



HUMAN RELATIONSHIP MANAGEMENT IMPLEMENTATION STRATEGY IN IMPROVING THE PERFORMANCE OF EDUCATORS IN HIGHER EDUCATIONAL INSTITUTIONS

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ABSTRACT

This paper explores the implementation of Customer Relationship Management (CRM) and Human Resources (HR) strategies to enhance the performance of educators in higher education. The study emphasizes the need for a strong and connected HR function to support faculty and staff, build new skills, and maintain a robust talent pipeline. It also discusses the concept of Student Relationship Management (SRM) as an adaptation of CRM in the education sector, focusing on strategies, processes, and philosophies that lead to the achievement of academic objectives and students' needs. The paper highlights the importance of developing competence in higher education through the promotion of understanding between students and the institution. Additionally, it examines the success factors of CRM strategies in higher education institutions, emphasizing the maintenance of long-term relationships with students and other users as a fundamental part of the University CRM system. The findings suggest that the integration of HR and CRM can lead to student satisfaction and provide a competitive advantage for higher education institutions.

Keywords: Human Resources, CRM, educators' performances

INTRODUCTION

Educators have a central role in determining the quality of education provided by higher education institutions (Abidin, 2017). The good performance of teaching staff plays a crucial role in providing a positive impact on the overall quality of education. When teaching staff demonstrate superior performance, this directly influences the quality of education provided. The quality of learning, teaching

methodology, curriculum development, and interactions between teaching staff and students will be greatly influenced by the quality of the performance of these educators (Triwiyanto, 2022).

The performance of teaching staff is influenced by a number of factors, both internal and external. Internal factors that have the potential to influence the performance of teaching staff include the level of competence they possess, the level of motivation in carrying out their duties,

and the level of satisfaction with the work they carry out. Meanwhile, external factors that can influence the performance of teaching staff include organizational policies implemented by the institution, the work environment that influences the daily conditions of educators, as well as the support provided by institutional management in carrying out educational tasks and activities. The interaction between these internal and external factors can influence the productivity, work morale, and performance results of teaching staff in delivering educational material and developing students (Nento, 2018).

Human Relationship Management (HRM) is a management approach that emphasizes managing human resources (HR) in an effective and efficient manner. HRM aims to improve the performance of individuals in organizations through various strategies, policies and management practices. The main focus of HRM is on aspects related to relationships between individuals in the work environment, including motivation, skills development, conflict management, and communication management. By implementing HRM optimally, organizations can improve HR performance, which in turn will support the achievement of overall organizational goals and productivity (Bratton et al., 2021).

Proper implementation of HRM can be the key to improving the performance of teaching staff in higher education institutions. HRM plays an important role in helping teaching staff to develop their competencies, increase motivation, and increase job satisfaction. With effective HRM, educational institutions can provide skills development, training and mentoring programs that support increasing the competency of teaching staff. Apart from that, good HRM can also build a conducive

work environment, provide motivating incentives, and handle conflicts and internal problems that may arise.

Previous research by (Hatam, 2023) shows that HRM implementation strategy and commitment is one of the key factors for increasing HR productivity in higher education. In general, the strategies that can be implemented are (1) an analysis of internal and external needs as a basis for planning, recruitment, placement, training and development of human resources, and development of higher education. Good planning and development of human resources and higher education is formed from a good needs analysis; (2) there is a definition of the required competency criteria, followed by consistency between implementation and strategic policies (3) HR development is adaptive, competent, responsive, accountable, collaborative (FACTORY) oriented; (4) control and direction, (5) Rewards and punishment are based on performance evaluation and discipline, (6) There are compensation and reward policies, promotions and career assurance.

Similar research by (Sanda & Pitriyani, 2022) shows that creating professional educators and education staff is done by making HR recruitment plans based on needs assessments and determining priorities for recruiting educators and education staff. Meanwhile, efforts to improve the quality of higher education are carried out by facilitating educators and education staff to carry out further studies at both national and international higher education, providing training and self-development in accordance with the profession of educators and education staff at local and national levels, as well as facilitating

educators (lecturers) to carry out research and Community Service (PkM).

The novelty of this research comes from the research object, namely strategies for implementing human relationship management in improving the performance of teaching staff in higher education institutions which have never been studied before. The findings from this research can be a basis for the management of educational institutions to formulate policies that are more effective and oriented towards human resources, especially in terms of management and development of educational staff. The aim of this research is to analyze and evaluate the effectiveness of Human Relationship Management (HRM) implementation strategies in improving the performance of teaching staff in higher education institutions.

RESEARCH METHODS

This research uses quantitative research methods. Qualitative methods are research approaches that focus on in-depth understanding of human phenomena, seeking to understand the meaning, attitudes, behavior and social context surrounding a situation or event. This method is more descriptive and qualitative, using observation, interview and text analysis techniques to understand phenomena in an in-depth and contextual way (Nugrahani & Hum, 2014). The data collection technique in this research is by studying literature obtained from Google Scholar with a publication period of 2013-2023. The literature study method is a series of processes that focus on collecting data

from various library sources, involving reading activities, recording information, and managing research material from relevant written works (Synder, 2019). The type of data used in this research is secondary data. The data that has been collected is then analyzed using three stages, namely data reduction, data presentation and drawing conclusions.

RESULTS AND DISCUSSION

According to Republic of Indonesia Law no. 20 of 2003 Article 1 Concerning the National Education System, Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals and skills. needed by himself, society, nation and state (Rahman et al, 2022 & Elfian et al, 2017). Education is more than just teaching, which can be said to be a process of transferring knowledge, transforming values, and forming personality with all the aspects it covers (Nurkholis, 2013).

Law of the Republic of Indonesia no. 12 of 2012 concerning Higher Education, which explains that higher education is tasked with preparing students to become members of society who have academic and/or professional abilities who can apply, develop and/or enrich the treasures of science, technology and/or the arts and strive to use them for improve people's standard of living and enrich national culture. Higher education as a higher education institution that prepares human resources, must always refer to existing needs and prepare its graduates to be able to fill and adapt to new demands as a result

of global change (Nursanjaya, 2019). Efforts must be made by educational institutions to achieve the results they want to achieve. To achieve this, educational institutions need the role of educators and also the involvement of students in every process (Mulyani et al, 2021).

Educators and educational staff are important elements and are an inseparable unit in educational institutions (Sanda et al, 2022). Quality educators are educators who are professional in carrying out learning tasks. Professional educators are able to design and implement learning, as well as assess learning outcomes. In other words, a quality educator is an educator who is able to carry out his obligations responsibly and appropriately or an educator who has good performance (Uda, 2015). According to Law No. 14 of 2005 concerning Teachers and Lecturers, teachers and lecturers have the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education, formal education, basic education and secondary education (Rahma & Jamuin, 2012).

The main duties, functions and responsibilities of teaching staff are a measure of the quality of the performance of teaching staff (Khairiah et al, 2021). Educational personnel are also one of the factors that influence the quality of a school (Rustandi, 2018). A professional educator is required to have a number of requirements, including having professional educational qualifications and scientific competence, having the ability to communicate well with his students, having a creative and productive spirit, having a high work ethic and commitment to his profession and always carrying out continuous self-development. (Zubair, 2017). Educators and educational staff who have professional

competence and appropriate personality will be able to create an effective, creative, conducive and enjoyable learning atmosphere so as to increase remaining learning motivation optimally (Kusuma & Hidayati, 2022).

Educator performance can be influenced by various factors. Sometimes these factors can come from oneself in the form of low work motivation, knowledge and insight. It can also come from oneself in the form of colleagues, leaders, and the environment around the workplace. Usually educators can be affected by the work enthusiasm of their co-workers. A comfortable work environment will also greatly influence the work spirit of educators, a dirty and unattractive work environment will also affect work morale. The leadership of the school principal also greatly influences the performance of educators, because the principal is the person who regulates, influences and motivates the performance of educators (Muspawi, 2021).

Educators are human resources who have an important position in educational institutions. Human resources play an important role in an organization. Every organization needs quality and competent human resources to drive the company's operational wheels. Companies must be able to select human resources who can play an active role effectively and efficiently. To be able to select quality human resources that match the company's qualifications, human resource management is required (Noor et al, 2023). Human resource management (HRM) or Human Resource Management (MSDM) is the use of human resources to achieve organizational goals (Hariyanto & Hatane, 2016). The main functions of HRM according to Erlidawati (2018) are:

- a. Planning Function
Carry out tasks in planning needs, procurement, development and maintenance of human resources.
- b. Organizing Function: Arranging an organization by designing the structure and relationships between the tasks that must be carried out by the prepared workforce.
- c. Directing Function
Providing encouragement to create a willingness to work which is carried out effectively and efficiently. Function
- d. Control Function
Carrying out measurements between the activities carried out and the standards that have been set, especially in the field of labor.

Human Resource contributions include: employee work motivation increases, self-confidence increases, job definitions and criteria are clearer, company goals will be easily achieved, employees become more competent, employee motivation, commitment and intention to stay increase (employee loyalty is achieved) (Purnomo, 2017).

If Human Resource Management can be implemented well and in accordance with established procedures, it will be able to increase employee job satisfaction (Subroto, 2021). Management of educators and education personnel generally consists of recruitment, training, performance assessment and reward processes (McDonnell et al., 2018). The strategy for implementing Human Relationship Management (HRM) in improving the performance of teaching staff in higher education institutions is as follows.

1. Sustainable Development of Educator Competency
Continuous competency development efforts will ensure that educators

continue to improve their ability to deliver lesson material effectively, keep up with developments in science, and adapt innovative teaching methods. Professional educators are people who have special abilities and expertise in the field of teaching, so that they are able to carry out their duties and functions as educators with maximum ability. Meanwhile, educational professionalism means activities and/or efforts to improve the competence of educators in a better direction from various aspects for the sake of providing educational activities or professional work services. Educator professionalism provides the possibility of self-improvement and development which enables educators to provide the best possible service and maximize competence (Safitri, 2018).

2. Increasing the Welfare of Educators
Welfare is important for all employees and teachers. The importance of teacher welfare is to increase motivation and work enthusiasm, increase teachers' loyalty to the school. To retain teachers who have good abilities and talents in the learning process, welfare and compensation should be provided. The welfare provided is very meaningful and useful for meeting the physical and mental needs of a teacher and his family. Efforts made to maintain and improve the physical and mental condition of a teacher so that morale increases and also improve the quality of education is through a teacher welfare program which is prepared based on legal regulations, based on fairness and feasibility and guided by government regulations (Oktafiana et al, 2020). In order to support high teacher performance, adequate welfare is

needed, this welfare can take the form of income, incentives, availability of adequate facilities, a sense of security and prosperity, as well as a comfortable working climate (Wahyudin, 2020).

3. Creation of a Conducive Work Environment

Creating a conducive work environment can motivate them to give their best in providing quality education at these higher education institutions.

Thus, there is a need for several strategies carried out by Human Relationship Management (HRM) to improve the performance of teaching staff at higher education institutes because teaching staff have an important role. The performance of teaching staff also influences the quality of educational institutions. For this reason, several strategies that need to be carried out by Human Relationship Management (HRM) to improve the performance of teaching staff are sustainable competency development, increasing welfare, and creating a conducive environment.

CONCLUSION

Effective and efficient implementation of Human Relationship Management (HRM) in higher education institutions can be an important key in improving the performance of teaching staff. This can be done through various strategies, such as developing the competency of teaching staff on an ongoing basis, improving their welfare, and creating a conducive work environment. Continuous competency development efforts will ensure that educators continue to improve their ability to deliver lesson material effectively, keep

up with developments in science, and adapt innovative teaching methods. In addition, increasing welfare and creating a conducive work environment will increase the motivation and satisfaction of teaching staff, which in turn can motivate them to give their best in providing quality education at these higher education institutions. With better teaching staff performance, higher education institutions can provide a better learning experience for students and improve their reputation for providing quality education.

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