



Human Resource Management Program Development Project: Strategy for Developing Vocational High School Teacher Competence through Learning Communities

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Abstract: The gap between national human resource development policies and teacher professional development practices in vocational schools is the main background of this research. This study aims to develop the "OK Bebas Shopping" (Optimization of Workshop-Based Learning Communities and Teacher Professional Collaboration) program to address the decline in teacher competency and performance at SMKN 1 Grati. The main problems identified include low Learning Community (Kombel) engagement, weak governance, teacher age, and limited access to professional development due to unstructured independent learning policies. Using Research and Development (R&D) methods, this research went through the stages of needs analysis, planning, program development, and evaluation. The research subjects included all teachers and management of SMKN 1 Grati. The developed program systematically integrated routine workshops, community discussions, lesson study, and online training (PMM). The results showed that this program was able to transform the human resource development paradigm from a top-down approach to a sustainable community-based approach. The implementation of peer teaching and mentoring strategies proved effective in increasing teacher motivation according to Herzberg's theory and strengthening the Professional Learning Community (PLC). The program's success was measured by teacher participation (>80%) and improved learning quality. It is concluded that the management of Kombel which is planned in a managerial manner and supported by a reflective monitoring system is a strategic solution in aligning national policies with field practices to improve the quality of vocational education.

Keywords: Human resource development; Learning Community; R&D; Teacher competence

Introduction

The Ministry of Education, Culture, Research, and Technology has designated the Learning Community (Kombel) as a strategic instrument to improve teacher competency and student learning outcomes. This is emphasized in the 2024 Learning Community Optimization Guidelines and Circular Letter No. 4263 from the Director General of Teacher and Education Technology, which requires every educational unit to

establish an active learning community within the school, both offline and online, through the Merdeka Mengajar (PMM) Platform. Theoretically, the school learning community serves as a means of professional collaboration that can strengthen the learning culture and significantly improve teacher self-confidence and learning practices. (Rahmi & Rasanjani, 2025; Hermawan & Aswan, 2025). SMKN 1 Grati is one of the leading public vocational education institutions in Pasuruan Regency, focusing on technology,

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agribusiness, and industry. As a Teaching Factory-based school partnering with major industries like PT Indonesia Power and managing 16 industrial classes, SMKN 1 Grati is required to develop superior human resources (HR).

The school's achievements have been impressive, from being a model school at the district level, to being awarded the Adiwiyata school at the provincial level, to being named the Best Work Team in Indonesia by the CEO Award for Vocational High Schools (SMK PK). However, behind these impressive organizational achievements, there are anomalies in the development of teacher competencies. Based on initial observations, there are indications of a decline in teacher competency and performance over the past five years. This decline is influenced by age (15%) (Bacus et al., 2024; Amalia & Saraswati, 2018) and low motivation or obstacles personal (13%) (Bönke et al., 2024; Lipka et al., 2025). This condition is exacerbated by school policies that limit teacher participation in external activities such as Subject Teacher Conferences (MGMP) (Pangestika & Setiawan, 2023; Ulfa et al., 2023), workshops, or In House Training (IHT), with the aim of allowing teachers to focus on teaching in class and learning independently through online communities (Sudarnoto et al., 2025; Wulan, 2024). The main problem arises because the "independent learning" policy is not accompanied by optimal management of the school's learning community. Currently, Kombel activities at SMKN 1 Grati tend to be inconsistent, unstructured, and poorly timed, resulting in low teacher participation. Effective educational management requires systematic human resource development through professional collaboration within a well-managed community (Harahap et al., 2020; Mumtazah et al., 2023). Motivational factors and professional competence are the main determinants of teacher performance (Halimahturrafiah et al., 2023; Arifin et al., 2025). Teachers with high motivation tend to have more optimal performance if supported by professional interactions in the community (Long et al., 2024; Shin et al., 2025).

On the other hand, structural constraints such as time constraints and lack of program sustainability will hinder the transformation of learning culture in schools (Zickafoose et al., 2024; Parry & Metzger, 2023). Given the gap between national policy, industry demands, and realities on the ground, the development of a planned learning community program is an urgent need. Therefore, an intervention is needed through the "OK Bebas Shopping" (Optimization of Workshop-Based Learning Communities and Professional Collaboration of Teachers) program to revitalize the learning community's function as a means of continuously

improving teacher competency and performance at SMKN 1 Grati.

Method

This research is a Research and Development (R&D) program. The objective of this study is to develop the "OK Bebas Shopping" (Optimization of Workshop-Based Learning Communities and Professional Collaboration of Teachers) program to address low teacher competency and performance at SMKN 1 Grati. The development model used is adapted from the systematic development stages, which include: Needs Assessment: Identifying gaps in the implementation of the workshop; Planning: Developing the structure, standard operating procedures, and activity calendar; Program Development: Designing workshop and collaboration materials; Evaluation and Reflection: Measuring program success through performance indicators.

Research Subjects and Location

The study took place at SMKN 1 Grati; Subjects: All SMKN 1 Grati teachers, the Learning Community Coordinator, and the Vice Principal for Curriculum.

Data Collection Techniques

To support program development, data were collected through: Observation: Observing existing learning community activities and declining teacher performance in the field; Structured Interviews: Conducted with teachers and school management to identify inhibiting factors (age, motivation, and access to training); Documentation Study: Reviewing Ministry of Education, Culture, Research, and Technology regulations, the Community Service Logbook, and teacher supervision data. This program is implemented through four main stages: Planning: Analyzing teacher needs, forming a community service team, and developing a fixed schedule to avoid conflicts with teaching hours; Implementation: Combining offline (workshop) and online (PMM) methods with a problem-based learning approach; Evaluation: Assessing active participation (>80%) and academic supervision results; Follow-up: Providing ongoing mentoring and strengthening a culture of collective teacher learning.

Success Instruments

The success of this method is measured using the following indicators: Implementation of routine activities according to the academic calendar; Increased teacher motivation based on post-training reflections; Integration of teacher activities into the Merdeka Mengajar (PMM) Platform.



Figure 1. Research and development scheme: "ok free shopping" program at SMKN 1 GRATI

Result and Discussion

Existing Conditions and Problem Identification at SMKN 1 Grati

Based on observations, interviews, and document analysis at SMKN 1 Grati, several key facts were identified that serve as the basis for this research: Policy Implementation Gaps: Although Ministry of Education, Culture, Research, and Technology regulations mandate the formation of Learning Communities (Kombel), their implementation remains purely administrative. Activities are inactive and lack sustainability; Teacher Competency Degradation: A decline in teaching performance was found, driven by internal factors. Research data indicates that age (15%) and low motivation (13%) are the main obstacles to adapting to modern learning methods; Governance Weaknesses: Kombel management at the school lacks a clear structure. Activities are incidental, inconsistent, and fail

to facilitate the participation of all teachers; Accessibility Barriers: Teachers are trapped by routine workloads and inflexible school policies, resulting in very limited access to MGMP (Learning Community Groups), workshops, and In-House Training (IHT). Unintegrated Human Resources Strategy: Policies that solely emphasize independent (online) learning have proven ineffective because they are not accompanied by a planned and ongoing monitoring system.

Designing the "OK Bebas Shopping" Program

As a solution to this problem, researchers designed a human resources development program called "OK Bebas Shopping" (Optimizing Workshop-Based Learning Communities and Professional Collaboration between Teachers). This program is designed with a problem-based approach that directly targets the six root problems mentioned above.

Table 1. Structure of the "OK Free Shopping" Program Activity Model

Types of Activities	Frequency	Format	Main Objectives
Internal Workshops	Once/month	Face-to-Face	Improving technical pedagogical competency
Community Discussions	Twice/month	Small Group	Sharing good practices and resolving classroom challenges
Lesson Study	Once/month	Observation and reflection	Collectively improving instructional quality
Online Training	Flexible	Online (PMM)	Utilizing national digital platforms
Educational Seminars	Once/semester	Hybrid	Updating global education trends

Urgency Analysis of Program Development

The urgency of program development at SMKN 1 Grati is based on the urgent need to align national policies with field practices. Findings indicate that the

decline in teacher motivation and competence at this school is not simply an individual issue, but rather a systemic problem that requires structural intervention. Without intervention through a structured program like

"OK Bebas Shopping," there is concern that the quality of classroom learning will continue to decline. (Hellström & Olsson, 2024; Little et al., 2022; Coupe et al., 2018). The long-term impact not only harms students' mastery of vocational competencies but also erodes the credibility of SMKN 1 Grati as an educational institution in the eyes of the public and industry.

Effectiveness of the "OK Bebas Shopping" Strategy in Addressing Human Resource Issues

This program works by shifting the paradigm of the Learning Community (Kombel) from a mere "gathering place" to a "professional development center." The following is an analysis of its effectiveness:

Policy Optimization

Through the establishment of a clear organizational structure and SOPs, Kombel now has a strong "teeth" or bargaining position within the school's management system (Watson et al., 2025; Maurer et al., 2023; Liao & Lu, 2025). This ensures the program has an internal legal umbrella and definite resource support (Vranakova et al., 2024).

Addressing Age and Motivation Factors

Peer teaching and mentoring strategies (young teachers mentoring senior teachers) are crucial bridges to overcoming learning resistance due to age. This is highly relevant to Herzberg's Motivation Theory; internal workshops provide a sense of responsibility and professional recognition, which stimulate teachers' intrinsic motivation (Wang & Shakibaei, 2025; Niu et al., 2026; Li & Xu, 2024).

Planned System

With a fixed calendar of activities, self-development is no longer seen as an additional burden outside of work hours, but rather is integrated as part of a structured, routine work culture (Cook, 2020).

Significant Impact and Contribution (Multidimensional)

The implementation of the "OK Bebas Shopping" program has made a significant contribution to three key elements of education:

Impact on Teachers

There has been a significant increase in self-confidence and professional identity. Active collaboration within the community has been proven to reduce the mental burden on teachers when facing the challenges of the new curriculum (Mali et al., 2023; Dou et al., 2026; Ayuningtyas et al., 2023). Empirically, sharpening competencies through routine workshops has a linear impact on improving teachers' daily performance (Lai & Peng, 2019; Amanda et al., 2023).

Impact on Schools

This transformation creates a Professional Learning Community (PLC), a key characteristic of effective schools. SMKN 1 Grati now has an independent internal human resource development system, reducing reliance on external training, which often has limited resources.

Impact on Students

Students receive more innovative and adaptive learning. As a vocational school, improving teacher competency ensures that the material taught remains relevant to current industry needs (Link and Match).

Theoretical Relevance and Paradigm Transformation

This program strengthens the implementation of Competency-Based Human Resource Management in the educational environment. By focusing on core competencies (pedagogical and professional), the school's human resources are ensured to remain relevant to the dynamics of the times (Piwowar-Sulej, 2021; Saleh et al., 2020; Alexandro, 2025). The monitoring strategy through post-implementation reflection ensures that the knowledge gained does not just stop as a pile of certificates, but is internalized in changes in teaching behavior in the classroom. Through "OK Bebas Shopping", SMKN 1 Grati has successfully transformed its paradigm: From top-down development to community-based; From sporadic activities to sustainable. Success indicators that emphasize participation above 80% and improved academic supervision results are clear evidence that a professionally managed learning community is an effective solution to today's educational challenges (Hudson, 2024; Christensen & Jerrim, 2025; Bachtiar & Nirmala, 2023).

Conclusion

Based on in-depth analysis, it can be concluded that the implementation of the learning community (Kombel) at SMKN 1 Grati has not been optimal, despite strong national policy support. This condition is demonstrated by the low level of activeness and sustainability of learning community activities, which has resulted in Kombel's function as a tool for developing teacher competencies being suboptimal. The decline in teacher competency and performance that has occurred in recent years further emphasizes the gap between human resource development policies and field practice. Age and low motivation are among the main factors, exacerbated by ineffective learning community management and limited teacher access to professional development activities such as MGMP (Student Groups), workshops, and in-house training. Furthermore, the school's human resource development

strategy tends to be inappropriate, emphasizing independent learning without the support of a planned, structured, and sustainable system. Future researchers are advised to conduct comparative research with other schools that have successfully implemented Kombel optimally to develop a more applicable replication model.

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Author Contributions

Conceptualization, E. J.; methodology, S. T.; formal analysis, N.; investigation, E. J.; data curation, S. T.; writing—original draft preparation, N.; writing—review and editing, E. J.; visualization, S. T. and N.; supervision, E. J.

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Conflicts of Interest

The researchers funded this research independently.

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