



# Strategy for Developing Human Resources for Teaching Personnel in the Maluku Islands Region

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**Abstract:** The strategy for developing Human Resources (HR) for Teaching Staff in the Maluku Islands region is very interesting to discuss considering that this discussion has not been widely explained in scientific articles. The purpose of writing this article is to look at the strategy for developing HR for teaching staff in the Maluku Islands region. This writing uses a qualitative research method, with 3 people interviewed, namely the principal, the chairman of the Elementary and Middle Education Council of the Muhammadiyah Regional Leadership of West Seram Regency and teachers. The data collection techniques are in the form of interviews, documentation and observation. The data analysis technique is in the form of data verification, drawing conclusions. For the results of this study it was found that the development strategy (1) Training Sustainable: Workshops, online training, collaboration with higher education institutions. (2) Mentoring and Supervision: Collaboration with experienced teachers. (3) Use of Technology: E-learning and digital platforms for training. (4) Teacher Welfare: Incentives, and logistical support. The strategy for developing human resources for teaching staff in the island regions requires full support from various parties, including the government, schools, communities, and private organizations. With an integrated and sustainable approach, the challenges faced by teaching staff in remote areas can be overcome, so that the quality of education in the island regions can be improved.

**Keywords:** Development; Human resources; Strategy

## Introduction

The territory of Indonesia is an archipelagic country with a population of more than 270 million people. This archipelagic country has extraordinary natural and human resource potential (Pribadi & Sarah Hiariey, 2020). This affects the uneven access to human resources because the region is in the form of an archipelago. Maluku as a maritime province surrounded by sea consists of various islands. One of the largest archipelagic countries in the world. The area of Indonesian waters reaches 6.4 million km<sup>2</sup> and the land area reaches 1.91 million km<sup>2</sup> which is surrounded by large and small islands, and is inhabited by 273.52

million people, who speak 720 regional languages and 1,340 tribes, and 6 religions that are practiced. Archipelagic state is the nickname of the State of Indonesia which means an archipelagic country whose territory consists of a large island group that includes other islands, decentralization (Aldin et al., 2024).

Human resource development, especially teaching staff, is a natural thing that is the purpose of research to find out human resource development strategies and the challenges of the development strategy itself (Nurhasanah & Nugraha, 2023; Habibi, 2022; Nasution, 2020). By looking at the development strategy, we can make efforts to fulfill the quality of education (Rochmansjah, 2024).

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Quality of education is the main goal in facing the challenges faced teachers in remote areas, such as access to training, limited infrastructure, and educational resources. Access to training is one form of upgrading oneself not only for new teaching staff but also for old teaching staff. In addition, we can observe the limited infrastructure in the island areas which are still limited. The fulfillment of infrastructure in development does not only support classroom learning such as the need for electricity during the day which does not yet exist, let alone the need for wifi internet. And educational resources are mandatory for us to fulfill.

Educational resources refer to everything used to support, facilitate, and enrich the education and learning process. These resources can come from various sectors, including human resources, materials, facilities, technology, and other aspects related to the implementation of quality education (Hakim, 2020; Irawan, 2022). The goal is to create an environment that supports student development and facilitates an effective learning process.

Characteristics of quality human resources have the ability, values and attitudes that are mastered by educated people in the form of: (1) Having the ability, values and attitudes that enable them to participate actively and intelligently in the political process; (2) Having the ability, work ethic and work discipline that enable them to actively and productively participate in various economic activities; (3) Having the ability and scientific attitude to be able to develop science and technology through research and development capabilities (Tuhurima et al., 2024; Suryadi, 1995); (4) Having a stable personality, character and morals, and noble character (Widiansyah et al., 2018).

Current research Case study at SMA Muhammadiyah Limboro as a representation of conditions in West Seram Regency (Kaliky & Sopamena, 2020). SMA Muhammadiyah Limboro is one of the private schools under the auspices of the Muhammadiyah Foundation in the West Seram Regency area. It can be seen that the development of human resources has been going well by holding training for teaching staff by registering as a driving school. This was conveyed by the principal, Mr. Irfan Baharudin. This school, which is located in the Huamual sub-district, is a senior high school that has been running for 28 years since its establishment in 1996.

## Method

The research method uses a qualitative research approach. This type of descriptive research will provide an overview of human resource development strategies. Qualitative is a type of research that looks at phenomena. Qualitative research aims to describe,

summarize various conditions or various phenomena of reality that are currently occurring in the community that is the object of research (Moleong, 2000). This research is located at SMA Muhammadiyah Limboro, West Seram Regency. The research used 3 people who were interviewed, namely the principal, the chairman of the elementary and secondary education council of the regional leadership of Muhammadiyah West Seram Regency and teachers. Data collection techniques in the form of interviews, documentation and observation, Data Analysis Techniques with data reduction, data presentation and verification and drawing conclusions (Moleong, 2000).

## Result and Discussion

Human Resource Development (HRD) is a systematic effort to improve the abilities, skills, and potential of individuals in an organization, with the aim of improving the overall performance and productivity of the organization (Darim, 2020; Ignatius et al., 2022). HR development does not only involve training aspects, but also includes career management, succession planning, leadership management, and policies that support employee welfare (Afkari et al., 2022; Yusraini & Rosadi, 2022).

SMA Muhammadiyah Limboro which has NPSN 60102474 is one of the schools under the Muhammadiyah charity, totaling 27 schools ranging from elementary and middle levels in West Seram Regency as conveyed by Mr. Rahmat Basiha, SH as the chairman of the Elementary and Middle Education Council of the Regional Leadership of West Seram Regency. This school is known as SMAMLIM, the number of teaching staff is 28 people and 4 education staff, so the total is 32 people.

Human Resource Development does not only involve training aspects, but also includes career management, succession planning, leadership management, and policies that support employee welfare. SMAMLIM itself has implemented various forms of human resource development strategies for teaching staff in the form of training attended by all teaching staff.

The objectives of human resource development include (1) Improving Performance and Productivity: Human resource development aims to improve individual abilities in carrying out their duties so as to improve organizational performance and productivity (Prihono et al., 2023). (2) Preparing Future Leaders: This process also aims to prepare individuals in the organization to lead in the future through the development of leadership skills (La Ande et al., 2025; Mulyasa, 2006; Caligiuri et al., 2020). (3) Improving Employee Satisfaction and Retention: Human resource

development helps improve employee job satisfaction which in turn can reduce employee turnover and create loyalty. (4) Improving Organizational Competitiveness: Organizations with continuously developing human resources have a competitive advantage in the industry and are able to adapt to rapid market changes (Fitriyah & Sholihah, 2023).

The same hope can also be realized by having a human resource development strategy at SMAMLIM (Knies et al., 2018). Through training activities, it can improve the performance and productivity of teaching staff at SMAMLIM and increase job satisfaction of teaching staff and loyalty as expressed by the principal, Mr. Irfan Baharudin (Djarwal et al., 2025).

#### *Human Resources Development Aspects*

1. Training and Education (Dessler et al., 2015):
  - a. Technical Training (Hard Skills): Improve technical skills required for the job, for example skills in using special software or tools.
  - b. Soft Skills Training: Focus on interpersonal skills such as communication, teamwork, emotional intelligence, and leadership.
  - c. Leadership Training: Developing individual abilities to lead teams or organizations effectively.
  - d. Formal education: Continuing education programs that enable employees to earn degrees or certificates to enhance their competencies.
2. Career Management: Career management includes career path planning, competency development, and facilitating promotions or job rotations that help individuals achieve their professional goals (Smither, 2009; Anwar & Mubin, 2020).
3. Succession Planning: Preparing a succession plan aims to ensure the availability of internal candidates who are ready to replace important positions in the organization, so that operational and leadership continuity is maintained.
4. Performance Evaluation: Performance evaluation is conducted to assess the extent to which employees achieve the targets or goals set. This evaluation provides feedback that helps employees to develop further.
5. Employee Welfare and Motivation: Well-being covers all aspects that support employee comfort and life balance, from salary, benefits, to work-life balance policies. Motivation is triggered by appropriate recognition, incentives, and rewards.

SMAMLIM is seen that the aspect of human resource development is from training and education (Gilley & Egglund, 1989). Very intensive training is given once a year in activities included in the school movement program. By involving several teaching staff, some are also continuing their studies to postgraduate level as part of improving their competence (Wang & Zhang,

2024). This was conveyed by Mr. Amirudin Ismadi who is also the vice principal for curriculum and teaching staff for mathematics subjects.

#### *Challenges of Developing Teaching Staff Human Resources in Island Regions*

In general, the challenges of developing human resources for teaching staff in island regions are:

##### *Limitations of Educational Infrastructure*

In island areas, access to adequate educational facilities is often a problem. Schools may not have proper buildings, laboratories, libraries, or learning technologies such as computers and the internet. The problem at SMAMLIM, which is still on Seram Island, is the limited use of electricity that is still used by the community around Limboro village at night. If the lights go out during the day, this hinders teachers from accessing learning resources, optimally for both students and for the development of their own competencies. Dependence on generators, one of the tools that can power electricity with gasoline, incurs high costs.

##### *Limited Access to Training and Professional Development*

Teacher training programs are generally conducted in city centers or areas that are easier to reach (Kempa, 2019; Armstrong, 1994). Teachers in island areas are often constrained by transportation, costs, and time to attend the training. As a result, teachers do not receive the latest training related to teaching methods, curriculum, or educational technology. Sometimes the delivery of activities that are limited or late can still be felt by teachers who want to attend training in the city center. This step is anticipated by the school which creates workshop training for teachers by inviting education practitioners to the school.

##### *Lack of Qualified Teaching Staff*

Many teachers are reluctant to be placed in island areas due to geographical challenges, lack of facilities, and difficult living conditions. Island areas often experience a shortage of quality teachers, so schools there must rely on honorary staff or teachers who have not been certified. This problem in SMAMLIM is a total of 32 teaching staff and education staff with PNS status of 4 people with 2 teaching staff and 2 education staff the rest have the status of permanent foundation teachers. For SMAMLIM the ratio of teaching staff is quite good. There are 8 teaching staff who have been certified teachers, namely 2 History teachers, PPKn teachers, Biology teachers, Physics teachers, Chemistry teachers, Islamic Religious Education teachers, Mathematics teachers as explained by Mr. Amirudin Ismadi as the Deputy Principal for the curriculum section.

*Low Teacher Motivation and Well-Being*

Low teacher salaries, late payments, and lack of special incentives for teachers working in remote areas affect their work motivation. The difficult social and economic conditions in the island areas also affect the physical and mental well-being of teachers. In SMAMLIM, the motivation of teaching staff is good because the average teaching staff lives around Limboro hamlet, Huamual sub-district.

*Limited Access to Technology and Information*

The lack of internet network or telecommunication signal in many island areas makes it difficult for teachers to access online learning resources, take online training, or utilize technology in the learning process. This limitation also hinders the integration of technology in classroom teaching. In connection with the limited use of electricity, it is a little disruptive in taking online training.

*Geographical and Transportation Constraints*

The long distance between islands, high transportation costs, and limited transportation facilities make it difficult for teachers to move around, both for personal and professional activities. These obstacles also make it difficult for collaboration between schools or teacher participation in professional learning communities. The location of the SMAMLIM case, the road access to the school is already well paved and can be passed by school users. Moreover, the location of the school is on the coast so that it can facilitate sea transportation speedboats to dock in front of the school (Observation, 2024).

*Human Resource Development Methods*

1. On-the-Job Training (OJT): Employees are trained directly on the job in real situations, allowing them to learn while doing. This method is effective for developing practical skills directly related to the job (Handoyo & Suryatunnisak, 2024).
2. Coaching and Mentoring: (a) Coaching: A goal-focused approach, where a coach works with employees to develop skills or achieve higher career goals (Zhang, 2020). (b) Mentoring: A process in which a mentor (usually more senior) guides a more junior employee to develop professional skills and perspectives (Garvey et al., 2008; Murtafiah, (2021).
3. Job Rotation: Providing employees with opportunities to work in different positions or departments to develop new skills and gain a broader understanding of the organization's operations (McShane & Glinow, 2010).
4. Classroom Training and Seminars: Employees attend training or seminars held either by the organization

or by external institutions. This usually involves theoretical learning, discussions, and case studies.

5. E-Learning: Online training programs that allow employees to learn anytime and anywhere. It is flexible and allows for the development of relevant skills without disrupting work schedules.

SMAMLIM itself in its human resource development methods includes (1) on the job training which is still carried out for honorary staff or new teaching staff effective for developing practical skills directly related to work. (2) Including coaches and mentoring that are still accompanied by teaching staff at the beginning of teaching meetings. (3) Then there is training or seminars that invite education practitioners to SMAMLIM schools.

*Teaching Staff Human Resources Development Strategy*

The strategy for developing human resources for teaching staff in the Maluku Islands region itself is in the form of (1) Continuous Training: Workshops, online training, collaboration with higher education institutions. SMAMLIM still often holds training at least once a year which is part of realizing the school driving program (2) Mentoring and Supervision: Collaboration with experienced teachers. This is still done so that supervision runs well (3) Use of Technology: E-learning and digital platforms for training. Sometimes it can be used if there are no internet network disruptions (4) Teacher Welfare: Incentives, and logistical support (Rahabav et al., 2020). Incentives for teaching staff who are permanent employees of the foundation are paid from the income of SPP (education financing contributions) of students.

**Conclusion**

In conclusion, the strategy for developing human resources for teaching staff in the island region, a case study of SMA Muhammadiyah Limboro SBB (1) Continuous Training: Workshops, online training, collaboration with higher education institutions (Komilovich & Maftuna, 2025). (2) Mentoring and Supervision: Collaboration with experienced teachers. (3) Use of Technology: E-learning and digital platforms for training. (4) Teacher Welfare: Incentives, and logistical support. So that it requires full support from various parties, including the government, schools, communities, and private organizations. With an integrated and sustainable approach, the challenges faced by teaching staff in remote areas can be overcome, so that the quality of education in the island region can be improved.

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**Author Contributions**

Conceptualization, methodology, funding acquisition, formal analysis, investigation, resources, data curation, writing—original draft preparation, E.M.D.; writing—review and editing, supervision, project administration, validation, R.K. and A.S. All authors have read and agreed to the published version of the manuscript.

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**Conflicts of Interest**

The authors declare no conflict of interest.

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