

Challenges of Developing Human Resources In Education During The Post-Covid-19 Recovery Period

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Abstract. Teachers are the most important element in the world of educators who cannot be separated in the transformation of knowledge. There is a problem when a teacher in transforming education does not have adequate abilities, of course there will be obstacles where the learning process does not run optimally. Moreover, during the recovery period from the Covid 19 pandemic, all activities rely on digitalization technology, which is currently running on the industrial revolution 4.0 and civil society 5.0 where a teacher must master technology or at least be able to adapt to the digital world.
Keywords: world, education, digital

Abstrak. Guru adalah elemen terpenting dalam dunia pendidik yang tidak dapat terpisahkan dalam transformasi pengetahuan. Terdapat permasalahan manakala seorang guru dalam mentransformasi pendidikan tidak memiliki kemampuan yang memadai, tentu akan terjadi kendala di mana proses pembelajaran tidak berjalan dengan maksimal. Terlebih di masa pemulihan pandemi covid 19 semua kegiatan mengandalkan teknologi digitalisasi, yang saat ini berjalan pada revolusi industri 4.0 dan civil society 5.0 di mana seorang guru harus menguasai teknologi atau setidaknya mampu beradaptasi dengan dunia digital..

Kata kunci: dunia, pendidikan, digital

Introduction

Humans are the most important aspect in the world of education, of the many requirements for the running of the education process, humans have a large role in the learning process. So it is natural that good education has qualified educational actors.

Several years ago there was an extraordinary challenge in all lines of life in the world, including the world of education which was impacted by the occurrence of Covid 19. Many shifts and patterns of the learning process, which initially learning activities took place face-to-face (offline) changed to distance learning

(online) or at least learning activities were carried out in a semi-offline (offline) model.

Whether we realize it or not, this learning pattern affects the methods, patterns or methods used by lecturers or teachers in delivering the material given to students or students who need their own skills, especially in mastering digital technology.

Of course, this is a challenge for teachers and lecturers to be able to adapt in increasing the scientific capacity of digital technology, so that the transformation of knowledge can run well. So educators are needed who are persistent to be able to continue the learning process by following various ways that are most effective

and innovative by using applications that can support these innovative ideas and concepts.

Then innovation emerged in dealing with the above problems so that education could run even with limited activities, which then after the end of the Covid 19 outbreak became a challenge for education practitioners to adopt and adapt to the shift or transformation of education after Covid 19. In KBBI, innovation means finding a newness that is different from before. Another opinion defines innovation as a discovery, either in the form of an idea, event, item as something new. Innovation in the field of education can vary, both innovation in the form of products and innovation in the form of systems. Product innovation, for example, a teacher creates learning media and system innovation, for example, the method of delivering material in class will use what method. Innovation here can be created according to its use. The direction of educational innovation is as follows; Invention. Invention is adapting from things that already exist. However, there is an update that describes different results from before. Development. Before entering a large scale, the update must first undergo development. Diffusion. The spread of new ideas from the source to the final user. Adaptation. The most important stage in the implementation of educational innovation..(Arum et al., 2022)

Results and Discussion

A. Human Resources Challenges

Good human resources in education are when human resources in education are able to formulate future plans and are able to make decisions with policies and practices that are in accordance with the situations and conditions faced in the world of education, so it can be said that without reliable human resources, educational institutions will mean nothing and will not provide a better effect. In relation to the digitalization era, human resources need to be improved with mature and serious management of human resources in education and have a stance, not only done once or twice, but many times so that later they can provide more benefits for educational institutions and can

even contribute to the progress of their institutions.(Syam & Arifin, 2018)

The challenges of human resources in facing the transition to digital learning models must be responded to quickly and appropriately by all stakeholders in the world of education in order to be able to increase the competitiveness of the Indonesian nation in the midst of competition. For this reason, education is required to formulate strategic policies in various aspects ranging from institutional aspects, fields of study, curriculum, resources and the development of cyber universities and research and development to innovation.

Many efforts have been made by the government with several policies aimed at breaking the chain of the 19 virus. One of them is by appealing to the public to do physical distancing or keep their distance from various crowds or gatherings. In addition, the government has also issued a Work From Home (WFH) policy, doing work from home. In fact, in several cities there is also the implementation of PSBB (Large-Scale Social Restrictions). So that it has a very big impact on the education sector in Indonesia, especially on the learning process for school students.(Siahaan, 2020)

The implementation of social distancing at elementary and middle school levels as well as high school and college levels continues to be implemented, schools are closed but the teaching and learning process must continue so that students do not miss out on gaining knowledge from educators. Many schools have been closed so that approximately 290.5 million students worldwide have their learning activities disrupted. With the restriction of interaction, the government issued Circular Letter Number 4 of 2020 to Education Units and Number 36962/MPK.A/HK/2020 concerning the Implementation of Education during the Emergency Period of Coronavirus Disease (COVID-19) which provides direction that teaching and learning activities by students are carried out online in order to prevent the spread of the corona virus. Another impact is that the government has also issued a new regulation to eliminate the National Examination in 2020. Starting from Elementary School to High

School level. In addition, the government has also issued a policy to close schools and replace the teaching and learning process with an online system (online).

The real challenge for teachers is the teacher's behavior which is still conservative, the teacher's motivation to improve their skills is still low, and the teacher does not know or understand the various developments in science and technology. The teacher's conservative attitude tends to focus on the teacher's efforts to maintain the methods that they have used many times in their teaching. Most teachers are reluctant to change their teaching methods because of the different requirements and needs to change work patterns, so teachers continue to use the old methods in teaching.

There are still many teachers who lack professional attitudes and are not easily adaptable and consider teaching to be enough to just deliver the material. In other words, the weak or absent professional skills of students, including the teacher's conservative attitude, often lead to poor student learning outcomes and the continuity of teacher efforts. To carry out their duties using the usual methods passed down from generation to generation (Rosyidawati, 2018).

Teachers must be progressive and adaptable, meaning that teachers must always be ready to accept change and think about the distant future. Such teachers will be free from the shackles of technology and even be able to control it. Therefore, teachers change the paradigm from a traditional conservative position to a progressive adaptive position, from a teacher who teaches to an empathetic listener, and from a teacher as a resource person to an information manager who facilitates learning and generates motivation (Sahdiyah, 2020).

One possibility is to encourage the creativity of teachers in the field who are the "pioneers" of education, in order to change their behavior from a conservative attitude to a progressive and adaptive one. Creativity is generally characterized by a variety of skills, high initiative and interest in the field of work, and the ability to complete tasks. Creativity is usually interpreted by teachers as the ability to

create something truly new and unique in the education system or learning process (own creation). In other words, teachers can modify the existing learning process to create a new format.

If observed from the existing phenomena, and there is a saying "if there is a challenge then an opportunity will arise", an opportunity to advance the world of education. The Covid-19 pandemic has changed the world of education, one of which is the teaching and learning process. Initially, the learning process was carried out face-to-face, but since the pandemic the learning system has changed to online. Teachers, students and parents are required to be able to present an effective and active learning process even though it is carried out from their respective homes.

According to the government, online learning is considered the most effective and efficient way to carry out learning in the midst of a pandemic carried out in their respective homes. Based on Law Number 12 of 2012 on Higher Education Article 31 concerning Higher Education, Distance Education (PJJ) is a teaching and learning process carried out remotely through the use of various communication media. The Distance Education system is also stated in the regulation of the Minister of Education and Culture Number 109. Of course, this system is new for the Indonesian people, which requires teachers or lecturers to be more creative in the learning process, namely online learning with the help of technology such as Google Classroom, Zoom, Video conference or live chat, Youtube or social media Whatsapp and so on. Of course this is a problem for both students and parents of students.

According to Wahyu Aji (2020), the impact of online learning during the pandemic is the increase in the cost of purchasing internet quotas, this change in learning methods forces various parties, both from schools in this case educators, students and parents, to follow the flow that can be taken for the smooth running of the teaching and learning process, and to utilize technology.

B. Positive Impact

The positive impacts of Covid 19 include:

1. Acceleration of educational transformation that forces every individual in the scope of education to be able to master digital technology.
2. Many online learning applications offer to facilitate learning activities.
3. The emergence of Free Online Courses that can be accessed by every student and teacher
4. The emergence of unlimited creativity so that learning can be done using the desired and preferred methods
5. Collaboration between parents and teachers in learning can run well because the intensity of communication increases in each learning
6. The application of knowledge in the family can be carried out because it is in the family that all activities are carried out and become objects of field practice
7. Teachers become more familiar and literate with technology because they are forced to be better at mastering it so that it is easier to convey learning materials
8. The internet as a positive source of information is used more to do the tasks given as a medium for searching for data and delivering real work results.
Students can be supervised by parents directly in applying digital systems and in doing learning assignments

C. Development of human resources in education post-covid 19

The nature of human resources in every organization, especially in educational institutions, requires human resources as workers. Therefore, what is meant by human resources is the workforce in an organization (Moh. Abdul Mukhyi and Hadir Hudyanto, 1995: 2). From this opinion, it is clear that human resources are workers who occupy a position or people who have the responsibility to carry out tasks or work in a particular organization. Therefore, according to Mukhyi, the important thing for organizations to pay attention to is how to obtain workers according to the needs and positions to be occupied, how to develop and maintain workers, use and evaluate the results of their work (Moh. Abdul Mukhyi and Hadir Hudyanto, 1995:: 3). The future challenges for education providers must

be adaptive to the industrial revolution 4.0 and civil society 5.0 by being responded to quickly and appropriately by all stakeholders in the world of education in order to be able to increase the competitiveness of the Indonesian nation in the midst of competition. For this reason, education must formulate strategic policies in various aspects ranging from institutional aspects, fields of study, curriculum, resources and the development of cyber universities and research and development to innovation.

1. Curriculum

According to Totok, the curriculum is a guideline as a provision for children's learning activities at school. Therefore, the curriculum is very necessary in the learning process. However, the curriculum is also a challenge for education. Especially in Indonesian education, the curriculum provided is a direction from the government and with increasingly strict regulations. And Indonesia changes the education curriculum every 10 years. According to Sidjabat, being a teacher or instructor is not only understanding the learning material that will be delivered. In line with Sidjabat's opinion, being a teacher is not only understanding the material, but also having to find out how to develop and make effective the learning that he gives to students. And must understand the curriculum that will be given to his students.

2. Learning

Every student and teacher must have the ability to follow the development of digital technology in order to keep up with the leap in educational progress based on industry 4.0 and civil society 5.0.

3. Equality

Every citizen has the same right to receive education, so the government must be able to provide easy access to education to the community so that it is affordable for all levels of society to get education. Then education will be felt by all people

4. Active Universities

The next challenge is how universities play an active role in solving various national problems. This challenge becomes difficult when the development of digital technology with its artificial intelligence has changed data into

information. This situation allows people to easily and cheaply obtain the information they need.

5. The Role of Teachers

In the development of technology, students who think critically are needed, therefore a teacher must develop his students to think critically. So, students are able to respond to the flood of information that is easily obtained in the technological era and it is hoped that students will be able to sort and accurately criticize the information they receive. Based on the statement above, the development of technology or the era of technological disruption in education can be overcome by developing critical thinking so that every information received by students can be criticized and sorted. (ELIYUNUS WARUWU, 2022)

In the development of the society 5.0 era, teachers must also be able to compete and adapt to various educational possibilities in the future, because educators are facilitators of learning activities in the classroom, so for that adjustments to various technological developments will continue to increase and it is also necessary to learn various techniques and methods in increasingly uncertain learning. (Sole & Anggraeni, 2018)

Because teachers are role models and parents who protect and care for their students who are in a formal environment. in line with the professionalism of teachers, their main task is to educate, teach, guide, train, and evaluate students in their formal education path, hereinafter referred to as professional teachers. Professional teacher competence is a set of knowledge, skills, experiences possessed and mastered by teachers in carrying out their duties (position or work) as teachers. Professional competence is a must for teachers in an effort to improve the quality of education. According to Islam, professional teacher competence includes three things, namely personal-religious, social-religious, and social-religious (Muhaimin, 1993: 173).

These competencies can be described in the following competencies:

1. Knowing and mastering the material being taught.

2. Having the ability to analyze the material being taught through educational interactions. (Alfan Nasrullah & Imam Sufiyanto, 2023)

In meeting the demands of increasingly rapid technological developments and developments in industry 4.0, a teacher is required to improve the quality of his profession. A quality profession will not be achieved if the teacher does not have a good personality and is at the same time prosperous. Therefore, teacher welfare or well being is very much needed and considered. Well being is a feeling of well-being, both physically and psychologically. Well being can be interpreted in depth as a condition of emotional and cognitive evaluation of teachers towards their lives, which is related to happiness, peace, fulfillment, and life satisfaction. (Angner, 2010).

Well being for teachers is built by two general components, namely the cognitive dimension and the affective dimension. Life satisfaction is one part of the cognitive dimension because it is related to evaluative beliefs about the teacher's life. The cognitive dimension covers the area of individual satisfaction or satisfaction in various areas of life such as areas related to oneself, family, community, health, finance, work and leisure while the affective dimension is the basic dimension of teacher well being, which includes pleasant and unpleasant moods and emotions. (Tay, 2011) Well being is a condition in which an individual is able to accept the advantages and disadvantages they have, have a clear purpose or direction in life, become an independent person so that they are not too dependent on others in doing their work, are able to establish positive relationships with others, and have the ability to control their environment and continue to develop in a better direction. (Gunawan, 2019)(Jufri & Anshori, 2024)

Conclusion and Suggestions

Conclusion

Digital technology is a very important part of science in the world of education, because it can easily access knowledge in other parts of the world which of course is a value in itself for those who master it

It is a must for a teacher to have the ability to adapt to digital technology, so that it can be easier to convey learning to students. In addition, in facing the industrial revolution 4.0 and civil society 5.0, a teacher must choose Well being, namely a feeling of well-being, both physically and psychologically where an emotional condition and knowledge related to

happiness, peace, fulfillment, and satisfaction in life, namely becoming a person who is able to be independent so that he does not depend too much on others in doing his work.

Suggestion

For educational institutions, it is hoped that they can provide guidance to teachers and staff to improve their skills in digitalization technology.

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