

**STRENGTHENING PLANNING LITERATURE AS HUMAN
RESOURCES CAPACITY IMPROVEMENT THROUGH TEXTBOOKS
FOR STUDENTS OF THE DEPARTMENT OF PUBLIC
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Abstract

Human resource is one of the main components in the organization, the existence of an organization must also be supported by a high concern for the needs of human resources through a comprehensive, systematic and dynamic planning. Human resources planning is a basic need in every organization as an effort to project various demands in globalization, new technologies, and organizational restructuring processes. Both in terms of quantity, quality, strategy, and good operations, there are at least four aspects of human resource planning that must be considered/done, namely: (1) how many projected number of employees are needed (forecasting of employees), (2) identification of available human resource within the organization (human resource audit), (3) perform an analysis of the balance of supply and demand, (4) run an action program. Strengthening literacy through the preparation of comprehensive teaching materials has an important role in the learning process because it is able to guide students not only to develop their understanding and competence but to instill the character to be adaptive in designing plans according to the demands of needs. Considering the study of the Human Resource Planning Course which is so extensive but has not been supported by the existence of the course textbook. Through the development of textbooks, students are expected to broaden their horizons and ideas through discussions on matters related to Human Resource Planning. The development model that will be used is the ADDIE development model (Analyze, Design, Develop, Implement and Evaluate). It is hoped that the compiled textbooks can instill reinforcement in human resource planning, requiring comprehensive textbooks in theory and practice.

Keywords: Literacy Strengthening, Human Resource Planning, Strengthening Human Resource Capacity, Textbooks

A. Introduction

The development and demands of increasingly complex needs have consequences in increasing professionalism in all fields [2]. Efforts to strengthen literacy are one of the goals of encouraging the educational transformation process in order to improve the achievement of holistic learning outcomes, both in terms of cognitive and non-cognitive competence (character) in order to realizing Learning Objectives. The expected transformation is not only limited to learning, but also to drive the creation of an ecosystem support for change so that change as efforts to produce superior, character, and professional human resources so that they are able to support sustainable development in the future[3].

Learning is essentially a two-way communication process. Learning is a process of interaction between various parties, including interaction between students and students, students and lecturers and students with learning resources. In accordance with National Education System Act Number 20 of 2003 which states that learning is a process of interaction between students and educators and learning resources in a learning environment. According to Sagala (2003:61) learning means any activity designed to help someone learn a new ability and/or value. The learning process or learning process does not only absorb information from the lecturer, but also involves various activities and actions that must be taken, especially if you

want better learning outcomes. Learning as a learning process is created by teachers or lecturers to develop creative thinking that can improve students' thinking skills, and can improve the ability to construct new knowledge as an effort to improve good mastery of the subject matter (Sagala, 2003:62).

Learning relies on activities that give students the possibility for an effective learning process to occur that can achieve results in accordance with the objectives. According to Cronbach in Riyanto (2008:3) learning is the process of changing behavior as a result of experience. Another opinion according to Riyanto (2008:4) that learning is a way of observing, reading, imitating, intimidating, trying something, listening and following certain directions. This means that the purpose of a learning activity is to achieve changes in behavior, both concerning aspects of knowledge, attitudes and skills. Even more broadly stated, this change in behavior is not only about changes in knowledge but also in the form of skills or skills, habits, attitudes, understanding, appreciation, interests, adjustments, emotions.

The government responded to the importance of the teaching and learning process in higher education with the Presidential Regulation of the Republic of Indonesia Number 8 of 2012 concerning the Indonesian National Qualifications Framework and Permendikbud no. 49 of 2014 concerning Higher Education National Standards. The Indonesian National Qualifications Framework (KKNI) is a competency qualification tiering framework that can juxtapose,

equalize, and integrate the fields of education and the fields of job training and experience.

There are various approaches that lecturers can choose from. One of the approaches used is the Contextual Teaching and Learning (CTL) approach. In the opinion of Riyanto (2008; 109) the Contextual Teaching and Learning (CTL) approach is a learning concept that helps lecturers or teachers relate the material they teach to the real world situation of students or students and encourages the knowledge they have and its application in their lives as family and community members. This approach can encourage students to make connections between their knowledge and its application in their lives as family and community members. (Diknas, Director General Dasmen, 2002:1).

One way that can be done to create high enthusiasm and enthusiasm for learning for students and to realize the vision and mission of the State Administration Study Program, especially in supporting teaching and learning activities, lecturers are required to produce scientific works. One of them is through the development of textbooks that suit the needs of students. The development of the textbook is one of the media in learning. Media as a source of learning is a communication tool so that the teaching and learning process can be more effective. Teachers or lecturers should be able to bring students effectively to use various learning opportunities and various sources and learning media (Slameto, 2003; 98).

Through the development of

textbooks, students are expected to be able to broaden their horizons and ideas through discussions on matters related to planning the needs for employees in an agency, in the hope that they will continue to be sustainable in their activities. Later, students can develop ideas, find something new and train themselves in real situations as members of society in a very complex life, namely society, nation and state. The description of the Human Resource Planning course discusses the fulfillment of the need for human resources in an agency in the future.

B. Research Methods

The development model that will be used in the preparation of textbooks for strengthening literacy is the ADDIE development model, namely Analyze, Design, Develop, Implement and Evaluate. This concept is applied to conduct performance-based learning. The philosophy underlying this concept is learner-centered learning, innovation, authenticity, and inspiration. This concept is believed to be very effective in developing a product and as a guide in dealing with complex situations (Branch, 2009:2).

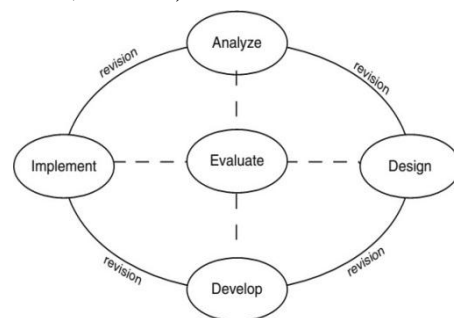


Image 1: ADDIE Development Model

Source: Branch, 2009:2
Analyze, Design, Develop,

Implement, and Evaluate (ADDIE) describes a 5-stage learning process, namely the stages of analyzing, designing, developing, implementing, and evaluating. (Branch, 2009:17-18):

The development of textbooks with the ADDIE model is very concerned about the needs of students and the objectives of the learning process. As previously stated, students need an easy-to-understand guide to practice the Human Resource Planning function. Guidelines with criteria like this will give the view that learning about Human Resource Planning is not a difficult thing. In addition, the development of textbooks also pays attention to the objectives of the learning process. The learning objectives of the Human Resource Planning course are so that students are able to understand various planning methods to meet the needs of employees in an agency in the future.

The procedure for developing textbooks for the Human Resource Planning course contains several stages, namely :

1. Determination of what material needs to be arranged in the textbook.
2. Arrange material. In this case divide the tasks in the preparation of the material.
3. Compile the results of the preparation of the material.
4. Testing by reviewers and students.
5. Completion of the preparation of textbooks. In this stage of completion we are also trying to improve it through Trials

**Among them are designing Trials
There are stages of testing, namely:**

a. Review

The textbook draft will be reviewed by experts in the field of study outside the textbook drafting team. to ensure the accuracy of scientific validity and accuracy of coverage.

b. One-on-one trial

This is done to obtain student opinions about the content or material of the Human Resource Planning course

Trial Subject

The subjects of the trial of the textbook product for the Human Resource Planning Course consisted of experts in the field of content or textbook material and students as the target users of this textbook product.

Data Type

The product trial aims to obtain data that can be used as a basis for determining the feasibility of the resulting textbook product. The indicators for the feasibility of textbooks according to Mustaji consist of :

Standard Content, consisting of :

1. Complete, accurate, up to date.
2. Activities support materials to improve competence
3. The organization of matter is in line with scientific systematics
4. Thinking skill development
5. Consistent use of notation, symbols and units.

Presentation Standards, consisting of :

1. General presentation organization
2. Presentation organization by chapter

Language Standards, consisting of:

1. Correct spelling, formation of Indonesian words and sentences
2. Consistent terminology
3. Polite Language (2016:20)

Data Collection Instruments

The data collection techniques arranged in this study are as follows:

a. Expert Validation

Expert validation is used to obtain data about the validity and feasibility of textbooks. Textbooks that will be compiled by researchers will be consulted first with experts. Then the textbook is validated by experts (validators). The results of the study are used as input to improve the textbooks, among others related to the following:

- 1) The suitability of learning objectives with competency standards and basic competencies.
- 2) The suitability of the material presented with the learning objectives
- 3) The suitability of the question with the material discussed.

b. Questionnaire

This method is used to obtain data regarding the feasibility of textbooks from students through students' opinions about:

- 1) The main idea of each paragraph of the material.

**C. Research Results and Discussion
Need Analysis****a. Student Characteristics**

The characteristics of the students in this study were students of the 2020 State Administration Science Study Program Class A and B in semester 5 in the even semester

- 2) The legibility of each paragraph into very easy, easy, difficult and very difficult categories.

- 3) Words that are difficult to understand

c. Observation method

This observation method was used to obtain data regarding the assessment of students' attitudes and skills while using textbooks.

d. Test method

This test method is used to obtain knowledge assessment. Data analysis technique

To determine the quality of textbook development results, three criteria are needed, namely the feasibility of textbooks based on content standards, presentation standards and language standards. This research analysis includes:

a. Content standard analysis, which contains completeness, accuracy, up-to-date, material organization in line with scientific systematics, thinking skills and consistency in the use of notation, symbols and units.

b. Analysis of presentation standards, which includes general presentation organization and presentation organization per chapter.

Analysis of language standards, which includes correct spelling, formation of Indonesian words and sentences, consistent terminology, polite language.

2021/2022 academic year. It is planned that this book will be used for the odd semester 2021/2022 academic year, but due to changes in the curriculum to adjust the MBKM curriculum, this course will be released in the even semester of

2021/2022. The average age of students ranges from 20 to 21 years. Conceptually at that age is the beginning of adult life. Adult education is different from children's education. However, the nature of student youth is still quite prominent because it is at the transitional age limit. In terms of regional social characteristics, most of the students come from rural areas. It is possible that primary and secondary education in rural areas is not yet strong in constructive learning methods. This makes lecturers in the implementation of learning cannot be full as facilitators, but still have to provide intensive guidance. Therefore, learning in groups of learners will be more effective.

b. Characteristics of Human Resource Planning Materials

Understanding Human Resource Planning according to Fischer in Subekhi, Ahmad and Moh. Jauhar (2012:45) discusses the process through which organizational goals are placed in mission statements and business plans, which are translated into Human Resources goals related to staff level and program level. Human resource planning helps the organization ensure that there is no shortage of staff, the placement of the right employees when needed, organizational and environmental changes are anticipated and adjusted at minimum costs, accompanied by direction and conformity with personnel activities. Human resource planning is a special activity related to determining the needs of human resources in an agency or organization, both short-

term and long-term needs.

Based on the understanding of Human resource Planning as described above, the objectives of Human resource Planning are as follows:

- 1) To determine the quality and quantity of employees who will fill all positions in the agency.
- 2) To ensure the availability of present and future workers, so that every job there is someone who moves it
- 3) To avoid mismanagement and overlap in the implementation of tasks
- 4) To facilitate coordination, integration and synchronization so that work productivity increases
- 5) To avoid shortages and or excess employees
- 6) To be a guide in determining the program of withdrawal, selection, development, compensation, integration, maintenance, discipline and termination of employees
- 7) Be a guide in carrying out mutations (vertical or horizontal) and employee retirement
- 8) Become the basis for evaluating employees.

Product Development

The product developed is a human resource planning textbook. Textbooks as products that are developed must convey the content of the material to be delivered. Automatically the material in the table of contents has given an idea of what will be delivered. This product is the overall coverage of the material that is planned to be delivered during one semester. However, the development studied was limited to eight face-to-face meetings. It is intended that the concept of Human Resource Planning

at the first meeting is the basis for reviewing the material for the next meeting.

The learning process according to the Analyze, Design, Develop, Implement, and Evaluate (ADDIE) Development Model by Branch (2009:2) consists of 5 stages, namely the stages of analyzing, designing, developing, implementing, and evaluating. The purpose of the analysis stage is to identify the factors that cause student performance that is not as expected. This stage seeks to describe student performance that is not as expected, set goals, investigate student needs and desires, student abilities, identify what resources are needed to complete the ADDIE process and develop a project management plan.

The results of observations of S1 State Administration Science Class A and B students who will attend Human Resource Planning lectures explain that:

1. There is a lazy habit of looking for references (textbooks) among students for any subject, including the Human Resource Planning course. This results in the majority of students not having textbooks/materials, as well as for Human Resource Planning courses
2. Students have difficulty in doing the assignments given due to limitations or even not having textbooks.
3. Teaching and learning interactions between lecturers and students are hampered. This is due to the absence of textbooks as a guide for students so that the focus of student attention is

disturbed. To overcome this, it is necessary to use textbook media so that the focus of students' attention on the lecture material is maximized which will eventually be able to turn on teaching and learning interactions in the Human Resource Planning class.

The second stage is the design stage. The purpose of the design stage is to verify the abilities of students who expected and the appropriate test method. Usually the activities at this stage include formulating the expected student abilities and designing appropriate strategies in testing student abilities. This stage is very important to do because it becomes a measure of success in product development. Based on field observations, it is also found that the need for textbooks is very urgent for students to get, because the Human Resource Planning course is an elective course in the field of State Administration, which is one of the foundations for advanced courses in the S1 Administration Science Study Program. Country. Therefore, students' understanding of this course is highly emphasized to be able to support other advanced courses. On the other hand, The substance of the study of the Human Resource Planning course that students want is an integrative course which is included in a book that refers to the achievement of courses/competencies in lectures, so that students do not experience difficulties in learning. For this reason, it is necessary to have a book that refers to the KKNi curriculum standard, even now the curriculum has changed to the MBKM curriculum. The substance of

the study of the Human Resource Planning course is taken from various reference sources, then compiles the relevant parts from various references. For this reason, it is necessary to have a book that refers to the KJNI curriculum standard, even now the curriculum has changed to the MBKM curriculum. The substance of the study of the Human Resource Planning course is taken from various reference sources, then compiles the relevant parts from various references. For this reason, it is necessary to have a book that refers to the KJNI curriculum standard, even now the curriculum has changed to the MBKM curriculum. The substance of the study of the Human Resource Planning course is taken from various reference sources, then compiles the relevant parts from various references.

The purpose of stage three in this case is to develop, namely to prepare the necessary resources in making product prototypes/textbooks. In this stage there are several activities carried out including formulating the contents of the textbook, selecting what resources are needed, for example what literature is needed and conducting the first test/test.

Determination of this material is done by using or referring to the Semester Lesson Plan that has been made previously. Broadly speaking, the material does refer to the RPS but at this stage we also discuss how this material will have the context of State Administration Science.

The material discussed in

this textbook includes the presentation at the beginning of the lecture telling why studying Human Resource Planning as a science through discussion of the meaning of HR Planning, the scope, materials and benefits and levels of HR Planning; The need, purpose and importance of HR Planning, Factors influencing HR Planning include internal factors, external factors and identification of opportunities and threats; HR Planning System which will discuss the Preparation of the Personnel Budget and the Preparation of the Personnel Program.

Next, we discuss HR planning as a staffing function, which consists of the relationship between HR planning and job analysis, the relationship between HR planning and job evaluation, the relationship between HR planning and employee recruitment, the relationship between HR planning and selection, the relationship between HR planning and compensation, the relationship between HR planning and employee recruitment. career planning, HR Planning relationship with training and development. Next, discuss about Job Analysis which includes the definition of job analysis, the importance of job analysis, information gathering techniques, understanding of job descriptions and job specifications

The final chapter discusses the HR Planning Process which includes forecasting future HR needs, projecting future HR supplies, comparing forecasted needs with projected supplies, planning policies and programs to meet HR needs and assessing the effectiveness of HR planning.

For the development of textbooks, the first test can be done by reviewers. The reviewer for the development of the HR Planning textbook was carried out by Dr. Tjitjik Rahaju., M.Si. Before submitting it to the reviewers, we have also determined the layout and cover of the interesting textbook. Later, reviewers are expected not only to provide suggestions and criticisms regarding the subject matter but also to provide suggestions and criticisms about the book as a whole. Furthermore, the purpose of the implementing stage is to prepare learning conditions and build the focus of student attention in the learning process. In this stage, the textbooks were tested and applied in the learning process and observed what happened. The trials carried out were only carried out for a few students, namely twenty P (A and B) students from the 2020 batch of the State Administration Science S1 Study Program and were not applied to all students taking the HR Planning course. Students are expected to provide suggestions and criticisms regarding this textbook. Suggestions and inputs from students in the form of content standards from textbooks, presentation standards and standards of language use in HR Planning textbooks.

The purpose of this evaluation stage is to assess product quality and see the differences between students before and after using textbooks. The difference can be seen from the level of understanding of the

lecture material, the pattern of behavior in the learning process and the results of the examination of the lecture material. The textbook preparation activities that we will carry out have not been carried out until this stage.

Assessment of Textbook Product Display

Assessment of teaching material products is based on the product. The assessment criteria are based on aspects of language, pictures, layout, and instructional sentences. Linguistically it can be understood as an exposure of a concept after being read once. The picture can be understood as a visual of the concept after being seen once. The layout of the page does not seem dense by writing and images. Instructionally it can be understood after reading it more than once.

The results of the FGD with students regarding the quality of textbooks for HR planning courses are as follows:

- 1) Numbering is not consistent
- 2) There is still an error in the conjunction
- 3) There is still an error in the preposition
- 4) Italicize foreign words or sentences.
- 5) There are some typos in the textbook
- 6) Overall, it refers to the use of good and correct Indonesian.

as for the input in terms of material and in terms of learning is being implemented / in the process. The process is still under review by experts or substance and pedagogical experts.

Based on the opinions of students and reviews from experts, it

shows a tendency that the HR Planning textbook is valid to be used as a textbook. This means that the book is suitable for learning in the HR Planning course. A good textbook for studying HR Planning is capable of educating students as well as providing many perspectives for students to think that is adapted to the development of students.

Contextually, teaching materials supported by learning planning and implementation have attempted to apply cooperative learning. To determine the effectiveness of the results of the development of textbooks, it cannot be done because the Human Resource Planning course will only be released in the academic year of the even semester of 2021/2022.

D. Conclusions And Recommendations

Conclusion

Based on the results of the study, it can be concluded as follows that the HR Planning course textbook based on the material indicates that the textbook is feasible to use. Assessment of the quality of textbooks based on content standards, presentation standards and language standards.

The substance of the study of the HR Planning course expected by integrative students in a book that refers to the achievement of the course/competence in lectures, so that students do not experience difficulties in learning.

Recommendations

Suggestions for research on the development of this HR Planning textbook are that it takes sufficient

time and greater funds in this research. This is needed to complete the various references used based on quality considerations. In addition, reviewer studies also need to be added in terms of layout so that the results will be of higher quality and very useful for students and ultimately learning achievement will increase.

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