The Principal's Strategy in Improving the Quality of Human Resource Management with a Humanistic Perspective in the Digitalization Era

Sari Sakarina [1], Ratna Sesotya Wedadjati [2], Zet Ena [3], Hanafiah [4], Hermyn Benny Hina [5]

[1] Universitas Tridinanti Palembang, Indonesia; sarisakarina@univ-tridinanti.ac.id
[2] Sekolah Tinggi Pembangunan Masyarakat Desa "APMD" Yogykarta, Indonesia; ratna.sesotya@apmd.ac.id
[3] Universitas Kristen Artha Wacana Kupang NTT, Indonesia; Zetena15@gmail.com
[4] Universitas: Samudra, Indonesia; hanafiah1969.mpd@gmail.com
[5] Universitas Kristen Artha Wacana Kupang NTT, Indonesia; hermynhina25@gmail.com

Abstract	This study aims to describe and analyze the application of a humanistic approach in school leadership, which impacts human resources development in the digitalization era. This research method uses a qualitative approach with a descriptive design. They collect data through participant observation, interviews, and documentation studies to achieve research objectives. A modified analytic analysis method was used to analyze the data. The level of credibility, dependability, transferability, and confirmability are the basis for data validity. The results of the study explain that personal excellence (integrity, wholeness, and self-authenticity) and the humanistic spirituality of inspirational figures inspire the humanistic approach of school principals. The results of this research empirically provide new hope for teachers, staff, students, and parents of students at the elementary level by applying a humanistic approach to school principals in the digital era. This finding has implications, where through a humanistic approach, school principals are more open to appreciating participation and view teachers, employees, and parents as human beings who have equality in building cooperation. Thus, through the humanistic approach of the school principal, the school environment becomes a place for empowering learning and the formation of human values that need to be upheld.
Keywords	Principal Strategy; Quality of Human Resource Management; Humanistic Era of Digitalization

Corresponding Author
Sari Sakarina
Universitas Tridinanti Palembang, Indonesia; sarisakarina@univ-tridinanti.ac.id

1. INTRODUCTION

The growth of Internet users in Indonesia at the beginning of 2021 reached 73.7% of the total population of Indonesia. The 2020 HootSuite report indicates that Indonesian internet users aged 16-64 have several different electronic devices, consisting of cellular phones (smartphones and non-smartphones), tablets, laptops/PCs, smartwatches, etc. By device type used in Indonesia, smartphones are the most popular devices, namely 94% (HootSuite. 2020), while mobile internet users in Indonesia reach 98% (Hariadi et al., 2022).

The development of education in the modern era cannot be separated from the story of the industrial revolution taking place in the world. According to Prasetyo & Trisyanti (Dewi & Sholeh, 2021), namely Industry 4.0, which is characterized by intellectual engineering and the Internet of Things, is the backbone of people and machine movement and connection. Social demands arise from rapid changes, and expanding demands affect the educational process and force educational institutions to become more dynamic. An educational institution is one of the essential organizational structures whose inputs and outputs are "human." Therefore, according to Vélez and Yukl (Kalkan et al., 2020), the school is organized to meet the needs of the 21st-century information age and to identify, select and educate students with potential leaders. One of the fundamental features of this structure is the school administrator. Exploiting and sustaining educational institutions' physical and human resources depends on good management practices, solid culture, and strategic leadership that adapts to changing global conditions.

As stated by Voogt (Ruloff et al., 2022; Ruloff & Petko, 2021), digital transformation is one of education's biggest challenges in the 21st century. Reaching the integration of technology demands changes in curricula and learning culture that globally needs to prepare the next generation for the job market and diverse segments of society (Franciosi, 2012). The quality of human resources needed in an era that is very competitive and very rapid social transformation like today will indeed not be born in an instant but is a process that requires an educational program that is directed at the preparation and development of quality HRD by the social transformation that is taking place. Such very fast. In other words, quality HRD requires good development management to be directed according to its goals (Zarkasyi, 2016). Human resources need to be appropriately managed so that they can play a role according to their function. Humans can sustain development success when the potential that exists within them is developed and empowered. Human resources can function and carry out their roles fully; it needs good interaction between personnel in education, colleagues, superiors, and subordinates. This interaction is intended to appreciate the value of humanity as a social being. This is the relational approach to human resource management (Fauzan et al., 2021).

The development of the digital age has positively impacted all aspects, including leadership. The digital age is a condition of life where any activity can be done sophisticatedly and efficiently through technology. To face the digital era's readiness, world leaders must have digital-enabled leadership skills. Leadership in the digital age is not just about mastering hard skills. However, he can also master soft skills, as a leader's soft skills are considered capable of improving job performance (Kahanna, 2021).

Adi Permadi (Hair, 2023) mentions the scope of human relations, including the ability to communicate, motivate oneself and others, accept responsibility and lead others, empathize with others, and understand problems. According to Baumeister (Effendi, 2021), humanizing the system, integrating ethics and responsibility is part of an inseparable whole, and including humanities in educational leadership is very important for future leaders. In this case, the human and professional dimensions occupy the same important position. Thus, professional and personal life is one of the existence of a leader. Therefore, the moral imagination opens up a strategic approach to a pedagogical leader's approach; Action gives meaning and direction to the lives of every part of the school.

Humanism is a form of individual accommodative nature to other individuals. Accepting differences and treating others without discrimination is the key to individual humanity. Meanwhile,

professionalism is doing the best possible task through the competencies of enthusiasm and high commitment (Nugraha et al., 2020). As a leader in an educational institution, the school principal is part of the decision-makers and policymakers who can advance educational institutions to realize their vision, mission, goals, and objectives by carrying out plans as planned. Facing the unstoppable threat of globalization, school principals have the authority to make policies on educational activities that can minimize reduced moral, human, and local cultural values in students (Firman Mansir, 2021).

Principals can succeed in carrying out their leadership duties in the school if the principal understands and correctly and adequately performs the duties. Consequently, the principal must maximize his role in directing, guiding, and motivating the thoughts and feelings of others, particularly those around the school, to advance the quality of school life and build public trust in the community in general (Istanto et al., 2019).

Based on the description above, it is necessary to continue researching the school principal's strategy to increase the quality of human resource management and the implications of the school principal's humanistic approach to resource management in the Digitalization Era in Sebelitak Sambas Elementary School 34.

2. METHODS

The research method used in this article is qualitative research with a phenomenological approach; researchers analyze the changing phenomena occurring in the world of education, thereby involving school principals in adapting to the changing demands of the educational world in the digitalization era in the growing humane leaders towards human resources in schools. Primary data sources in this research contained three people consisting of 2 informants, including grade IV and V teachers, and one key informant, namely the principal of the State 34 Sebelitak Sambas school. While secondary data sources contain; research journals, books, magazines, and websites correlated to this research data. Data collection techniques using observations, documentation, and interviews. All data relating to the principal's leadership were collated and analyzed descriptively. Miles and Huberman stated, "qualitative analysis consists of three parts, namely data reduction, data presentation, and conclusion or verification." Data analysis was performed simultaneously during data collection until all data was collected.

3. FINDINGS AND DISCUSSIONS

Principal's Strategy in Improving the Quality of Human Resource Management in Schools

Maxwell (Asmawan, 2018) answered the role of schools in implementing the digital literacy movement in schools, indicating that schools as formal educational institutions are a forum or place for the cooperation of a group of people (principals, teachers, students, staff, school committees, and the community to achieve the desired goals). To achieve this goal, we need collaboration between components in the school environment. A leader is needed for the collaboration to run according to the vision and mission. In this case, leadership is an activity to influence other people to follow or follow him (according to his wishes). At the same time, managers focus only on systems, processes, or organizational goals without seeing anything else.

The principal of Safuad, S.Pd.I stated that "the strategy that is always carried out in cultivating closeness with my teachers is always to provide an exemplary example in getting used to communicating well intensively in activities and meetings," with good examples, other teachers will participate in implementing a good approach.

Referring to the interview results, Mr. Asadi stated that "the strategy used by the principal has a positive effect where the principal instills things that are meaningful to the teacher. For example, the

principal comes to school very early." This was also expressed by one of the PAI teachers, Wintari, "The school principal gives lessons to teachers using a humanist approach with learning administration that is always ready, responsive and complete so that teachers have no difficulty accessing learning. school administration."

The principal has a significant role in making decisions to develop the quality of education in schools. Novianty (Rahmawaty, 2021) explains that school leaders are one of the driving forces and determinants of policy direction and play an important role in quality achievement in school education. Principal leadership that can affect the school community and manages a school well will produce excellent schools because the excellence of a school can be seen from the results of its leadership. With the evolution of the concept of increasing student digital literacy movements, it will become a good culture at school.

As stated by Alrowwad, Obeidat & Aqqad (Paul et al., 2020), leadership style is seen as the leader's ability to establish the leadership's ability to start a collaborative effort among members in a group. Transformational leadership can win people's trust and make it possible to collaborate among team members. The results of Effendi's research (Arrasyid, 2021b, 2021a) show that a school principal's transformational leadership role encourages growth and change through shared goals, vision, and mission, creating opportunities excellent opportunity to development initiative, innovation, and creativity to find new ways to solve old problems. Growing self-confidence, caring, recognizing, and appreciating involvements can build trust and empathy and meet the needs of all parts of the school. Carry out tasks responsibly for the common good, motivate them to do more than their subordinates, and encourage collaboration between the school, parents, and community.

Based on the results of this study, the leadership carried out by the principal at SDN 34 Sebelitak provides a different nuance to one of the collaborations carried out in cooperation in work program activities at school in achieving common goals. This agrees with Manullang (Permadi et al., 2019) that the scope of Human Relations (which is the conclusion of the seven points) includes

a.   The Ability To Communicate,

b.   The Ability To Motivate Oneself And Others,

c.   The Ability To Accept Responsibility And Lead Others,

d.   The Ability To Empathize With Other People And Understand Their Problems.

Asadi revealed that during Principal Safuad's leadership, school residents felt more comfortable with the figure owned by the school principal, such as; being religious, having a sense of responsibility towards subordinates, and having good communication skills in socializing in the school environment. Meanwhile, some of Jar'in's teacher's opinions stated that there were several strategies owned by the school principal in growing teacher human resources in the digitalization era, namely giving several friendly reprimands and conveying warnings in fun ways. In this embracing and friendly way, the steps taken by a leader will be obeyed and respected. Leaders are inspirations and role models for their environment.

Aktouf (Mcguire et al., 2005) argues that a humanistic approach can transform passive-compliant Taylorist employees into active-cooperative ones. There is some evidence in support of the economics of this position besides organizational culture which shows a significant impact on the long-term economic performance of a company and ultimately as an essential factor in determining its success or failure. In their study, Daley (Melé, 2016) uses several Bhumanistic^ characteristics related to the production process as indicators, including job challenge, clear role, fairness in performance evaluation (task design and performance evaluation), personal importance, supervisory relationships, and team member freedom (working environment). Traditionally, occupational health issues have been studied

in a deterministic and positivistic manner in psychology and organizational sociology (Guillaume & Loufrani-fedida, 2022).

Implications of the Principal's Humanistic Approach in Human Resource Management in the Digitalization Era

The results of Herayati's research (Arrasyid, 2021b) regarding the influence of the school principal's leadership in implementing character education programs in schools show that planning a policy that involves all school members, including teachers, staff, parents, students, and the surrounding environment. In addition, training must also be carried out, especially for teachers, so that they can be more creative in teaching by incorporating something related to character education in each learning process. Synergy with student guardians can also be carried out by inviting student guardians to participate in a parenting activity with education practitioner speakers.

Matters that must be considered in empowering educational staff as human resources that affect work productivity and development efforts include: (a) the mental attitude of educational staff, (b) level of education, (c) Rewards; (d) Relations between employees; (e) Opportunities for achievement, (f) Work environment and atmosphere; (g) Social and health security (Riyatuljannah, 2020). Results of interviews with school principals of SDN 34 Sebelitak stated that "a humanistic approach in developing quality human resources requires a process that is slower because the characteristics of each teacher are different. Thus the strategy is carried out by providing an example or exemplary attitude for teachers, for example, coming to school early and carrying out administration in a disciplined manner, then with this, a loyal soul of teachers will be awakened to be able to follow discipline so that they feel ashamed of themselves.

A more humanistic organizational climate must be complemented by a more humanistic approach on the education side (Kurniasih, 2018; Marthalina, 2021) if real learning and then the transfer of learning must occur between participants (STIEFEL, 1960). The ELCC standards classify principals' leadership capacities into a vision, culture and guidance, organization, cooperative partnerships, moral perspective, and broader political context. These six ELCC standards are divided into three internal and external leadership competencies (Barqy, 2015; Yukl, 2009) and demand a balance. Principals have significantly less external leadership capacity than internal leadership. Thus, principals must balance internal and external leadership when working in schools (Ali et al., 2022; Muchasan et al., 2022). Maslow (Soviyah, 2015) says that humanistic teaching believes that the state of mind and personal responses of learning to learn activities are central to success or failure in learning.

In addition, the results of interviews with SDN 34 Sebelitak Rika teachers "stated that the closeness of a leader by setting a good example so that teachers feel reluctant or embarrassed is the main attraction of the school principal, this leadership style provides learning for teachers always to be motivated to carry out activities at school."

Leithwood and Jantzi (2006) argue that school reform initiatives require transformational leaders aligned with team building, creating a shared vision, decentralizing authority, and building a positive school culture (Effendi & Sahertian, 2022).

According to Suriansyah (2018) and Aslamiah (2019), the era of the industrial revolution 4.0 needs quality human resources who are intelligent, have good intelligence and attitude, can face challenges, and have strict competence globally. For this reason, Indonesian human resources now and for the future are required to have: (1) character (performance characteristics: hard work, discipline, tenacity, not giving up easily, thorough as well as moral character traits, for example, faith and piety, humble, honest, polite unit/moral); (2) competency (creative thinking, creativity, communication and collaboration as well as problem-solving); and (3) literacy (numeracy, reading, and writing, ICT Fluency/technology skills, scientific literacy,), language skills, cultural awareness, logical thinking) and communication skills in a global world.
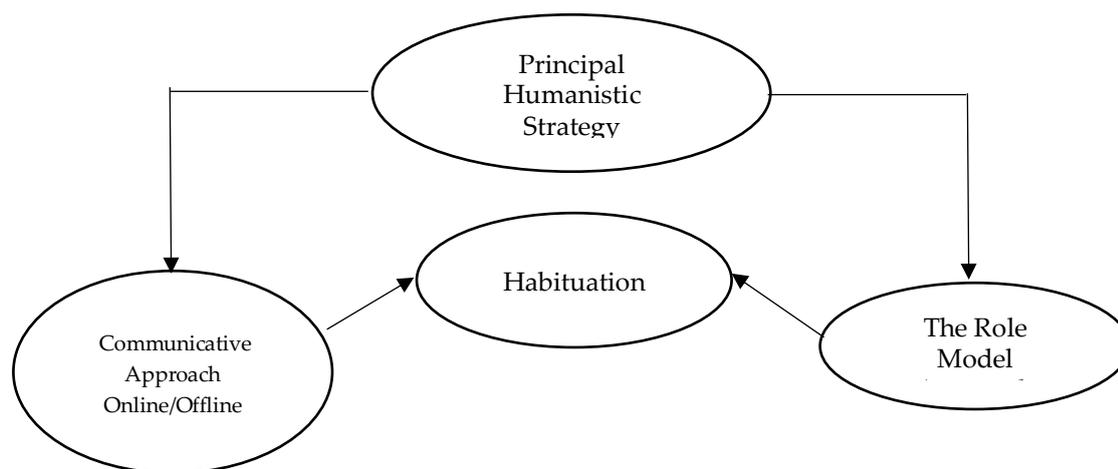
Figure 1. Strategy for the Humanistic Perspective School Principal in the Digitalization Era

4. CONCLUSION

This research emphasizes the importance of the psychological and social aspects of humans (employees) working together to achieve certain goals. The application of human resource management in schools in the digitalization age is carried out with a management orientation that upholds the enthusiasm, morale, and job satisfaction of teachers and educational staff so that they feel secure to work because they are motivated and passionate about increasing productivity in the workplace. Thus, the image of the school has changed its meaning to become a place for human empowerment and character.

REFERENCES

Ali, H., Hussain, B., & Zulfqar, A. (2022). Reflections on Leadership Capacities of Head Teachers: Elementary Teachers' Diverse Perspectives in the Context of Elcc Standards. Pakistan Journal of Social Research, 04(04), 116. – 129. https://doi.org/10.52567/pjsr.v4i04.793

Arrasyid, M. Z. (2021a). Pendidikan Karakter Peserta Didik Di Era Digital. Jurnal Inspirasi Manajemen Pendidikan, 9(1), 50–61.

Arrasyid, M. Z. (2021b). Peran Kepemimpinan Kepala Sekolah Dalam Pendidikan Karakter Peserta Didik Di Era Digital. Jurnal Inspirasi Manajemen Pendidikan, 9(1), 50–61.

Asmawan, M. C. (2018). Kepemimpinan transformasional kepala sekolah dalam mendukung gerakan literasi sekolah. JPIS, 28(1), 46–57.

Barry, A. A. A.-. (2015). Strategi kepemimpinan dalam meningkatkan kinerja pegawai di kementerian agama kota malang. Tesis, 1–230.

Dewi, T. L., & Sholeh, M. (2021). Kompetensi Profesional Tenaga Pendidik Di Era. Jurnal Inspirasi Manajemen Pendidikan, 9(2), 302–311.

Effendi, Y. R, Bafadal, I. Degeng, I N. S. & Arifin, I. (2020). Humanistic Approach To Principal ' S Leadership and Its. Humanities & Social Sciences Reviews, 8(2), 533–545.

Effendi, Y. R. (2021). Konstruksi Model Pendekatan Humanistik Kepemimpinan Kepala Humanistic Approach Model Construction of. September 2020.

Effendi, Y. R., & Sahertian, P. (2022). The Effectiveness of a Vocational Guidance Program to Improve Vocational Awareness toward Handicrafts and their Impact on the Attitude toward Life among

Female Breadwinners in Charitable Associations in Najran. South African Journal of Education, 42(2), 69–78. https://doi.org/10.47750/pegegog.12.03.10

Fauzan, Ulfatin, N., & Mustiningsih. (2021). Manajemen Sumber Daya Manusia Perspektif Humani Relation Pada Era Revolusi Industri 4.0 Di Sekolah Menengah Atas. Millennial : Jurnal Pendidikan Dan Studi Islam, 1(September), 107–126.

Firman Mansir. (2021). Kontribusi Kepemimpinan Kepala Sekolah Dalam Mewujudkan Pendidikan Humanis. Tadbir Muwahhid, 5(2), 149–166. https://doi.org/10.30997/jtm.v5i2.4523

Franciosi, S. (2012). Transformational leadership for education in a digital culture. Digital Culture & Education (DCE), 4(2).

Guillaume, M., & Loufrani-fedida, S. (2022). Humanistic employability management of employees whose health at work is impaired : The case of a French public organization To cite this version : HAL Id : halshs-03548663 Humanistic employability management of employees whose health at work is impaired. 36th EGOS Colloquium – University of Hamburg, Germany – July 2-4, 2020 Sub-Theme.

Hair, M. A. (2023). Nilai-Nilai Humanis Dalam Kepemimpinan Kiai Di Pondok Pesantren. Islamentary: Journal of Islamic Elementary Education, 1(1), 104–116.

Hariadi, S. S., Handayani, A. W., & Dewi Fortuna, P. E. (2022). Peran Digital Humanities dalam Upaya Regenerasi SDM untuk Mewujudkan Pembangunan Pertanian Berkelanjutan. Jurnal Kawistara, 12(2), 153. https://doi.org/10.22146/kawistara.70862

Istanto, Fakhruddin, Yanto, H., Pramono, S. E., Rozik, M. W., & Lubis, E. S. D. D. (2019). Kepemimpinan Kepala Sekolah dalam Menyiapkan Lulusan yang Berkompeten di Dunia Kerja Di Era Revolusi Industri. SEMINAR NASIONAL PASCASARJANA 2019, 0.

Kahanna, M. (2021). The Effectiveness of Women's Leadership in the Digital Era. HUMANISMA : Journal of Gender Studies, 5(2), 159. https://doi.org/10.30983/humanisme.v5i2.4699

Kalkan, Ü., Aksal, F. A., Gazi, Z. A., Atasoy, R., & Dağlı, G. (2020). The Relationship Between School Administrators ' Leadership Styles, School Culture, and Organizational Image. Sage Open, 0(0), 1–15. https://doi.org/10.1177/2158244020902081

Kurniasih, L. (2018). Pengaruh Kompetensi Guru, Iklim Organisasi dan Supervisi Akademik Kepala Sekolah Terhadap Kinerja Guru Mata Pelajaran Pendidikan Agama Islam Sekolah Dasar Negeri Se-Kecamatan Sukoharjo Tahun Pelajaran 2017/ 2018', 187 (p. hlm.118). 1(1).

Marthalina, M. (2021). Analisis Dampak Pengembangan Karir PNS Pasca Pelaksanaan Alih Jabatan Struktural ke Jabatan Fungsional. Jurnal MSDA (Manajemen Sumber Daya Aparatur), 9(1), 42–55. https://doi.org/10.33701/jmsda.v9i1.1716

Mcguire, D., Cross, C., & Donnell, D. O. (2005). Human Resource Development Quarterly, Vol 16 No 1. Development.

Muchasan, A., Moh. Naufal, & Ziara Sufi. (2022). Kebijakan Kepala Madrasah Dan Guru Untuk Mewujudkan Konsep Merdeka Belajar Di Mi Miftahul Huda Lamong Tahun 2022. INOVATIF: Jurnal Penelitian Pendidikan, Agama, Dan Kebudayaan, 8(2), 28–48. https://doi.org/10.55148/inovatif.v8i2.294

Nugraha, F., Hanim, W., & Siswono, E. (2020). Implementasi Pendidikan Humanis Di Sekolah Dasar. 129–137.

Paul, R. K., Iravo, M. A., & Wanjala, M. Y. (2020). Role of transformational leadership on implementation of a digital literacy program in Kenya. International Journal of Economics, Commerce, and Management, VIII(10), 446–470.

Permadi, A., Bekasi, H., & Pendahuluan, A. (2019). Kepemimpinan Kepala Lkp Daun Mas Media Husada. Kepemimpinan Humaristik, 2(2), 72–85. http://jurnal.stkipkusumanegara.ac.id/index.php/jip/article/view/65/243

Rahmawaty, M. E. (2021). Strategi Kepala Sekolah dalam Upaya Memotivasi MINAT MEMBACA BUKU DIGITAL SISWA. Jurnal Inspirasi Manajemen Pendidikan Volume, 9(1), 13–23.

Riyatuljannah, T. (2020). Peran dan fungsi kepala sekolah dalam mewujudkan sekolah efektif di lingkungan sekolah dasar. Al-Aulad: Journal of Islamic Primary Education, 3(2), 1–13.

Ruloff, M., & Petko, D. (2021). School principals' educational goals and leadership styles for digital transformation: results from case studies in upper secondary schools. International Journal of Leadership in Education, 00(00), 1–19. https://doi.org/10.1080/13603124.2021.2014979

Ruloff, M., Petko, D., & Ruloff, M. (2022). School principals ' educational goals and leadership styles for digital transformation : results from case studies in upper secondary schools. International Journal of Leadership in Education, 00(00), 1–19. https://doi.org/10.1080/13603124.2021.2014979

Soviyah, S. (2015). Humanistic Approach in Action: Efl Writing Class. TEFLIN Journal - A Publication on the Teaching and Learning of English, 18(2), 148. https://doi.org/10.15639/teflinjournal.v18i2/148-158

STIEFEL, R. T. (1960). Towards a More Humanistic Approach in Management Education. SAGE and Open Access, 6(3), 156–165.

Yukl, G. (2009). Kepemimpinan dalam Organisasi. PT Indeks.

Zarkasyi, A. (2016). Pengembangan Sumber Daya Manusia; Pendekatan Humanisme Ethic. Kopertais, 9(2), 311–324.