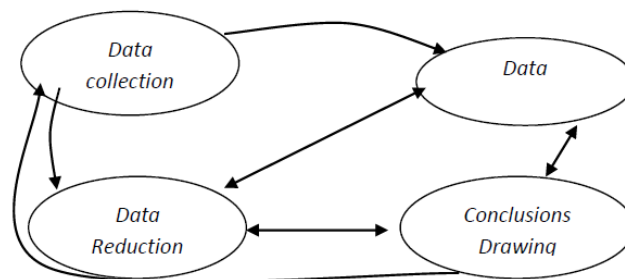

Figure 1. Interactive Analysis Model by Miles and Huberman

Result and Discussion

Regarding the management of human resource development (HRD), there are three stages: planning, implementation, and evaluation, following the HRD development stages proposed by Kuchinke (2017). The management of HRD in this study encompasses the following: First, the planning stage, which includes determining needs, setting objectives, and establishing program content. Second, the implementation stage involves the methods of execution and the principles of 21st-century learning. Third is the evaluation stage, which encompasses technical and outcome evaluation (Kuchinke, 2017).

3.1. Planning

The planning stage in HRD management is crucial and is the foundation for initiating actions toward significant change. Planning also provides the basis for determining the implementation process to achieve the intended outcomes. Planning should be carefully developed and guided by the skills required by the school in the present and future (Prastowo, 2017). In determining needs, the headmaster of TK Qur'an Platinum took three preliminary steps before utilizing SWOT

analysis. These steps were revealed during the interview conducted by the researcher with the headmaster (RM1/KS/W2):

> *"Every year, the headmaster is required to create a work program. The work program also includes teacher development programs. For the planning process, I conduct a SWOT analysis. Before analyzing, I need to get to know the characteristics and abilities of the teachers in this school. Therefore, I must also conduct observations and a brief interview with the deputy headmaster, Ms Popy. Ms Popy was previously the headmaster of this school. During the interview, I need to identify the potential of the teachers. Finally, before I write the work program, I also hold a discussion forum to form the work program for the entire year. As for the observations, I do them flexibly. During the observations, I observe the teachers during their teaching or work and assess the condition of the school's facilities and infrastructure. The interviewer interviewed Ms Popy in July, at the beginning of the new academic year."*

Ms Popy, as the deputy headmaster, corroborates the explanation provided by the headmaster in the interview and practice. The headmaster and the deputy headmaster document the results of the observations and interviews in an open discussion forum with all the teachers at TK Qur'an Platinum. The headmaster organized this discussion forum to gauge the response and feedback of the teachers regarding the proposed development programs. Ms Nana (RM1/GKB/W2), a class teacher, also responded to this discussion and suggested conducting regular weekly recitation and memorization sessions.

An open discussion forum aligns with Hasibuan's (2014) suggestion that development programs should be communicated openly to all employees or members so that they can prepare themselves accordingly (M. S. P. Hasibuan, 2014). The headmaster summarized the results of the interviews, observations, and open discussions in a SWOT analysis table. Below is the SWOT analysis created by the headmaster.

Table 1. SWOT Analysis

Eksternal /Internal	Strengths	Weaknesses
	1. Highly dedicated workforce	1. Limited competencies in IT, Qur'anic knowledge, and English language
	2. Young Workforce	2. Non-linear and non-standard educational backgrounds below the bachelor's degree level
	3. Strong learning attitude	3. Insufficient knowledge of religious studies
	4. Long-standing and experienced workforce	4. Aging infrastructure of kindergarten buildings
	5. Strong religious practices	5. Limited achievements of students and teachers
	Opportunities	**Threats**
	1. Strong support from the foundation	1. Increasing competition in the early childhood education sector, with high-quality physical and human resources
	2. Wide range of skill improvement opportunities	2. Declining school quality and standards
	3. Various competitions available for teachers and early childhood students	3. Impediments to school development
Follow-Up Actions		
1. Engage teachers in English forums and recitation sessions, and provide IT training, applying these skills in classroom instruction.		
2. Motivate employees to pursue higher education, such as bachelor's degrees or specialized training in relevant fields.		
3. Encourage student and teacher participation in competitions and events.		
4. Intensify online and offline marketing efforts for student enrollment.		
5. Establish a program for the professional development of teachers and staff.		
6. Continuously monitor and evaluate the implementation of the programs.		

The SWOT analysis, a strategic planning method, evaluates the strengths, weaknesses, opportunities, and threats within a project, business venture or when assessing product lines and competitors. This analysis determines the business objectives or the specific object to be analyzed is identified. Internal factors are categorized as strengths and weaknesses, while external factors are recognized as opportunities and threats. It is important to note that this analysis is typically conducted by identifying the business objectives or the specific object to be analyzed (Fikri & Putra, 2022).

A SWOT analysis systematically identifies factors and strategies that best fit a situation by maximizing strengths and opportunities while minimizing weaknesses and threats. When applied accurately, this simple assumption dramatically influences the design of a successful system. (Susar et al., 2022). SWOT analysis is a systematic way to identify factors and processes that represent the best fit among them. A SWOT analysis is a systematic approach to identifying factors and processes that align most effectively. This analysis is predicated on the assumption that an effective strategy maximizes strengths and opportunities while minimizing weaknesses and threats. When applied accurately, this simple assumption profoundly influences the design of a successful system. (Bahri & Arafah, 2020). The planning process conducted by the school principal aligns with the findings of research conducted by Anwar & Alfina (2019), dalam pembahasannya mereka juga melalui tahapan penentuan kebutuhan dan penentuan tujuan pengembangan secara terbuka. Hanya saja penelitian tersebut hanya menggunakan model musyawarah saja sedangkan yang dilakukan kepala sekolah TK Qur'an Platinum juga melalui analisis SWOT terlebih dahulu. Kemudian terlihatlah penentuan sasaran dan penetepan isi program yang direncanakan (Anwar & Alfina, 2019).

Furthermore, setting targets, or determining goals, serves as the basis for the implementation of this development Irianto (2001) program menegaskan bahwa tanpa perumusan sasaran yang jelas, outcomes pelatihan kemungkinan besar tidak dapat memenuhi kebutuhan sesuai dengan hasil analisis kebutuhan pelatihanasserts that without clear target formulation, the training outcomes are likely to not meet the identified training needs. (Irianto, 2001). Based on an interview with the school principal, it was explained (RM1/KS/W4)

> "I set the development goals and targets for human resources based on the SWOT analysis I conducted... The analysis I performed revealed the shortcomings of my teachers in terms of IT, Qur'anic knowledge, and English proficiency, which need further improvement. Additionally, I linked it to the school's vision and mission, which emphasizes the graduation of independent, Qur'anic, creative, and patriotic students with good institutional management. Furthermore, considering the vision and mission of the Al Abidin Foundation, they aim to gain recognition from a wide range of people, even globally, thus desiring an increase in student enrollment in the following academic year."

This interview result signifies that the main target in human resources development is the Vision and Mission of TK Qur'an Platinum School and the Vision and Mission of the Al Abidin Foundation.

The final stage of this process is determining the program content for human resources development at TK Qur'an Platinum, which refers to the previously conducted SWOT analysis and includes follow-up notes. The follow-up actions made by the school principal serve as conclusions to determine the design of the human resources development program. The program's content includes 1) Upgrading the Early Childhood Education Teaching Profession, 2) IHT (Islamic Education and Teaching) Curriculum for Early Childhood Education, 3) Public Relations Training, 4) IT and Social Media Management Workshop, 5) Video-Based Learning Workshop, 6) Coaching for English Young Learners (EYL) Microteaching, 7) Quranic Recitation and Memorization Assistance, and 8) Creation of APE (Islamic Education Competition). The research interview with Ibu Tuwiyem also explained that she determined the program's content based on identifying the existing shortcomings in the capabilities of human resources. Additionally, it was further strengthened by discussions with other teachers, in line with the strong desire of the foundation.

The abovementioned data highlights the inclusion of 21st-century Education HR qualification elements in two program formats: the IT and Social Media Management Workshop and the Video-Based Learning Workshop. Implementing these workshops aligns with the research findings by Husain & Kaharu (2021), which suggest that IT workshops equip teachers with new skills to confront the challenges of 21st-century education. These acquired skills can be applied to children's education (Husain & Kaharu, 2021). Furthermore, the research findings of Khasanah & Herina (2019) underscore the significance of fostering digital literacy in children. Consequently, the IT workshop program at TK Qur'an Platinum serves as a means to cultivate digital technology literacy. Digital literacy is a high-level thinking skill that supports the development of success in academics, personal life, and professional careers in the era of the Fourth Industrial Revolution(Khasanah & Herina, 2019).

Education in the 21st century necessitates specific qualifications that must be met by current human resources (Moeloek et al., 2010). These qualifications encompass a range of skills and competencies, as outlined in various planned development programs. *Firstly*, critical thinking and problem-solving skills are crucial for educators. The teacher development program provides opportunities for teachers to assume responsibilities in diverse school events, such as the final ceremony. These occasions are platforms for teachers to exercise critical thinking and problem-solving abilities. *Secondly*, effective communication and collaboration skills are paramount. Discussions, curriculum development programs, and public relations workshops are avenues through which these skills are honed. These activities emphasize the importance of fostering clear, meaningful communication and collaborative teamwork among teachers.

Furthermore, creativity and innovation skills play a significant role in 21st-century education. One program that promotes these qualities is the Islamic Education Competition (APE) creation. This initiative encourages teachers to demonstrate creativity and innovation by designing engaging and innovative educational activities. *Lastly*, technological and communication literacy skills are vital for educators in the modern era. Video-based learning workshops and IT and social media management programs are implemented to address this need. These initiatives aim to enhance teachers' proficiency in effectively utilizing technology and communication tools.

By incorporating these qualifications into the development programs, educational institutions can equip teachers with the necessary skills and competencies to navigate the demands of 21st-century education. Through critical thinking, communication, creativity, and technological literacy, educators will be well-prepared to meet the evolving needs of students and contribute to the advancement of education in the digital age. (Moeloek et al., 2010).

3.2. Implementation

The human resources development management process involves determining the implementation methods and principles of 21st-century learning. The organization's development program should base the implementation of the development program on predetermined ways. (M. S. P. Hasibuan, 2014). The Al Abidin Foundation and TK Qur'an Platinum do not have specific plans for implementing human resources development. Howeveropment methods can generally e categorized into two types: on-the-job Based on the researcher's observation of the development implementation, almost all programs are conducted outside teaching hours and the school premises. According to the theory of off-the-job training, it is recommended that organizations arrange development and training programs in different locations and outside regular work hours, with the understanding that a designated entity should conduct them (Simamora, 1997). However, this differs from the development implementation by Anwar & Alfina (2019); they employ methods such as coaching, counselling, mentoring, motivating, and empowering. (Anwar & Alfina, 2019).

Eight out of nine programs at TK Qur'an Platinum are implemented through off-the-job training, which entails a comprehensive approach encompassing lectures, demonstrations, simulations, and assignment models. Following the completion of each workshop program, all teachers are assigned tasks to develop their skills and knowledge acquired during the training.

This proactive measure enables them to directly apply the acquired knowledge and address any encountered difficulties or challenges, enhancing their productivity. The advantage of off-the-job training is that teachers receive professional training, maintain focus on the movement, and acquire comprehensive knowledge ranging from theory, practice, and simulation to assignments. This training and development method tends to have long-term effectiveness.

Based on the researcher's analysis of the ongoing development programs, it is evident that the principles of 21st-century learning are being applied, as someone can observe an indirect alignment of the implementation with the principles of 21st-century learning in the development program at TK Qur'an Platinum. Trainers adjust their delivery methods according to the participants' abilities and comprehension (*student-centred*) (Nazarullail & Maskulin, 2022). While lectures are present in almost all development programs, the focus is more on simulation and practice. Programs such as workshops, public relations, and competitions adhere to the principles of project-based learning, collaborative learning, and simulation learning. The IHT (Islamic Education and Teaching) Curriculum for Early Childhood Education and the Coaching for English Young Learners (EYL) Microteaching programs demonstrate the principles of discovery learning and flipped classrooms. These programs emphasize cooperation, project creation, and simulated outcomes showcased by the speakers. These programs encourage participants to discover information independently, leading to authentic learning experiences. The IHT Curriculum program requires teachers to draw conclusions and develop critical thinking processes. The Coaching for EYL Microteaching program challenges participants to find the best solutions from their homes and practice them when they meet in person. Participants engage in active discussions and implement practical solutions in rotation.

Overall, the development programs at TK Qur'an Platinum align with the qualifications of 21st-century education and incorporate effective methods and principles to enhance the skills and competencies of the human resources involved.

3.3. Evaluation

The school principal leads the technical and outcome evaluation for human resources development. At the end of the management process, evaluation serves as the conclusion. In this stage, the development program's success is determined by changes in the participant's knowledge, skills, and attitudes. Improvement is reflected not only in the ability to perform tasks but also in behavioural changes, such as attitude, discipline, and work ethic, which are enhanced. Evaluation is a critical stage in the development process, as it measures its success. According to an interview with the school principal, the technical evaluation of human resources development at TK Qur'an Platinum occurs at the academic year's conclusion. This evaluation is a foundation for designing future work programs (RM3/KS/W2). This assertion is further supported by Ibu Popy's statement (RM3/WK/W1).

> *"There is an evaluation of the development program at the end of the academic year before designing the new curriculum for the next academic year. It includes the technical evaluation of human resources development. Additionally, monthly employee evaluations are within the school principal's authority."*

The school principal also emphasized that the technical evaluation includes timelines, budget, and smooth implementation (RM3/KS/W2). Based on the above interviews, it can be concluded that technical evaluation takes place at the end of the academic year. Consequently, the assessment of program implementation may not be maximized, and the development program's success may not be effectively measured.

The outcome evaluation at TK Qur'an Platinum is conducted each month's end. It covers aspects such as personality, self-development abilities, as well as the performance and activity of teachers. This evaluation is delivered personally, and teachers who receive positive evaluations receive specific rewards for their active participation, discipline, and development of skills and knowledge. Additionally, based on an interview with Ibu Tuwiyem (RM3/KS/W1), it is explained that

> *"The school principal at TK Qur'an Platinum has the authority to assess teachers' performance, activeness, and improvement every month. I convey the evaluation directly to the teachers during the monthly salary distribution. I will personally remind them of any mistakes or declines in their performance. If there are no improvements after that, I will record it in the mentoring book for continuous monitoring."*

The documentation in the mentoring book includes evaluation criteria that serve as benchmarks for each month, such as 1) Attendance, 2) Completion of administrative teaching tasks, 3) Implementation of teaching, 4) Communication skills (with colleagues and parents), 5) Collaboration with colleagues, 6) Fulfillment of job responsibilities and committee tasks, 7) School branding presence in student enrollment data.

These evaluation criteria are based on the guidelines provided by the Al Abidin Foundation (RM3/KS/W2). The points mentioned above have standardized requirements to receive rewards through additional benefits. However, if there are consecutive difficulties, a reprimand will be given. The school principal's performance is also evaluated, and the evaluation is conducted directly by the Al Abidin Foundation, with personal feedback provided (RM3/KS/W1). Regarding the development evaluation, Ibu Nana also explained (RM3/GKB/W1) that.

> *"There are no specific tests for human resources development. The follow-up for human resources development goes hand in hand with the monthly teacher performance evaluation."*

This is further clarified by Ibu Farida (RM3/GKA/W3), who states that

> *"Perhaps there is no specific follow-up for human resources development, but because there is a monthly evaluation, it* indirectly *exists."*

The evaluation conducted by TK Qur'an Platinum does not include tests as a means of assessment, which poses a challenge in accurately measuring the program's effectiveness and its impact on participants or teachers. Nevertheless, the evaluation process encompasses the appraisal of work ethic, discipline, and skills development through the seven criteria above. These evaluations indicate the success achieved regarding work ethic, discipline, and skills enhancement among teachers. Umar's research (2020) further supports this notion by emphasizing the importance of regular employee assessments based on three key aspects: employee discipline, work attitude, and employee skills. However, the research does not delve into the specifics regarding the timing of the evaluation implementation. It is advisable to rephrase the sentence and eliminate the ambiguous reference to ensure clarity. (Umar, 2020)

The criteria for developing new skills obtained during the public relations workshop are also included in the evaluation criteria, specifically in point (g), which states, "School branding presence in student enrollment data." This point has resulted in a 20% increase in obtaining new students (Irianto, 2001). explains that evaluation is not merely testing participants' abilities before and after participating in activities. The assessment aims to determine the extent to which training provides added value and effectiveness to the organization. Thus, indirectly, the school and foundation's desire to increase student enrollment has increased by 20%.

Overall, the implementation of teacher performance evaluation is continuous every month. Therefore, follow-up actions based on evaluation results can be immediately implemented through habitual processes. Although accurate measurement through testing is not feasible, the evaluation process provides valuable insights into work performance.

Conclusion

The management of human resources development at TK Qur'an Platinum Colomadu utilizes the SWOT analysis technique and open discussions to involve all teachers in the planning process. The implementation of human resources development incorporates principles of 21st-century learning, such as student-centered, project-based, collaborative, simulation, discovery, flipped classroom, and lecture models, through the off-the-job training method. To ensure a continuous process, technical evaluation of human resources development is conducted at the end of the academic year, while outcome evaluation takes place monthly, avoiding the use of tests. This integrated approach is recommended for SDM (human resources) development, as it enables observations of activity strengths, weaknesses, and excellence. Evaluating the success or failure of the program is essential for assessing the outcomes of human resources development. Consequently, educational institutions can understand the impact of SDM development programs, providing valuable insights for managing SDM development in early childhood education. Readers are encouraged to enhance the content to address any shortcomings in the discussion.

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