

Identifying HR Management and Supervision Activities at SMAN 1 Merangin to Face Society 5.0 and Industrial Revolution 4.0

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ABSTRACT

Keywords: HR Management, Supervision, Society 5.0, Industrial Revolution 4.0.

The article explains the importance of managing and supervising human resources, especially teachers, in Society 5.0 and the era of Industrial Revolution 4.0, which is full of knowledge of technology and digital-based activities. The principal and the driving/developing teachers did this management and supervision effort. The author observed this, with the school being the main focus, SMAN 1 Merangin. This article uses a qualitative research method by prioritizing the process of communication interaction and observation in research and a systematic literature review (SLR) method by collecting other sources regarding HR management and supervision in facing society 5.0 and the Industrial Revolution 4.0 from books, journals, and other sources. The challenge faced by SMAN 1 Merangin based on the interview is how to get all teachers, or at least 50% of the teachers at SMAN 1 Merangin, to get a driving teacher certificate and other training certificates so that they can get out of the safe zone and become proficient in information technology. While facing this era, SMAN 1 Merangin teachers adept at technology and good at solving learning problems are appointed to drive teachers and supervise other teachers in collaboration with the school principal to improve performance and catch up with the times.



Introduction

The progress of the times will never be inevitable. This inevitable development can affect the world, especially education (Bayu, 2020). For this reason, education and the learning process must constantly develop according to the changing times. The adjustment that must be made by current learning is to have competent human resources in the world of education, which must be owned by educational institutions in the era of the Industrial Revolution 4.0 (Ferreira & Serpa, 2018).

Schools must respond to the development of their competencies in this revolutionary era as a survival strategy from competition in education. If the school or institution reacts well, the school can adjust to the existing environment and gradually be abandoned (Casino et al., 1992). One of the competencies that must be possessed by school stakeholders or principals, teachers, and other staff is to adapt to various developments of the times, including in the era of the Industrial Revolution 4.0, which requires them to have the ability to cooperate with others and be proactive in responding to what is around the environment (Hecklau et al., 2016).

Good cooperation skills will produce human resources who can survive various circumstances, survive the development of an era different from the previous era, and get a chance to live a successful life according to the specified time (Nimah & Nanik, 2022). Therefore, schools need arrangements to realize this, such as through human resource management and supervision activities (Nisa & Prasetyo, 2020).

Method

The qualitative method is the primary research method in this article, the source of which is obtained from interviews with the principal, principal, and data from the supervisor of SMAN 1 Merangin. The systematic Literature Review (SLR) method is the source method of discussion in this article, where the literature used is in the form of articles, journals, and books. The things interviewed were HR performance, the challenges of the Industry 4.0 and Society 5.0 era, and how principals and teachers drive in managing and supervising teachers so that their performance and understanding of technology improve.

Results and Discussion

The Era of Society 5.0 and the Industrial Revolution 4.0

The role of information technology is a characteristic of the Industrial Revolution 4.0, which means that in this era, all human life orders cannot be separated from information technology. Incredibly, educational institutions such as schools have begun to focus their attention on technology as the basis of their learning media, so if there are academic institutions that do not apply this concept, they are likely to be left behind or even lose in the competition so that the school will be closed. In its development, education requires mature information technology to innovate on all fronts, especially in the field of education in the era of globalization, which in this day and age is full of quality or quantity disparities in the world of education (Pereira, Lima, & Santos, 2020).

The Industrial Revolution 4.0 is characterized as a real-time, intelligent, and digital network in the approach of objects, especially for humans, and related to industrial management that makes it possible to improve the digitization of the entire value chain, and interconnection between people, objects, and systems through the exchange and turnover of data in real-time (Dombrowski et al., 2017). The point is that the Industrial Revolution 4.0 is an era where digital devices are experiencing rapid improvement, and

these devices are needed in real-time in human daily life, as described above (Hecklau et al., 2016).

The Industrial Revolution 4.0 can be described in the following three paradigms:

1. An intelligent digital product that makes it possible to collect the necessary resources and coordinate the production process, as the product has a memory to store operational and standard data individually.
2. Intelligent Machines, where traditional production hierarchies are replaced by ddddddddddd, self-organizing systems, enabling flexible and modular production lines.
3. Augmented Operator with knowledge automation to promote flexible and adaptive parts of the production system.

Meanwhile, society 5.0 focuses on positioning humans as the center of technological modification and innovation for the benefit of humanity and revolution in society. The main goal of Society 5.0 is to improve the community's quality of life by utilizing the potential obtained from the Industrial Revolution 4.0 (Ferreira et al., 2018). Apart from using the Industrial Revolution 4.0, society 5.0 was also optimized for its development by the Industrial Revolution 4.0, let alone by optimizing resources, especially human resources. Society 5.0 directs technology towards broader social challenges so that changes in the community environment are possible.

The Importance of Human Resource Management in Facing Society 5.0 and the Industrial Revolution 4.0

Management is an essential thing in building an organization. Management comes from the English word to manage, which means to manage. It can be concluded that management is a regulating activity that helps achieve the goals of individuals, groups, or organizations. The things that are regulated in management are man, method, materials, market, machine, and money. These elements are usually called 6M (Supomo & Nurhayati, 2018).

The main focus of this discussion is the human element or human resources, which are the main driving elements of an organization. The science that studies and explains how to manage the relationships and roles of resources owned by individuals or organizations and use them efficiently and effectively to achieve common goals is the definition of human resource management (HR). HR management discusses the issues of planning, organizing, directing, controlling, procuring, developing compensation, integrating, maintaining, disciplining, and dismissing workers or HR to help realize organizational goals.

HR management starts by recruiting human resources who will later become individuals driving the organization towards achieving goals. According to (Rezky et al., 2019), HR recruitment is gathering prospective office holders through a human resource plan to occupy a particular position or job. Meanwhile, according to (Syaifullah, 2022), recruitment is defined as finding, inviting, and appointing several people inside and outside the nnnnnnnnnnnn as prospective workers with specific characteristics that have been determined. From these two opinions, the definition of HR recruitment is obtained,

namely the process of finding and gathering prospective human resources, both from inside and outside the organization, to occupy certain positions or jobs according to the criteria given by the organization.

According to (Hasibuan, 2005) and an interview with the principal of SMAN 1 Merangin, in planning and implementing human resource recruitment in the era of Industrial Revolution 4.0 and Society 5.0, several things need to be considered, namely:

a. Prediction of Organizational Human Resources Needs

Before recruiting human resources, it is a good idea to identify positions and positions that are vacant or needed in the organization. After finding the required positions and positions, it begins to be included in the planning or estimation of where the human resources will be recruited from; it can be from the internal environment of the organization, such as recruiting existing workers for transfer, promotion, mutation, etc., while from the external environment, it can be by recruiting competent outsiders using promotion, job opening, advertising, etc. and not forgetting to select human resources.

b. Factors Affecting Recruitment

- 1) Remuneration given to applicants (try to provide remuneration that is large enough and as much as possible for the organization so that the number of interested applicants increases or increases)
- 2) Provides permanent worker status in the organization
- 3) Providing job promotion opportunities to applicants
- 4) Increasing organizational solidarity
- 5) Implementing staffing and labor supply regulations

c. The Right Method and Selection for HR

There are many methods of recruiting human resources, some of which are through advertisements, employee referrals, walk-ins, and write-ins, the Ministry of Manpower, job search companies, and so on, depending on the situation and conditions in the organization. The selection process is needed to identify the feasibility of recruiting prospective human resources with various assessments of knowledge, abilities or skills, skills, and other aspects required by the organization so that the prospective human resources carry out their work correctly and smoothly. The selection process is also influenced by technological developments, especially as we enter Society 5.0 and the era of the Industrial Revolution 4.0, so prospective human resources can use the information technology the organization provides and adapt to the Society 5.0 environment.

d. Job Offer

After selecting prospective human resources or workers considered suitable, the following process is a job offer, which includes a work agreement and a more in-depth introduction to the organization's provisions. After the recruitment process is completed, the worker needs to be assisted in directing his work so that it is carried out optimally and lasts according to the expected time.

After recruitment and selection activities, the next stage in managing human resources is introducing or orienting the workplace and its position. According to Dessler (2015), human resource orientation provides information to new workers that can help them emotionally bond with their organization. Proposed that effective orientation programs actively involve new human resources. These programs consist of:

1. Submission of questions by new HR
2. Introduction to the technical and social aspects of work
3. Avoiding reprehensible actions such as insulting new employees, etc
4. Formal and informal interactions with colleagues
5. Learning about work, products, services, and customers

As for the placement of new human resources, this activity matches the qualifications of the new workforce (HR) with the job requirements and gives them tasks to be carried out. New employee placement has various ways, namely:

- a. Promotion occurs when an employee is transferred from one job to another with higher pay and responsibility. Generally, when awards or rewards for past efforts and achievements are given, two problems will arise.
- b. Transfer: occurs when a worker is transferred from one field to another field whose level is almost the same in terms of salary, responsibility, and structure level
- c. Demotion: occurs when an employee is transferred from one position to another position with a lower level, both salary level, responsibility, and structural level

To prepare mature performance to face the era of the Industrial Revolution 4.0 of this new workforce, it is a good idea to conduct training and human resource development based on the following three levels or levels of analysis in determining the training needs that must be met:

- a. Organization analysis: Focuses on the introduction within the organization where training is needed.
- b. Operations analysis: Trying to know what training content the workforce must do to work competently.
- c. Individual analysis: Determining how well each workforce performs tasks in completing them. For the training and development strategy of human resources needed in Society 5.0 and the Industrial Revolution 4.0, the plan is divided into the following 4 points:
 - d. Appreciating the Workforce: Schools need to appreciate the workforce (in this case, employees and teachers) for their achievements. Appreciation can be manifested in various ways, such as bonuses, allowances, and other incentives that increase motivation.
 - e. Organizing Training Programs: Schools usually organize training programs over a certain period, using independent platform applications, e-learning, and other methods.
 - f. Providing Opportunities for Brainstorming Ideas: Schools are encouraged to facilitate employees' and teachers' submissions of ideas. The school shows that it is willing to listen to ideas by providing an opportunity to brainstorm.

- g. Calibrating the Workforce: This program aims to change the mindsets of teachers and employees so that they are out of the safe zone. It uses programs available in schools, such as the driving teacher program and using digital-based learning media.

The Importance of Human Resources Supervision in Facing Society 5.0 and the Industrial Revolution 4.0

Supervision is very influential in education, especially in teacher performance and learning outcomes; besides that, supervision is needed as the basis for school development, including the curriculum. Supervision comes from the English word Super and vision, which means supervision or high-level vision. According to Oteng (1983), supervision can be directional, but supervision is more than that. Supervision is an activity to foster, supervise, and encourage educators to have creative, active, professional, and innovative abilities. The individual who supervises is usually the principal, known as the Supervisor. The primary duties of a supervisor consist of:

1. Coaching and developing school quality, teacher performance, and school staff performance
2. Evaluate and supervise the course of school programs held
3. Assessing the teacher's learning and teaching process

It is not a simple thing to improve the performance of human resources, in this case, teachers, especially in the current era or era which demands to require teachers to be proficient in information technology and have adequate competence in all aspects of education, so there is a need for professional guidance from the supervisor. For supervision activities to run smoothly and systematically, it is good to carry out the following activities:

1. Listening: Supervisors are required to listen to the interlocutor, in this context, the teacher, pay attention to it, and respond when some things need to be responded to (questions, irregularities, etc.);
2. Clarify: If there are irregularities or improvements, it is a good idea for the supervisor to ask questions and make statements to clarify;
3. Motivating: The supervisor should give appreciation and response if the supervised teacher begins to lose motivation even though his performance has already started to improve;
4. Reflect: The supervisor summarises and paraphrases the message conveyed by the teacher;
5. Present: The supervisor gives his ideas regarding the problems he is facing;
6. Problem-solving: It is suitable for supervisors to take initiatives such as discussing issues or issues raised, allowing all parties involved to present solutions, etc.;
7. Negotiating: The supervisor is required to be able to discuss or defuse a conflict and resolve it with negotiations in which there are bound consequences and narrow the options of the conflict to benefit both parties or the supervisor;
8. Directing: Supervisors are required to be able to manage the course of supervision activities effectively;

9. Standardize: The supervisor sets the criteria and expected time for decision-making to be implemented;
10. Reinforce: The supervisor reinforces the directives and criteria that must be met by recounting the possible consequences.

These activities are arranged according to teachers' intelligence level in overcoming the learning problems of the Industrial Revolution 4.0 and Society 5.0. Suppose the teacher is still in the learning stage and unreliable in solving their learning problems. In that case, the approach used is direct (Directive et al.), while the right strategy for teachers who are proficient in solving their learning problems in the current era is to use an indirect (Nondirective) and collaborative approach (Collaborative).



Figure 1: Supervisor Behavior/Approach

The supervision approach and activities in the figure above show the movement from teacher-centered actions ("big T") to supervisor-centered actions (big "S") (Glickman, 2018). In addition to the supervision approach, it is good that in facing the era of Industry 4.0 and Society 5.0, teachers now have the requirements for professionalism as expressed by Mastuhu (2004):

- a. Teachers should have a high love and concern for the tasks and responsibilities related to the work network as a whole
- b. Teachers must have skills in handling how their assignments are completed
- c. Teachers must get their rights fairly according to their duties and responsibilities

If these three things are fulfilled, supervision activities will be more accessible with an indirect approach. They can be carried out effectively and efficiently to deal with the problems of the current era.

Conclusion

Human resource management and school supervision are critical in the era of Society 5.0 and the Industrial Revolution 4.0. They should conduct training and create programs to improve teachers' performance, and they should be good at overcoming learning problems and using information technology. The challenge faced by SMAN 1 Merangin based on the interview is how to get all teachers, or at least 50% of teachers at

SMAN 1 Merangin, to get a driving teacher certificate and other training certificates so that they can get out of the safe zone and be proficient in information technology.

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