Knowledge Sharing Strategy in Improving The Quality of Human Resources Based on Multi-Tasking

Kasman

Islamic Education Department, Sekolah Tinggi Agama Islam Negeri Mandailing Natal,
North Sumatra, Indonesia
Email : kasman@stain-madina.ac.id

Abstract:

This study aims to analyze and examine the knowledge-sharing strategy carried out by school principals in improving the quality of multi-tasking-based human resources in schools. This research uses a qualitative approach with a case study. Research data were obtained from interviews, observation, and documentation. The data analysis technique is carried out in stages, from data collection, reduction, data display, and drawing conclusions. The results showed that; knowledge sharing conducted by school principals in improving the quality of multi-tasking-based human resources in schools is implemented through; formation of mindsets for all school members, training and upgrading of existing resources, formation of knowledge sharing forums, supervision with the principle of continuous improvement. This research has implications for the importance of performance productivity displayed by all school members in order to be able to become a competitive and highly competitive school

Keywords: *Knowledge Sharing, Human Resources, Multi Tasking*

Abstrak:

Penelitian ini bertujuan untuk menganalisis dan mengkaji tentang strategi knowledge sharing yang dilakukan oleh kepala sekolah dalam meningkatkan kulitas sumber daya manusia berbasis multi tasking di sekolah. Penelitian ini menggunakan pendekatan kulitatif jenis studi kasus. Data penelitian didapatkan dari kegiatan interview, observasi dan dokumentasi. Teknik analisis datanya dilakukan secara bertahap, yang dimulai dari pengumpulan data, reduksi data, display data, penarikan kesimpulan. Hasil penelitian menunjukkan bahwa ; knowledge sharing yang dilakukan oleh kepala sekolah dalam meningkatkan kulitas sumber daya manusia berbasis multi tasking di sekolah diimplentasikan melalui; pembentukan pola piker seluruh warga sekolah, pelatihan dan upgrading terhadap sumber daya yang ada, pembentukan forum knowledge sharing, supervisi dengan prinsip continuous improvement. Penelitian ini memberikan implikasi tentang pentingnya produktivitas kinerja yang ditampilkan oleh seluruh warga sekolah agar mampu menjadi sekolah yang kompetitif dan berdaya saing tinggi

Kata Kunci: *Knowledge Sharing, Sumber Daya Manusia, Multi Tasking*

INTRODUCTION

Every organization requires optimal resources to achieve the business (vision), which is the predetermined organizational goal (Votto et al., 2021; Ambarwati et al.,). One of the resources referred to is human resources (Merve & Cagda, 2018; Singsungnoen et al., 2021). Human resources are one of the critical factors in the progress of an organization (Rohida, 2018). More efforts are needed for improvement in nurturing humans as workers.

Organizations must be able to manage and utilize this aspect so that the potential of human resources in the organization can be adequately developed (Öztürk, 2016; Prestiana & Sugito, 2021). Excellent and quality human resources are critical success factors for any organization engaged in various fields, especially education (Rahim et al., 2021).

In educational institutions, as part of a non-profit organization, the quality of human resources can be seen from the role of culture in the organization (Pajriah, 2018). The general public can assess the culture in an organization based on the image displayed; the image can be negative or positive (Mundiri, 2017; Chaerudin et al., 2020). Thus, an organizational institution is required to build a positive image in maintaining the quality and quantity of the institution.

It was also emphasized by Masa'deh et al. (2017), Purwati & Nugraha (2018), Mahmud & Sanusi (2021), and Türegün (2022) that to find out the extent to which the role and contribution of human resources in achieving organizational success, of course, performance measurement is required. The organization not only expects sufficient and skilled human resources, but more importantly, the organization expects its human resources to be willing to work diligently and willing to achieve optimal work results. This is because the human factor will determine an organization's or company's success in achieving its goals (Adamma et al., 2018; Adomako & Ahsan, 2022). An employee with high and good performance (work or work produced) can support the achievement of goals and objectives the organization sets. In achieving this success, a reliable leader is needed who can excite employees to be more enthusiastic about increasing competence (Wang et al., 2021; Khan et al., 2021).

The involvement of leaders in improving the quality of human resources is also very influential. Leaders are one of the factors that encourage organizations or schools to realize their vision, mission, and goals or targets through programs that are planned and gradual (Salim et al., 2021). Therefore, leadership is understood as an activity to influence others to want to work to achieve predetermined goals (Jabbar & Hussin, 2019). For this purpose, the leader must be able to influence and mobilize the culture of resources in the organization's environment.

Improve human resources for school components consisting of principals, teachers, and other education personnel. This improvement in human resources needs to be done to improve performance and even more urgently in maintaining and improving the quality of schools. As Budihartono et al. (2018) revealed, Human resources are a critical factor in progress

improvement. Therefore more efforts are needed to foster human resources to improve knowledge and quality. The low quality of human resources is the basis of problems that can hinder an organization's progress. Therefore, quality human resources with the will and ability to continuously improve their quality are needed.

Then Farla et al. (2021) said that the teacher is one of the human resources in school educational institutions. Professional teachers are required to have good competence because one factor that supports the creation of quality graduates comes from the teachers who teach. Furthermore, Yuwono et al. (2020) stated that educators are among the most decisive factors in improving the quality of human resources through education.

The facts in the field show that the existing human resources are less than optimal in meeting the target of achieving the school's vision, especially at SMA Negeri 3 Panyabungan. The discovery of many existing human resources, but their performance is less able to meet the targets desired by the school, both the performance displayed by educators and education staff. This is due to different perceptions and motivations from one individual to another in interpreting and understanding organizational performance. Some view that performance is critical, some view that performance is just enough, and there are even those who view that individual attendance at school is only a formality; the important thing is that the salary is given every month.

Such perceptions result in different performances of existing human resources. Especially in the aspect of innovation carried out by educators and educational staff in their activities at school. The lack of innovation and creation carried out by existing resources at SMA Negeri 3 Panyabungan forces the school to think hard to build awareness of the organization of its members in order to advance the institution and move to become the best.

Therefore, the head of SMA Negeri 3 Panyabungan carried out a knowledge-sharing strategy to get the quality of performance from his subordinates to match the expectations of all parties. This is intended so that all school elements, educators, and education staff, have qualified skills and display their best performance.

Research on knowledge sharing techniques in improving the quality of human resources has been carried out by Islamy & Mubarok (2019), which state that knowledge sharing carried out by organizations is interpreted as the interaction between individuals in a community in sharing knowledge, which consists of two activities, namely providing knowledge (knowledge donating) and collecting knowledge (knowledge collecting). Then Basit et al. (2019) and Imania (2019) said that knowledge sharing has a vital role in increasing individual creativity in organizations because, through knowledge sharing, the knowledge that is both tacit and explicit can be disseminated, implemented, and developed.

Knowledge sharing can have an impact on individuals, groups, and organizations that can be done by sharing experiences (Qomariyah, 2020). Anyone, including leaders, can do knowledge sharing. In detail, Muizu et al. (2018) and Adhari (2021) explain that knowledge sharing from a leader can

improve employee performance and indirectly improve organizational performance in the institution.

This research is present as a new variant of some of the studies mentioned above, where researchers, in this case, are trying to understand the knowledge-sharing strategy carried out by school principals in order to improve the quality of their human resources so that they have new insights and experiences and are multi-tasking based. The quality of multi-tasking-based human resources here is the novelty of this research, where the principal's target is not only focused on one achievement but an extraordinary target, namely how the performance of his employees becomes the best and has multi-tasking. This target is used by the head of the madrasa as the goal of organizational development to become an innovative, competitive, and productive school. This research focuses on how the principal carries out the knowledge-sharing strategy to improve the quality of multi-tasking-based human resources at SMA Negeri 3 Panyabungan, Mandailing Natal.

RESEARCH METHODS

This study uses a qualitative approach with the case study, where the researcher tries to analyze and examine the institution's knowledge-sharing strategy in improving the quality of human resources at SMA Negeri 3 Panyabungan, Mandailing Natal, North Sumatra. Researchers try to explore related phenomena in the field to obtain accurate and reliable information about the research theme.

In this case, the researcher used interviews with the purposive sampling technique with several informants to obtain information directly or indirectly related to the institution's knowledge-sharing strategy to improve the quality of its human resources. Ten informants in this study comprised the principal, the chairman of the foundation, committees, teachers, and employees. To support the interview results, the researcher jumped in and tried to merge with the research subjects to make observations related to the phenomena that became the research topic. In addition, the researcher also documented several essential points related to the research, such as; school self-evaluation documents, school work plans, institution profiles, photos of activities, and so on that support research data.

The data analysis technique is carried out by following the Milles and Hubbermen concept. The data is carried out in stages, starting from data collection, namely the collection of some data consisting of interviews, observations, and documentation results. Furthermore, the data is reduced to the needs or focus of the research so that it can be adequately presented. The last step is the conclusion of the research as a research finding.

RESULTS AND DISCUSSION
Mindset Forming

The mindset is formed from many factors, such as habits, upbringing, culture and environment, input from books read, content consumed daily, education, experience, and much more (Setiawan et al., 2018). One of the critical factors in implementing knowledge sharing is changing the mindset and

culture set (work culture). A mindset that is instilled with a sense of belonging and a deep love for the institution and all components that exist within the institution can motivate someone to change to something more positive.

Lesnatarida, as the head of SMA Negeri 3 Panyabungan, said that knowledge sharing is a program we have developed in schools to make changes together. A pioneer or agent of change is needed who, at the same time, can be an example in behavior for all individual members of the existing organization by the values adopted by the organization here. Change agents are selected individuals or groups who are pioneers of change. At the same time, they can be examples and role models in behavior that reflect high integrity and performance in their organizational environment.

Knowledge-sharing activities that are carried out intensely can undoubtedly provide new knowledge that has an impact on the addition of varied scientific treasures that come from several people. School components that are diligent in exchanging ideas can be more innovative and creative and have many ideas for improving their quality in terms of administration, student services, student guardian services, and services to the broader community.

The Ikhwan, a teacher at the institution, said that the principal, through the social media group created by the school, often gave examples, advice, and illustrations, both from his chat statement, short videos sent in groups, and motivational words. In essence, he hopes that all parties in this school can change their mindset to be better, skilled, and productive.

The principal also often shares his experiences and exchanges thoughts and ideas in developing innovations for the institution's progress. The principal is also very wise in listening to subordinates to find solutions for the institution's progress so that there is a closeness that fosters a sense of belonging to the institution. Of course, this is very beneficial because when a sense of belonging is established, the spirit to fight for the progress of the organization will be stronger, so there is no reason for school residents not to increase their competence, said Anwar Fuadi, deputy head of the curriculum section at SMA Negeri 3 Panyabungan.

The institution's progress is more optimal with a mindset built with a sense of love and mutual belonging. The primary goal of increasing the multitasking competence that leads to increased performance and productivity can be realized. Mindset is a person's mental position or view that influences the person's approach to dealing with a phenomenon (Kodrat, 2019). Changes in mindset are the main requirements in responding to challenges and turning challenges into opportunities. Moreover, the real challenge today is the industrial revolution 4.0. Changes in mindset will result in significant and fundamental changes (Kusuma & Kusuma, 2020). Through this, outputs with multitasking skills can be realized to increase performance productivity.

The human mindset is divided into, namely, as follows; first, the fixed mindset, which produces fixed abilities. Second is a growth mindset, which produces changeable abilities. A developing mindset is a positive mindset, which will produce abilities that continue to grow (Suriyanti, 2020). The change in the mindset of the school community is how to make quality an

organizational and individual culture through knowledge sharing. This interaction pattern through knowledge sharing teaches school members how to think and recognize the emotions they feel and how to express and respond to emotions according to the culture and context in the school (Diananda, 2021).

Resource Upgrade

To support the improvement of teacher competence with knowledge-sharing techniques for human resources so that they have competencies and skills that are multitasking oriented requires education and training that can add insight so that they can be shared with colleagues. Upgrading human resources needs to be carried out by an institution with big aspirations in improving human resources, which will impact the progress of school institutions (Hasanah et al., 2020). By carrying out activities for implementing education and training resources for educators and education staff, it will increase their knowledge, especially in developing talents, insights, and experiences in learning and serving, as an effort to have a good impact on strengthening the quality of institutions.

Based on interviews conducted with Mispairoh as the deputy head of the Public Relations section at SMA Negeri 3 Panyabungan, it was stated that every semester, the school always carried out upgrading for educators and education staff by bringing notable resource persons to improve the competence of school personnel. Not infrequently, one of the educators or education staff is often assigned to participate in educational and training activities outside to gain new knowledge and experience related to the competencies to be developed.

This activity can add new knowledge so that the existing resources in this school have multi-functional capabilities (multitasking) such as; teachers can not only teach, but teachers can also serve as operators, become extra-curricular trainers, become emergency health workers, become emergency psychologists, become cleaners and so on.

One factor that needs to be considered in improving the quality of education is teacher performance. Teacher performance is one of the factors that determine school success (Marsen et al., 2021; Frederico et al., 2021). This is because teacher performance primarily determines school effectiveness (Nurhaidah, 2014; Hecht & Garber, 2021). Thus, it is essential to increase teacher knowledge; teachers must have double and even more abilities (multitasking) in optimizing educational programs.

Increasing competence is not only carried out by teachers but also by principals and their employees in increasing self-development in a better direction (Wang, 2019; Haryono et al., 2020). Improving the competence of school principals and educators can be done in various ways and the most simple techniques but with satisfactory results with knowledge sharing techniques (Syukkur & Fauzan, 2021). Shared experience or knowledge can be obtained in various ways, including through teacher academic qualifications, continuing education programs, training (technical guidance), seminars, parenting, and so on.

By holding training or development for all school members, it aims to

improve employee performance so that they can work better, which can increase performance satisfaction and their compensation, which is non-financial or financial (Handayani, 2020; Suwardi et al., 2020; Anwar, 2022). The training that has been given can foster knowledge that can be shared with other friends. Increasing the competence of resources by conducting training can assist personnel in adding knowledge from various sources that can be used as references for the diversity of knowledge and increasing performance productivity.

Knowledge Sharing Forum

Knowledge-sharing techniques that are accommodated or given space in activities at the institution, of course, maximize the activities that will be carried out. As Afrina Seri Dewi is deputy head of Student Affairs at SMA Negeri 3 Panyabungan, the provision of a knowledge-sharing forum has indeed been provided and scheduled by the principal; this service helps optimize knowledge-sharing activities carried out by all resource components in the school.

According to Lesnatarida as the principal, knowledge-sharing activities are carried out at any time, are incidental when deemed necessary, and are aimed at improving the quality of school community resources so that they have superior, reliable, and responsible performance. In practice, this knowledge-sharing activity is carried out independently (internally by the school) by school leaders and peer educators and by presenting experts in their fields as needed.

All school members attend the knowledge-sharing forum to develop their potential and competence to match expectations. The more members are involved and contribute their thoughts, the more they can learn (Maryam, 2020). The activities will be more conducive to the variety of media and places that can accommodate knowledge-sharing activities. They will increase the members' enthusiasm in carrying out these activities so that the results will be more optimal and on target.

Supervision with the Principle of Continuous Improvement

Supervision activities complement knowledge-sharing techniques to obtain superior human resources and have multitasking skills at SMA Negeri 3 Panyabungan. Through supervision, principals can determine to what extent knowledge sharing can improve teacher competence in various knowledge (multitasking). Supervision is a service prepared by a leader to assist teachers in making teachers professional, capable, and skilled in line with the development of science and technology today (Saihu, 2020; Hendri, 2020; Sanoto & Sugito, 2022).

Based on field observations, when supervision activities are carried out, the principal first calls the personnel who will carry out supervision activities. This is done to build mutual understanding and fluency in communication so that the personnel involved do not feel burdened. Supervision activities are carried out further to strengthen the performance of existing resources in the institution. With supervision activities, finding the best solution to increasing

the competencies will be easy. Through supervision, it will also appear that weaknesses need to be improved and addressed to improve an institution's quality (Mudarris & Hasanah, 2021).

Anwar Fuadi, as deputy head of the curriculum section, said that the supervision activities carried out were not to find fault with each teacher but to provide evaluations in a better direction. Supervision is carried out monthly for teachers who have been determined and scheduled in advance through observation and interviews by the principal with all employees, educators, and education staff at SMA Negeri 3 Panyabungan.

Monitoring from the principal is beneficial in maximizing the program that has been launched. The most effective monitoring in assessing the performance of personnel in schools is by carrying out supervision activities, in which this supervision is solely carried out to see the performance carried out by the initial objectives or is still in process or needs to be improved (Saut et al., 2020; Lafuente & Szerb, 2021).

In seeing the program's success, the school made a continuous improvements. Continuous improvement is interpreted as a stage of improvement in making decisions that use measurement results and refer to the goals that have been set (Liu, 2020).

Puadi Lubis, a teacher at SMA Negeri 3 Panyabungan, said that everyone would be able to make a change well when there is a stimulant that can provide an extraordinary response for everyone. The response can be in the form of increased performance and productivity; even more than that, they will show competence and multitasking skills in their performance.

This is in line with the statement of Afrina Seri Dewi as the deputy head of the Student Affairs section, who said that our dual role was to be a deputy leader and, at the same time, a teacher in certain subjects. This is not a burden for us but a precious experience; with this, we can find out the various characteristics students have in dealing with problems.

In increasing productivity, continuous improvements need to be made to improve employees' abilities, make employees think systematically and critically, and be able to communicate & participate in teamwork (Hanh et al., 2020). Implementing continuous improvement programs and training in human resource management focuses on increasing efficiency and maximizing work effectiveness in increasing the productivity of school community performance.

CONCLUSION

Knowledge sharing developed by schools can grow knowledge and increase competence and multi-tasking skills for school members to realize performance productivity. The productivity of this performance is seen in the more creative and innovative educators and education staff carrying out their duties and responsibilities in daily activities at school. The institution's success in creating quality human resources with multi-tasking cannot be generalized to all educational institutions because they have characteristics that are not the same as other institutions. This implies that school principals need to make dynamic innovations and breakthroughs based on local wisdom to arouse their

followers' motivation to achieve the predetermined targets. Furthermore, the limitations of this study provide opportunities for future researchers to examine the same theme from a different perspective to complement the results of this study.

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