



## Human Resource Management Strategy in Improving the Quality of Shadow Teachers (Case Study at Yayasan Rizki Bakti Negeri Pekanbaru)

Bambang Supeno<sup>1</sup>, Rino Stiawan<sup>2</sup>, Susi Nelda<sup>3</sup>, Erizal Efendi<sup>4</sup>,  
Gusniarisyah<sup>5</sup>, Urip Darmawan<sup>6</sup>, Asni Yuwita<sup>7</sup>

<sup>1,2,3,4,5,6,7</sup>Master of Management Study Program Graduate School, Lancang Kuning University, Indonesia.

Email: [rinoستيawan14@gmail.com](mailto:rinoستيawan14@gmail.com)

### Article Info

#### Article history:

Received December 19, 2024

Revised January 03, 2024

Accepted January 08, 2024

#### Keywords:

Human Resource Management  
Strategy, Shadow Teacher,  
Children with Special Needs

### ABSTRACT

*This study aims to determine the human resource management strategy in improving the quality of shadow teachers in the environment of Yayasan Rizki Bakti Negeri Pekanbaru. This research method is descriptive qualitative method. This research uses direct interview techniques with foundation coaches and shadow teachers at Yayasan Rizki Bakti Negeri Pekanbaru. The results showed that the human resource management strategy in improving the quality of shadow teachers in the environment of Yayasan Rizki Bakti Negeri Pekanbaru is by conducting and participating in training such as seminars/webinars and workshops on an ongoing basis so that the potential of shadow teachers is growing in understanding the physical and mental conditions of children, being able to arouse children's enthusiasm for learning, helping children build relationships, providing appropriate treatment to children, being able to reduce children's negative behavior, teaching independence to children and providing counseling to parents of children with special needs.*

*This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.*



### Corresponding Author:

Nama penulis: Rino Stiawan

Universitas Lancang Kuning

Email: [rinoستيawan14@gmail.com](mailto:rinoستيawan14@gmail.com)

## Introduction

In an organizational context, human resources are an important element in meeting the goals and requirements of the institution. Effectively managed and high-performing human resources can significantly enhance strategies aimed at achieving organizational progress. A key challenge that requires resolution is the extent to which human resource management (HRM) influences the trajectory and strategic orientation of organizational evolution. Strategies relating to human resources underscore the need for comprehensive human resource planning in addition to the execution of strategies to be developed in alignment with the overarching organizational strategy. The strategic framework, as a whole, must demonstrate a response to fluctuations in the organization's external environment, thus requiring interpretation and adaptation by practitioners to ensure compatibility between human resource strategies and organizational plans. Human resource management strategies are concerned with systematic patterns of decisions related to the implementation of Human Resources in the workplace (Tampubolon, 2016).

Shadow teachers are an important component of human resources that facilitate the educational process for children with special needs. Shadow teachers serve as dedicated support personnel specifically assigned to assist children with special needs during their preschool and primary education (Jami et al., 2024). Many roles and responsibilities are assumed by shadow



teachers in the mentoring of children with special needs. The responsibilities of shadow teachers include understanding diverse learning challenges and effectively addressing the needs of children with special requirements to ensure they receive individualized attention that is essential to their development. It is essential for shadow teachers to have commendable qualifications and competencies relating to the care of students under their supervision. Shadow teachers are expected to provide diverse support to learners, as they serve as role models for each student, and the perspectives articulated by the accompanying teacher are often considered authoritative, even when considered wrong (Adawiyah et al., 2022). The role of shadow teachers, who function as special education assistants, has evolved into a recognized profession, as they not only support students with disabilities who face challenges in the educational process but also strive to establish themselves as proficient agents in the educational landscape. Their commitment is geared towards facilitating appropriate learning experiences with minimal interventions for students with disabilities while also assisting the educational engagement of other non-disabled peers (Fitriyah, 2018). To ensure a smooth education process for children in need, it is important to implement effective human resource management strategies that will cultivate a cadre of qualified shadow teachers.

Education is an important aspect of the humanization process in human endeavors (Owa et al., 2023). The main purpose of education is to promote individual growth and to develop the potential inherent in each person. Moreover, education is an inalienable right granted to every individual, including those with special needs. A child with special needs is defined as a child who requires unique interventions due to developmental disorders and abnormalities faced by the child. Related to the concept of disability, a child with special needs is characterized by limitations in one or more abilities, which may manifest as physical impairments such as blindness or hearing loss, or psychological conditions, including autism and ADHD (Fakhiratunnisa et al., 2022). Children with special needs require educational provisions that are tailored specifically to their unique needs, distinguishing them from the general student population. Such children experience barriers to learning and development, which necessitates the provision of educational services that are aligned with the different barriers to learning and development that each child faces. Children with special needs can be categorized into two types, namely permanent and temporary (Artistia et al., 2024):

1. Children who present with special needs continue to require special education interventions, including those who are deaf, hard of hearing, visually impaired, and others.
2. Children with non-permanent special needs, who require special education services and are classified as temporary cases, including street children, children affected by natural disasters, and children of migrant workers. The characteristics of children with special needs, along with illustrative examples, are as follows:
  - a. Sensory impairment, including visual impairment and hearing impairment.
    - 1) Visual impairment, specifically blindness, refers to a child who has total or partial vision loss. Characteristics include inability to perceive visual stimuli, inability to recognize individuals at a distance of six meters, frequent incidents of tripping and falling during ambulation, challenges in grasping small objects at close range, and persistent blinking of the eyes.
    - 2) Hearing impairment refers to a condition where the child has a complete or partial loss of auditory perception. Characteristics include reliance on instructional support throughout classroom activities, barriers in language and speech development, decreased academic performance especially in reading, inability to understand auditory stimuli, and unclear articulation of words.



- b. Speech and language disorders, such as dysarthria, exhibit characteristics including: production of loud but indistinct speech; tendency to focus on the lips or movements of the interlocutor; ear discharge; utilization of hearing aids; and presence of cleft lip.
- c. Physical impairments, including physical disabilities and cerebral palsy, pertain to children who exhibit permanent motor impairments, thus requiring special education services. Characteristics include stiffness, weakness, or paralysis of limbs, challenges in locomotion (characterized by clumsiness, inflexibility, or lack of control), incomplete or undersized limbs compared to normative standards, abnormalities in locomotor apparatus, and stiff fingers and inability to grasp.
- d. Children classified as gifted or talented have superior intellectual abilities, creativity, and a high sense of responsibility compared to their peers. Characteristics include early reading proficiency, fast and accurate reading ability, extensive vocabulary, high curiosity, broad interests, and sensitivity to adult problems.
- e. Autism spectrum disorder represents a pervasive developmental condition characterized by qualitative limitations in social interaction, communication, interests, and activities. Features include impaired social interaction, lack of relationship development with peers, absence of reciprocal social and emotional engagement, communication barriers, delayed language development, and lack of spontaneous or imaginative social play skills.

Variations in learning ability characteristics among children with special needs include: 1) deficiencies in knowledge or skills; 2) Obvious forgetfulness of newly acquired knowledge or skills; 3) Challenges in preparing for learning activities; 4) Difficulties in maintaining concentration on academic tasks; 5) Issues relating to motivation and enthusiasm for learning or completing tasks; 6) Struggles with expressive and/or receptive language; 7) Deficiencies in social and problem-solving skills; 8) Limited independence and adaptability; 9) the impact of external factors in daily life, especially as a result of societal demands.

## **Methods**

The method used in this research uses qualitative methods. Qualitative method is a type of research aimed at understanding an event, such as behavior, events, and actions experienced by individuals. Qualitative research aims to obtain a complete picture of a matter according to the views of the humans under study (Sugiyono, 2020). Qualitative research deals with the ideas, perceptions, opinions or beliefs of the person under study and all of them cannot be measured by numbers. Qualitative research is also to understand research problems by collecting, analyzing, and reporting research results.

The informants in this research are the coaches of Rizki Bakti Negeri Foundation Pekanbaru and shadow teachers. Data collection methods with observation, interviews and documentation review. Data analysis techniques by collecting information, data reduction, conclusions and data presentation. Data validity checks with source triangulation, triangulation of data collection techniques and time triangulation.

## **Results and Discussion**

### **a. Research results**

From the results of interviews with all informants, it can be concluded that the human resource management strategy carried out by the Rizki Bakti Negeri Foundation in improving



the quality of shadow teachers, the Rizki Bakti Negeri Foundation Pekanbaru organizes training for shadow teachers to attend such as seminars / webinars on how shadow teachers are more patient in dealing with children with special needs, seminars on parenting, child development, and of course those related to the psychology of children with special needs. In addition, the Rizki Bakti Negeri Foundation also provides and provides opportunities for shadow teachers to attend workshops on an ongoing basis. The purpose of the training is to develop the potential of shadow teachers. Shadow teachers must be able to manage emotions, be able to understand children's physical and mental conditions, be able to arouse children's enthusiasm for learning, help children build relationships, provide appropriate treatment to children, be able to reduce children's negative behavior, teach independence to children and provide counseling to parents of children with special needs. All of these things are facilitated by the Rizki Bakti Negeri Foundation as a form of carrying out human resource management strategies so that the quality of shadow teachers is increasing. Because to become a child shadow teacher for children with special needs, shadow teachers must have special skills and extraordinary patience compared to teachers who teach normal children.

According to the Trustee of the Rizki Bakti Negeri Foundation, in the progress of an organization, quality human resources are needed. To get this, the Foundation conducts a fairly strict selection of individuals who want to become shadow teachers. Because the Foundation strives to provide the best for children with special needs and their parents. Therefore, the Rizki Bakti Negeri Foundation always evaluates and looks for strategies and implements these strategies so that its human resources, in this case the shadow teacher, are of higher quality. In addition, the Foundation also provides continuous appreciation and encouragement to shadow teachers so that they are not easily bored in carrying out noble tasks for special children, namely children with special needs. Rizki Bakti Negeri Foundation also tries to provide the best service for human resources (shadow teachers) such as bringing shadow teachers to open refreshing, outbound activities, and the like to show the Foundation's concern for its human resources.

Shadow teachers in the environment of Yayasan Rizki Bakti Negeri stated that they are comfortable in the environment of Yayasan Rizki Bakti Negeri. Rizki Bakti Negeri Foundation always pays attention to their needs, willing to hold discussions, especially in finding solutions related to the problems they experience in the field. The Foundation always encourages shadow teachers not to give up and be more patient in assisting and dealing with children with special needs, because after all, children with special needs are destined to be born as special children.

## **b. Discussion**

### **Human Resource Management Strategies in Improving the Quality of Shadow Teachers**

Within an organizational framework, human resource management strategies are essential for increased institutional efficacy. Human resource management strategies include systematic planning, organization, implementation, and supervision of the workforce. The ultimate goal is to meet the aspirations of the organization. Human resource management strategies facilitate the cultivation of organizational culture, augmentation of innovation, enhancement of adaptability, and improvement of performance. Among the activities covered in human resource management strategies are workforce planning, workforce acquisition, workforce development, service restitution, workforce integration, workforce maintenance, and workforce separation (Mangkunegara, 2019).

Human resource management strategy is essentially concerned with the organization and establishment of a comprehensive staffing program. The goal is to assist employees and organizations in achieving their respective goals. Specific human resource management



strategies (Hasibuan, 2019) include determining the quantity, quality, and placement of the workforce, instituting employee development, promotion, and termination programs, implementing employee welfare initiatives, conducting training and education programs for employees, conducting employee performance evaluations, arranging employee transfers, arranging retirement plans, and managing dismissal and severance packages. Strategies aimed at improving human resources to effectively face opportunities and challenges in the midst of rapid development must be implemented continuously, thus ensuring that human resources remain a productive entity (Sedarmayanti, 2017).

Education is a compulsory need for every individual and serves as a fundamental goal of the state in promoting the enlightenment of national life. Every individual has the right to receive proper education without discrimination, regardless of material or physical constraints. A common problem in society is the perception that a child's distinctiveness is an undesirable attribute. As a result, both children and their parents experience feelings of inferiority when attending educational institutions alongside the majority of typically developing children (Riswana et al., 2024). The process of education and the pursuit of knowledge are inherently linked to the concepts of learning and learning. Learning is defined as a conscious activity that results in changes manifested as positively directed behavior, achieved through practice or experiential engagement, both physical and non-physical (Puspita, 2024).

Education is guidance or help for the development of children in achieving maturity given by adults with the aim that the child can carry out his own life tasks without expecting the help of others. The right of children with special needs to receive education is the same as normal children or children in general in regular schools. For children with special needs who are able to follow regular lessons, of course, this is not a problem. Equal opportunities must be given to children with special needs to obtain education and teaching with the aim of minimizing the gap in education participation rates between children with special needs and normal children (Afifah, 2022).

In the decree of the Minister of Education and Culture of the Republic of Indonesia number 002/U/1986 states that "special assistant teachers (shadow teachers) are special teachers who work in public schools, providing guidance and services to children with special needs who have difficulty following education in schools that function as support for regular teachers. The following are the roles and duties of shadow teachers based on the results of the data collection that has been carried out. Organizing the administration of students with special needs in the form of recording personal data on children with special needs including student profiles, parents' names, medical history, and student education history.

The implementation of the duties and roles of shadow teachers also experiences many obstacles and constraints, including building children's mood so that they can receive learning well, building the concentration of students with special needs to stay focused on learning, choosing learning materials that are in accordance with the abilities of students, the image media needed is sometimes not suitable. So that the shadow teacher must adjust himself in all aspects. However, in some of the obstacles and barriers experienced by shadow teachers, they are able to overcome them while still providing the best role to the students they assist. For other obstacles that have not been resolved, discussions are held with the class teacher and the school to support things that have not been fulfilled.

In addition, shadow teachers need to hold counseling for parents to provide information about student development both online and face-to-face. Because counseling also has a good effect on student achievement that has been obtained both in terms of independence, social, and knowledge. This is in line with the opinion (sartinah & sujarwanto, 2021) in (Adawiyah et al., 2022) that student counseling guidance services aim so that after obtaining counseling services





students can achieve optimal adjustment and development according to the rest of their abilities, talents, and values they have.

### Conclusion

Human resource management strategy is one of the important factors in advancing the organization. For this reason, the Rizki Bakti Negeri Foundation develops and carries out strategies for human resources within the foundation (shadow teachers). The strategy carried out by the Rizki Bakti Negeri Foundation for shadow teachers is to hold ongoing training such as seminars, webinars, workshops to increase the potential of shadow teachers. In addition, the foundation also provides opportunities to discuss and find solutions to the obstacles faced by shadow teachers in the field. The foundation also evaluates the development of shadow teachers because after all, the role of a shadow teacher is not only to be a teacher but also to be a parent for children with special needs. It is this shadow teacher who gives more attention so that children with special needs are not left behind by their friends.

### References

- Afifah, N. (2022). Pembelajaran Anak Berkebutuhan Khusus Studi Kasus Learning Disorder. *Journal Of Primary Education*, 3 (1).
- Asyharinur Ayuning Putriana Pitaloka, S. A. (2022). Konsep Dasar Anak Berkebutuhan Khusus. *Jurnal Pendidikan dan Sains*, 2 (1).
- Fitriyah, A. (2018). Shadow Teacher: Agen Profesional Pembelajaran Bagi Siswa Dengan Disabilitas Di SMP Lazuar. *Jurnal Tarbawi*, 15 (2).
- Hasibuan, M. S. (2019). *Manajemen Sumber Daya Manusia*. Jakarta: PT. Bumi Aksara.
- Julia Ayu Puspita, N. E. (2024). Analisis Peran Guru Pendamping Anak Berkebutuhan Khusus Tipe Slow Learner dalam Pembelajaran Kelas 1 di SD Muhammadiyah 2 Socah. *Jurnal Pendidikan Sosial Humaniora*, 3 (3).
- Mangkunegara, A. P. (2019). *Manajemen Sumber Daya Manusia Perusahaan*. Bandung: Remaja Rosdakarya.
- Muhammad Akmal Jan Jami, H. K. (2024). Peran Shadow Teacher Terhadap Anak Berkebutuhan Khusus Di Sekolah Alam Depok. *Jurnal Agama, Sosial, dan Budaya*, 3 (4).
- Robi'atul Adawiyah, N. A. (2022). Studi Kasus Peran *Shadow Teacher* Pada *Blended Learning* Di Sdi Al Chusnaini Klopsepuluh Sukodono *Jurnal Pendidikan*, 5 (2).
- Ruri Riswana, D. S. (2024). Strategi Shadow Teacher Pada Peserta Didik Inklusi dalam Pembelajaran IPS di Sekolah Alam Depok. *Jurnal Dunia Pendidikan*, 5 (1).
- Sedarmayanti. (2017). *Manajemen Sumber Daya Manusia*. Bandung: Refika Aditama.
- Sugiyono. (2020). *Metode Penelitian Kuantitatif, Kualitatif*. Bandung: Alfabeta.
- Sujarwanto., S. &. (2021). Bimbingan dan Konseling Anak Berkebutuhan Khusus. Surabaya: CV. Jakad Media Publishing.
- Surat Keputusan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 002/U/1986 tentang Pendidikan Terpadu bagi Anak Cacat.
- Tampubolon, H. (2016). *Strategi Manajemen Sumber Daya Manusia Dan Perannya Dalam Pengembangan Dalam Keunggulan Bersaing*. Jakarta: Papas Sinar Sinanti.
- Yosefa Kafasin Owa, M. A. (2023). Anak Berkebutuhan Khusus Dan Penerapannya Dalam Pendidikan Di Sekolah Dasar: Studi Literatur. *Jurnal Ilmiah Citra Bakti*, 1 (1).