Towards Society 5.0: Strategic Human Resources Management in Senior High School

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Abstract. This study aims to describe the implementation of human resource strategy management through indicators of planning, recruitment, selection, orientation and placement, training and development, and performance appraisal at SMA Negeri 8 Medan towards digital revolution 5.0. Data were collected through observation sheets and interview guidelines, as well as documentation and the data analysis techniques were carried out through four stages, namely data collection, data reduction, data presentation and conclusion drawing. This study found that the implementation of human resource management at SMA Negeri 8 Medan has been carried out properly. This wasindicated by the preparation of human resource planning, recruitment of professional and transparent human resources, implementation of fairly professional selection of human resources, implementation of orientation and work placements that took into account the needs of schools and the competence of teachers/staff, implementation of planned training and development, and performance appraisal. However, aspects of human resource selection, orientation and placement still require improvement in a better direction.

Keywords: human resources management, strategic management, society 5.0, senior high School

1   Introduction

The 5.0 generation industrial revolution, which is currently upon us, is characterized by a rise in connectivity, interaction, and the development of digital systems, artificial intelligence, and virtual reality. Information and communication technology undoubtedly affect many facets of life as the borders between humans, machines, and other resources converge. One of them is the effect on Indonesia's educational system [1],[2],[3]. With a system that is strongly connected to both the actual world and the virtual world, Society 5.0 promises a human-centered society that strikes a balance between the advancement of economic technology and addressing social issues. Education that can produce a creative, innovative, and competitive generation is required to survive the Industrial Revolution 5.0 [4], [5].

The 5.0 industrial revolution, where people and technology are connected to create new opportunities imaginatively and innovatively, calls for a response from education. Since no one will be able to stop this shift, human resources (HR) must be adequately prepared in order to be flexible and able to compete globally. The key to keeping up with the advancement of

the Industrial Revolution 5.0 is improving the quality of human resources through educational channels spanning from primary and secondary education until university[6], [7].

It is believed that the correct individuals would be placed in the appropriate roles when needed as part of the ongoing process known as implementation or implementation of human resource management, which aims to maintain the organization. The process of human resource planning, recruitment, selection, placement, remuneration, awards, education and training or development, and dismissal begins when a human resource enters an educational organization and ends when it does[8], [9].

In order to give the organization a productive work unit, human resource management must be improved to make resources more usable and efficient. Education personnel and educators are the resources in concern. Human resource management, on the other hand, encourages educators to improve quality while maximizing efficiency and effectiveness to attain and implement inputs, procedures, and outputs. Resource management needs to be successful and efficient for schools as well. In order to generate graduates who are competitive and smart, existing resources must be utilized to their fullest through an effective management process [10], [11].

The industrial revolution 5.0 is an era of disruptive innovation, where human resources' capacities cannot keep up with the development of creativity, making it impossible for them to contribute to the creation of new markets. Additionally, this invention has the capacity to transform everything, destroy everything, and even supersede current technology. The education component of the enormous challenge cannot be isolated, thus education also needs to adapt[12], [13].

In order to succeed in the era of society 5.0, education is crucial for raising the caliber of human resources[14], [15].The education unit must make several efforts, one of which is to alter the paradigm of education. The development of ICT-based educational technology, the role of teachers as educators, and curriculum reconstruction will all be impacted by changes to the educational system. Education needs to be revitalized in order to produce smart, inventive, and creative people who can compete on a global scale.

The fundamental factor in bringing about a paradigm shift in education management is sensitivity to the evolving global conditions and future opportunities. This situation will be able to serve as a solid foundation for the growth of education. Various pledges to quality improvement are needed at this time. There will inevitably be a domino effect (positive) in organizational management, strategy, human resources, education and teaching, expenses, and marketing when an opportunity is recognized and leveraged as capital, which then becomes a footing to promote education with a high commitment[16], [17].

People management is defined as as the withdrawal, selection, development, use, and maintenance of human resources by organizations in order to accomplish both individual and organizational goals[18], [19]. In order for each employee to contribute to the accomplishment of organizational goals, human resource management is directly tied to the management of people within the organization. Of course, this also applies to schools as institutions with distinct objectives that are expressed in their vision, mission, and goals. The aforementioned statement leads to the conclusion that managing human resources in schools still necessitates the use of management processes like planning, organizing, directing, and supervising.

However, there are four fundamental principles of human resource management in schools that all principals must adhere to: (1) human resources are the most valuable component in developing schools; (2) if managed well, human resources will play an optimal role in supporting institutional goals; (3) organizational culture and atmosphere in schools, as

well as the managerial behavior of school principals, greatly affect the achievement of institutional goals[20], [21], [22].

Thus, it can be inferred that the principal must be able to effectively manage all of the school's human resources if the institution is to achieve its vision, mission, and goals while also living up to the expectations of all of its students. The principal's responsibilities as the top-rank leader in the school involve three areas: hiring new employees, using existing employees, and mentoring and developing new employees. The hiring manager must perform a job analysis to ensure that the hired personnel will actually meet the demands of the institution. The new school will supply the necessary manpower once that is finished. State schools must suggest the hiring of new employees to their direct superiors (the district/city education, youth, and sports offices), as they are unable to do it. Principals can encourage and grow their own staff members through supporting greater professionalism, career advancement, and wellbeing. This action will undoubtedly have an impact on how well teachers and other human resources that belong to schools contribute to the achievement of educational objectives.

Education management must be given priority in order for education to continue and provide the required results before we can talk about education change as a whole. Even so, there are still some institutions of higher learning with poor management of their instructional programs. Since the administration is still traditional, it is less equipped to handle current issues and appears to have been left behind by modernity [23], [24].

Poor school services, unprofessional teaching personnel, inadequate infrastructure, unlawful levies, and violence in the classroom won't be a problem if education management is properly organized. Planning, organizing, acting, and managing the use of organizational resources are the four fundamental tasks that make up management in an organization. Through the fulfillment of these tasks, organizational goals are established and achieved. Because of this, implementing organizational management is primarily the responsibility of the organization's human resources department. The following issues can be stated based on the study's background description: How is SMA Negeri 8 Medan's strategic human resource management coping with the fifth industrial revolution? The goal of creating this paper is to learn how SMA Negeri 8 in Medan is addressing the Digital Revolution 5.0 based on how the challenge was formulated above.

2 Research Method

The study was carried out at SMA Negeri 8 in Medan. The participants in this study are all teachers at SMA Negeri 8 Medan, and the educational staff in this context refers to all administrative employees. The study was conducted from March until April 2022. The Principal, Teachers, and Administrative Staff served as the study's primary subjects. In this study, descriptive qualitative research was used. In qualitative research, persons or observed behavior are used to provide descriptive data in the form of written or spoken words[25], [26]. In this study, observation logs and interviewing protocol were employed as the data gathering tools. The four stages of the data analysis process were data collection, data reduction, data presentation, and conclusion-making.

3 Results and Discussion
3.1 Results
3.1.1 Human Resource Planning at SMA Negeri 8 Medan

According to study findings for human resource planning based on observations and interviews with resource persons conducted by researchers, there are the following research findings: (1) SMA Negeri 8 Medan's HR planning is conducted by analysis of causes generating changes in the workforce, through a once-a-year evaluation that is conducted periodically; (2) create a strategy to ascertain the demand for any staff and the requirements of potential candidates who will be hired later; (3) prior to performing and deciding on the implementation of the recruitment program, analyze internal sources; (4) Implementation of the HR planning program associated with the school administration's policy to hire honorary personnel.

Planning in the context of human resource management for schools is the process of determining future human resource demands based on changes that occur and the supply of energy in schools. The results of research on HR planning carried out by SMA Negeri 8 Medan management, as previously indicated, substantially align with the following steps in the planning proces. First, analyzing the various elements affecting the need for human resources, then anticipate those needs, determining those needs in the future, analyzing the availability of those resources, and finally decide on and implement plans.

According to the theory of human resource planning, the first step is to examine the consequences of the organization's strategic plans for the workforce, which are general, broad, and comprehensive. The second step is to forecast the demand for human resources and estimate their supply. This demonstrates the institution's commitment to implementing a learning system to teach the children of the country. The vice principal and the administrative head of SMA Negeri 8 Medan supported the principal's assertion. Howeverm this human resource planning needs to be put into action and evaluated maturely and deeply in order to be able to obtain the required future workers, who will assist the accomplishment of educational institutions' objectives[27], [28], [29].

3.1.2 Selection or recruitment of employees at SMA Negeri 8 Medan

The processes of recruiting and selection are carried out for human resource hiring after HR planning. Recruitment is the process of looking for workers on the job market and employers can look for employees using a variety of channels, including the media, alumni, employment agencies, etc [30]. Recruitment must be properly thought out because it will affect personnel selection, performance, and ultimately the organization[31]. SMA follows the policies of the organization that currently houses it when conducting recruiting and selection. Due to the fact that SMA is a part of the provincial government, the CPNS is followed when hiring civil personnel. This is done through recommendations or word of mouth for temporary workers.

Based on data exposure, research conclusions regarding HR recruiting at SMA Negeri 8 Medan are as follows: There are two patterns of recruitment in SMA Negeri 8 Medan, the first of which is the government's hiring of permanent employees (ASN/PNS). Second, the management of the school is solely responsible for hiring teachers and temporary or temporary employees. The management of SMA Negeri 8 Medan also seeks to apply the principles of

professionalism and transparency in the recruitment process by: (1) determining the position or job and the necessary requirements; (2) determining the sources and methods of recruitment; and (3) determining the position or job and the required requirements.

Being the first step taken by school organizations to find the qualified candidates to fill open positions, recruitment is one of the most crucial operations in human resource management. At SMA Negeri 8 Medan, there are two different recruitment processes in place. The first is the recruitment of permanent staff (ASN/PNS), which is handled by the government in this instance through the Regional Personnel Agency and the Provincial Education Office. Second, the school administration is solely responsible for hiring teachers and temporary staff.

The school administration makes an advance determination of the open positions/jobs and the qualifications needed for employees to work in the school. Job requirements are standards or traits that may include the abilities, knowledge, and expertise required to do the position. Naturally, it is necessary to set the requirements for this position because doing so will help identify the workers who are required and tie who is required to where they are.

Determining the source and technique of recruiting is the final step in the hiring process undertaken by management. School management separates these sources and methods into different categories, including internal sources like potential new hires who may be obtained from current staff and work in schools using the closed method, which means that the principal will give these staff members new assignments based on their skill and past work performance[32]. Or, to put it another way, leadership identifies internal candidates by designating a number of individuals as candidates for promotion.

The management of SMA Negeri 8 Medan aims to apply the principles of professionalism and transparency in this recruitment process when it comes to external sources made up of individuals who will be hired but have not yet joined the school's staff. This means that the administration of the school gives open opportunities to potential candidates who are capable or competent in their field to submit a job application in accordance with the desired choice based on the terms and conditions imposed. School organizations should use open methods for external sources, such as job postings, to let all employees know about open positions and give them the opportunity to apply online. These methods include posting job openings on bulletin boards, making verbal announcements, and using other media.

From the analysis above, it is clear that the recruitment strategy used by the management of SMA Negeri 8 Medan is similar to Sinambela's (2016:121) viewpoint regarding the considerations that must be made when hiring staff for educational institutions, namely: (1) identifying open positions; (2) identifying job requirements; and (3) identifying sources and methods of recruitment.

School management's self-recruitment efforts for the needs of teachers and employees have a number of benefits, but on the other side, this also means that the burden on the school is growing, particularly with regard to the responsibility to provide welfare to the teachers and employees[33].

First, school administration can be more cautious in selecting potential instructors and staff in accordance with the standards and credentials required by the school. This independent recruitment of teachers and personnel has benefits. Second, the hiring process can be completed more swiftly in an emergency situation, allowing for the instant satisfaction of teachers' and employees' urgent needs. Third, in contrast to teachers and public workers, who occasionally have weaker ties to the institution because it is the government that hires and pays them, teachers and temporary employees typically have stronger ties to the school as the institution that appointed them.

Another benefit of this self-recruitment strategy is that school administration may evaluate prospective instructors and employees' capabilities through the selection process, both in terms of their professional aptitude and dedication to the job. The procedure allows school administration to establish its own standards based on the requirements of the institution. For instance, in regards to academic caliber or accomplishment, teaching experience, university background, scientific training, and so forth. A good impact on employees' appearance while performing their jobs is felt as a result of this approach. Of course, this is extremely dissimilar from how the government packages its instructors and staff.

3.1.3 Employee Orientation and Placement at SMA Negeri 8 Medan

Employer placements will be carried out by businesses that have identified applicants who meet the requirements. Employers are grouped into task groups based on their areas of expertise through personnel placement. Employee expertise is important, but it's also important to pay attention to the HR planning that was done in the prior step.

The effectiveness of the organization will be impacted by how accurately employees are placed. Additionally, employee placement will impact how well they perform. Placing workers in high school based on their qualifications, particularly their educational background. According to their competence, undergraduate education graduates will be assigned to teaching positions. For administrative staff, however, who do not hold any unique credentials connected to the graduate study program administrative staff only takes work capability into account.

The management of SMA Negeri 8 Medan had to make arrangements/place new personnel or old personnel for new positions due to the existence of new personnel recruited and selected as well as the presence of new problems in the working environment. In order to increase support more effectively, the administration of SMA Negeri 8 Medan socializes its staff to new jobs through orientation activities prior to placement.

The orientation and placement of staff at SMA Negeri 8 Medan are based on the following study findings: (1) New staff and teachers at SMA Negeri 8 Medan get informal orientation, and they are expected to take initiative in adopting adaptations to the school environment. (2) School management handles the placement stage in one of two methods. First, by hiring new personnel and placing teachers in appropriate places. Second, by reassigning veteran teachers or staff to new tasks or positions; third, when placing teachers and staff, by taking competence and performance into account.

It is clear from the research findings above that orientation activities at SMA Negeri 8 Medan are still seen as being of secondary importance. Even while there are efforts to acquaint oneself with the surroundings, culture, and coworkers, formal introductions are not necessary because it is not a pressing managerial requirement. With the expectation that they will gradually learn about their responsibilities and other conditions in the school setting, new teachers or employees are asked to work right away and are then let to work independently.

The placement of instructors and staff is the next task completed by the management of SMK Negeri 1 Lais. There are two methods that school management handles placement, according to the research's findings. First, by hiring new personnel and placing teachers in appropriate places. Second, by reassigning veteran instructors or staff members to various new jobs or positions.

This is in lin ewith some study's assertion that placement is the process of assigning employees to new assignments/jobs or various positions. The first assignment for newly hired school employees may take the form of this assignment, but it may also take the form of promotion, transfer, demotion, or even termination of employment for school employees who have already started working[34], [35].

This placement is carried out by paying attention to the staff, so for brand-new employees, the school administration typically assigns tasks right away in accordance with the obligations given to them and fills open positions. It is also envisaged that people who were previously on duty but later received a new assignment or were allocated to another employment will be able to adapt to their new position and job. It follows that the persons who will be given the new post are personnel who actually have competence and good performance achievements. Teachers and school management staff are placed after thorough consideration of their competence and performance.

Teachers and staff members who do well will be promoted, which implies moving from one position with less responsibility to one with more responsibility. The transfer of school employees from other positions with smaller duties, lower incomes, and lower school levels will occur in the case of instructors or staff whose competence and performance are subpar.

3.1.4 Training at SMA Negeri 8 Medan

As a sign of commitment and seriousness about enhancing and developing the quality of education that is superior, skilled, and has an independent personality, SMA Negeri 8 Medan implements programs for the training and development of teachers and staff members. All of these organizational needs are met by the school strategy's approach, which takes into account both the present and the future environment.

Additionally, the following research findings were discovered based on data exposure from interviews, observations, and investigations backed by documentation: (1) Instructional programs involving instructions, guidance, or incentive have been implemented at SMA Negeri 8 Medan through weekly and monthly meetings; (2) SMA Negeri 8 Medan's teachers and staff are educated and trained through in-house training, which can be done independently or in conjunction with other schools, as well as through subject teacher consultations, a variety of government-organized seminars, upgrades, and training, in addition to further study programs, government scholarships, or independent fees; (3) government employees with state status are more frequently excluded from government-sponsored events. While there are still extremely few instructors and private employees.

Based on the study's findings, the author categorizes the pattern or method of training and development used by the management of SMA Negeri 8 Medan into on-the-job training, which is formal and informal training done during working hours, and off-the-job training, which refers to training and development done specifically outside of work.

As a result, it can be understood that: First, the school administration appears to prefer the on-the-job site pattern and the on-the-job training method to develop the skills of teachers and employees, specifically by providing directions, guidance, and motivation both verbally and non-verbally, which everything is institutionalized in the form of a real program of activities through weekly meetings held every Monday after the flag ceremony for 40 minutes and monthly meetings. The second is the off-the-job model and off-the-job training approach,

which involves creating or, more accurately, taking part in teacher and employee training and development programs that are explicitly carried out outside of working hours.

The second is the off-the-job model and off-the-job training approach, which involves creating or, more accurately, taking part in teacher and employee training and development programs that are explicitly carried out outside of working hours. Teachers and staff members participate in a variety of training and development programs in this situation, including MGMP, upgrading, and additional studies. 25 teachers have earned master's degrees, according to the documentation data, while 2 more are working for their degrees at different universities in Medan.

It turned out that a series of training and development activities that the management of SMA Negeri 8 Medan participated in and carried out had a positive impact on the school, particularly in terms of altering personnel behavior and also strengthening the organization. Although there are still some employees who are challenging to direct and guide, this cannot always be assured.

3.1.5 Assessment of Work Performance at SMA Negeri 8 Medan

The performance evaluation conducted by the administration of SMA Negeri 8 Medan is a crucial task that must be completed, and greater focus must be placed on controlling its performance as an institution that values performance. When compared to isolated procedures and occasionally adopting subpar performance appraisal schemes, performance management offers a more sustainable and comprehensive strategy.

According to the research's findings, the principal evaluates a teacher's performance in three different ways: (1) classroom supervision of the learning process; (2) periodic evaluation of work implementation for a year, which is done in a particular format known as SKP for Civil Servants (ASN/PNS); and (3) through the principal's notes.

The performance appraisal approach used by the management of SMA Negeri 8 Medan is then divided into two parts based on the study findings on the subject. First, the quantitative performance appraisal, or the evaluation that is done using scores, like the evaluation that is done once a year for the SKP. The government, in this case the Education Office, receives reports about the SKP. This SKP serves as a teacher's (ASN/PNS) performance evaluation. This quantitative aspect assessment is a past-oriented assessment, which means that it was preceded by an evaluation of previous work behavior.

Second, the evaluation from the qualitative perspective, or the evaluation that is not based solely on scores but also includes a description or evaluator's notes on the performance of personnel, such as the evaluation of the report card model in the form of principal notes and supervision conducted during the course of teaching and learning activities The principal keeps a record of the supervision's outcomes so that assessments can be used to determine a teacher's strengths and weaknesses when applying KBM. In order to enhance the caliber of the teacher's instructional activities, the principal will also give the concerned teacher feedback on the outcomes of his supervision. The objective of this qualitative aspect assessment is to identify areas of work behavior that need to be changed in the future[36], [37].

The outcomes of this assessment also serve as useful information for school administration when it comes to giving staff members feedback on their performance. The evaluation takes into account how the school administration chooses and establishes appropriate rewards for staff members, takes into account how staff members might contribute

to the accomplishment of other tasks, and serves as the foundation for future coaching and development processes.

3.2 Discussion

The management and empowerment of all human resources in schools, including vice principals, teachers, support staff, students, parents of students, school committees, and related parties, must be done in accordance with each individual's capabilities if they are to play an optimal role in achieving the school's vision, mission, and goals.

Teachers and administrative staff can become more professional by: (1) participating in training, both on-site and off-site, and after training, it must have an impact on other teachers and administrative staff; (2) schools providing books or other administrative staff. Provide teachers and administrative personnel with sufficient references, and encourage and support them in doing peer tutoring at the school, district, or municipal level using MGMP or MGBK activities. efforts to increase the professionalism of teachers and administrative staff, such as curriculum development training, learning media creation, computer skills development, information and communication technology use, archives, libraries, lab administration, and others.

Additionally, school principals must support, encourage, and facilitate career development for teachers and support staff so that they can advance their careers. School principals can take the following actions: (1) tying teacher/administrative performance to both structural and functional promotions; (2) assisting teachers to be smooth in promotion through PAK proposals; and 3) in the absence of open positions at the school, assisting teachers/administrators who excel in getting promoted to other schools or to a higher level.

Welfare development is one factor that is equally essential. Material or non-material welfare can both contribute to job happiness. Due to this, it is important for the principal to undertake the following things: (1) explain the rights of the administrative and teaching staff; (2) provide rewards to those who go above and beyond in their work; and (3) promote a sense of community among the pupils. (4) Offer opportunities and facilitate so that each teacher and administrative staff member may realize their potential by giving them chances to express ideas and see them through; (5) If at all possible, seek material welfare in the financial planning as long as it does not conflict with existing rules.

The principal must do the following actions in order for every teacher and member of the administrative team to function effectively and efficiently such as (1) assigning people to positions or tasks that match their skills and interests; (2) conducting deliberations in every assignment decision so that they can accept it with pleasure; (3) creating working environments and facilities so that the work/tasks assigned can run smoothly; (4) learning to use energy efficiently; (5) creating tasks for all personnel owned so that no one is "unemployed"; and 6. awarding, such as by praising employees in meetings or, if possible, outside of meetings.

The principle must always support and encourage teachers, who are the key to the success of the educational process, in order for them to do their tasks effectively. If managed appropriately, the role of teachers as educators, instructors, and trainers will function effectively, yielding the best possible educational results, and meet the expectations of all parties. Administrative staff, in addition to teachers, also plays a significant role in supporting the responsibilities of educators and other school matters, such as correspondence, inventory,

library, maintenance and use of laboratories, etc. As a result, the administrative staff's role is crucial in supporting learning activities that are effective[38], [39], [40].

In order to give overall support for the accomplishment of school goals, even students, parents of students, and school committees should be managed appropriately. In order for them to effectively help the school in attaining its vision, mission, and goals, they must also participate in the development of school policies in accordance with their particular roles. All of these efforts ultimately serve students' interests, which are to generate qualified graduates who possess all necessary competences and fall into desirable categories.

The aforementioned description leads to the conclusion that the principal must take specific steps to manage the school's human resources so that all employees, particularly teachers and administrative staff, significantly contribute to the achievement of school goals in line with the institution's vision and mission.

4 Conclusion

The preparation of human resource planning, recruitment of professional and transparent human resources, implementation of fairly professional human resource selection, implementation of orientation and work placements that take into account the needs of schools and the competence of teachers/employees, implementation of planned training and development, and other factors all contribute to the quite successful implementation of human resource management at SMA Negeri 8 Medan. However, improper placement, orientation, and selection practices have been used. The principal must be able to effectively manage the current personnel resources. The principal must take care of this since administrators and teachers are responsible for putting all school programs and activities into action. While administrative staff decides how to implement administration in schools to promote successful learning, teachers decide how well students are learning so that they can master the expected competencies and produce quality graduates.

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