

Towards the Era of Society 5.0: Human Resources Management in Integrated Islamic Schools

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Abstract:

This study aims to analyze the human resources management in Integrated Islamic Schools facing the era of society 5.0. To realize professional and adaptive human resources requires proper processes and management, one of which is by holding education and training programs aimed at preparing and developing the quality of human resources so that they are ready to face the times, such as the era of society 5.0. This study uses a qualitative method with a phenomenological approach. The data collection method used is the method of observation, interviews and documentation. Data analysis techniques include data collection, reduction, presentation, and verification. Checking the validity of the data includes increasing persistence and triangulation of sources and techniques. The study results show that with education and training that is packaged optimally and professionally, the human resources in integrated Islamic schools will be ready to face the era of society 5.0. This has implications for the importance of preparing human resources to be better prepared to face the times through various innovations and creations.

Keywords: *Human Resource Management, Adaptive, Education and Training*

Abstrak:

Penelitian ini bertujuan untuk menganalisis tentang pengelolaan SDM di Sekolah Islam Terpadu dalam menghadapi era society 5.0. Untuk mewujudkan SDM profesional dan adaptif membutuhkan proses dan pengelolaan yang tepat salah satunya dengan mengadakan program pendidikan dan pelatihan yang diarahkan pada persiapan dan pengembangan kualitas sumber daya manusia agar siap menghadapi perkembangan zaman seperti era society 5.0. Penelitian ini menggunakan metode kualitatif dengan pendekatan fenomenologis. Metode pengumpulan data yang digunakan adalah metode observasi, wawancara dan dokumentasi. Teknik analisis data meliputi pengumpulan data, reduksi data, penyajian data dan verifikasi. Pengecekan keabsahan data meliputi meningkatkan ketekunan, triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa dengan pendidikan dan pelatihan yang dikemas dengan optimal dan profesional maka sumber daya manusia yang ada di sekolah islam terpadu akan siap dalam menghadapi era society 5.0. Hal ini memberikan implikasi tentang pentingnya mempersiapkan sumber daya manusia agar lebih siap dalam menghadapi perkembangan zaman melalui berbagai inovasi dan kreasi yang dilakukan.

Kata Kunci: *Manajemen SDM, Adaptif, Pendidikan dan Pelatihan*

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INTRODUCTION

Human resources are essential to achieving a superior educational institution since human resources must be connected to organizations, companies, and educational institutions (Anwar et al, 2021; Mohiuddin et al., 2022; Kutieshat et al., 2022). Human resources are an essential supporting component of achieving an ideal school that complies with what is expected by parents as users of educational services in an educational institution, especially in Islamic schools (Asnawan, 2021; Hulmiati et al., 2021) The human resources at school, either principals, educators, and employees, have to set an excellent example for students. As a result, human resources (HR) must be handled properly to fulfil their optimal role in line with their duties and functions. Human resources constantly play a vital part and remain dominant in every organizational activity because humans become planners, actors, and determinants of achieving organizational goals (Reina et al., 2021; Alolabi et al., 2021; Pankov et al., 2021; Wahyuni et al., 2022). Qualified human resources with high integrity toward educational institutions will be able to get the institution in line with the required goals.

Integrated Islamic schools are very focused on managing and growing human resources because human resources are precious resources and have the most significant contribution to the school's progress. Hasibuan (2019) believes that employees are an organization's primary assets and must be appropriately managed. The human resources in schools, which include principals, educators, and employees, are the determining element in productivity. Human resources significantly determine a school's competitiveness (Kusumaningrum et al., 2017). In managing human resources in schools, the government, educational practitioners, and educational institutions must all be concerned about the importance of human resources. Principals, as educational leaders, play a critical role in empowering the resources in their schools. The relationship between empowering leadership and creativity will be moderated by empowerment (Sirait, 2021). Educators must be capable of setting excellent examples, being professional, having critical thinking, being creative, being dynamic, and developing students' good character (Lutfi, 2017). Staff and employees at school must also be professional and have a good personality. Based on our field study, integrated Islamic schools provide various exciting education and training in the development of human resources, particularly in the face of shifting situations.

Education is the most critical factor in a country's ability to compete globally (Khurana et al., 2021; Coccia, 2021; De, 2021). Education is regarded as the most strategic field for achieving national well-being. For a high civilization to emerge, intelligent and ethical human resources (HR) is required. Low human resources, on the other hand, will result in a poor society (Wijaya et al., 2016). Human resource management in integrated Islamic schools must also focus on developing HR competencies to be qualified and superior in the digital era, specifically by developing digital competence, digital implementation in schools, and human value (Tahar et al., 2022). Human resources in integrated Islamic schools must have fundamental digital technology skills and a creative mentality

because the required competencies in the twenty-first century focus on problem-solving, teamwork, critical thinking, and creativity (Arifin, 2019). The quality of human resources required in this modern period will be formed slowly but will require aid, guidance, and growth, so human resource management is essential to increase the quality of human resources (Hidayat, 2013).

The advancement of technology nowadays is significantly faster than in the past, which significantly impacts all industries, particularly education (Nasiri et al., 2021; Khambra et al., 2021). Education in Indonesia has seen new dynamics in the previous two years, especially the shift from the Industrial Revolution 4.0 to the Society 5.0 period. Artificial intelligence, robots, the Internet of Things, and other sophisticated facilities are now available to people that are entirely automated in their daily lives. The advancement of information technology is currently regarded as the civilization's opening gate in the era of Society 5.0 (Rakhmawati, 2017). The concept of change in the era of society 5.0 developed initially in Japan, which states that the era of society 5.0 is "A human-centred society that balances economic advancement with the resolution of social problems by a system that highly integrates cyberspace and physical space" (Faruqi, 2019). This concept demonstrates that humans cannot be separated from technology and that it is up to humans to balance the current advancement of the cyber world and their real life (Raisch et al., 2021; Bennett et al., 2021; Bradu et al., 2022). In the age of society 5.0, educational institutions must be capable of addressing social difficulties and problems by utilizing numerous breakthroughs produced by the 4.0 revolution, such as the Internet of Things, Big Data, Artificial Intelligence, and robots (Puspita et al., 2020). Furthermore, institutions must be competitive and prepare skilled human resources with abilities in their specialities because the era of Society 5.0 is not dominated by technology alone but by human resources (Nurbaya, 2020). In light of this, human resources (HR) must continue to be enhanced to exploit and leverage every technological breakthrough, allowing people to overcome many societal problems and life challenges, particularly in educational institutions, specifically schools.

Previously, human resource management at the Baitul Jannah Foundation had been the subject of research by Willy Radinal, which was remarkably similar to the present study. HR is more significant than systems, strategy, and capital (McCartney et al., 2021; Gerhart, 2021; Haldorai et al., 2022). The difference between previous research and this study is that Willy's research incorporates the full management function in the debate, resulting in a less extensive and in-depth presentation. However, the author's study concentrates on the HR development function, making the topic more extensive and in-depth. Further research from Muharnis entitled Human Resource Management at SDIT Qurrota A'yun Batu Sangkar indicates that HR plays an effective and efficient role in accomplishing the aims of Islamic education (Muharnis & Jamilus, 2022). The study also examined several management functions, such as planning and development, so that the debate could have been more in-depth. The second study, Implementation of Human Resource Management in the Digital Age, published by Abu Hasan Agus (2019), highlights the need for digitally literate

human resources. This study parallels the author's study in that schools have adopted numerous digital gadgets to facilitate the education service process. Following that, a study titled Educator Resource Management in Improving Educator Professionalism at MAN 1 Yogyakarta explained that the fundamental issue in education today is the issue of human resources that still need to fully develop the maximum potential of an educational institution (Umroh, 2018). Furthermore, research on HRM titled Management of Human Resources (HR) for Islamic Education (Case Study at Madrasah Aliyah Negeri 1 Ciamis West Java) addresses planning, recruiting, placement, and development (Munandar et al., 2022). The distinction is that HR development focuses on training, workshops, and the like without HR coaching.

Several previous studies have shown similarities in the relevance of human resource management in education, particularly in this modern digital era, which accelerates developments in numerous sectors. As a result, human resource management must continue to be developed for schools to have quality, superiority, and globally developed human resources. The distinction between the author's study and others is in the management function that the author emphasizes, namely how HRM can develop human resources more optimally following the era society 5.0. This period is not only centred on digital technology but also on human values, which emphasize the importance of remaining dynamic and flexible in the face of human development (Putra, 2019)

Integrated Islamic School is an educational institution mainly concerned with human resource management. Human resources are viewed as an asset that must be managed and developed efficiently to accomplish the desired results. Based on the findings in the field research, the author discovered that human resources, in this case, educators and education professionals in one of Bandar Lampung's integrated Islamic schools, the author observed that the school's human resources had good morals and character, as seen by their friendly demeanour when receiving guests, meeting students, not smoking, dressed cleanly, and having the high discipline and loyalty to the school. This finding is supported by the interview with Vice Principal Mrs Eni Fitriani, who stated, "Alhamdulillah, the educators and employees here are friendly to guests from external and internal parties. The principal also sets an example to all of us in terms of service, even if he arrives at school first at 6.30 in the morning. We are all already present to carry out the morning assembly. Besides, the school always develops a work culture of sincerity, introspection, and completion and applies the values of integrity, synergy, and productivity. To maintain these values, the school provides assistance and services through education, coaching, and training."

According to Mrs Eni Fitriani, discipline is influenced by the example and participation in various coaching and training programs. Other interesting facts are that, despite being only four years old and accredited by A, this school can produce extraordinary human resources, enormous public interest in sending their children to the school, and human resources with various achievements, either locally or nationally, or internationally. Also, this school holds training for

educators and human resources with the soul of a leader and trainer and HR coaching under the name BPI (Islamic Personal Development).

Furthermore, the renewal of this study demonstrates that the proper education and training programs will produce excellent and outstanding professional and prepared human resources to face the era of society 5.0. The author hopes the study's findings will inspire and assist foundation managers, educational practitioners, and, most importantly, the authors.

RESEARCH METHODS

This study employs a qualitative technique that generates descriptive data in the form of speech or writing of the observed people's behaviour (Tabrani, 2014). This method involves understanding human or social phenomena by creating a comprehensive and complex image that can be articulated in words, reporting specific perspectives gained from informants, and doing research in a natural setting (Fadli, 2021).

This study examined the Human Resource Management of Integrated Islamic Schools in Society 5.0 by interviewing seven people: the foundation's head, the HR Department, the Education Department, the Principal, the Vice Principal, and the Educators. The data was gathered through a series of observations at the Integrated Islamic School (Hanafiah et al., 2022). The author can see and feel the atmosphere and conditions of the subjects directly using this technology. The findings of this study concern the Human Resource Management of Integrated Islamic Schools in the face of the Era Society 5.0. Second, documentation is data collection using existing documents or written records. This paperwork is derived from the findings of interviews conducted with the HR department and vice-principal. It is a method of gathering information or data through reviewing archives and papers. Documentation is a data-collecting technique used on the subjects (Tanjung et al., 2022). The documentation technique was used to collect information regarding the institution's state (research object), precisely the existence of HRM. Data analysis is the process of systematically performing, searching for, and gathering records of findings through observations and interviews for the author to focus on the subject. The author created a material discovery for others to update, classify, and present (Munandar et al., 2022). The third technique was the interview technique. It is an organized interview that follows predefined standards. The questions were rigidly ordered and identical for each subject (Ulfah et al., 2022).

RESULTS AND DISCUSSION

Management is a significant profession in integrated Islamic schools since it is a specific ability that is not frequently held but is very important in enhancing human resources in an educational institution. Human resources in integrated Islamic schools are selected using the proper process. Once they have become a part of the school, they are not left alone but are provided with various programs for self-development and meeting the school's objectives. Managing human resources in schools is a challenging task. It requires the proper method and art. According to experts, management is a person's activity in managing, managing an organization, institution, school, or ecosystem, including both biotic (humans)

and abiotic (facilities and infrastructure, finance) components, so that organizational goals can be achieved effectively and efficiently (Muharnis & Jamilus, 2022a). Human resource management is the science and art of controlling the relationship and role of workers to effectively and efficiently enable the organization, employees, and society to fulfil their goals (Hasibuan, 2019). On the other hand, human resource management in educational institutions is a management process carried out by the manager (foundation) to educators and education workers to meet the educational institution's goals. Based on the documents gathered, the program implemented by the integrated Islamic school demonstrates that human resource management is a particular concern where the institution conducts various development programs so that human resources have better loyalty and can realize the educational institution's goals.

The current era of Society 5.0 undoubtedly has a significant impact on the pattern of changes in human resources in integrated Islamic schools, such as educators who must make technology the primary supporting tool in teaching and learning activities, create exciting and non-boring learning innovations, be more flexible in assigning tasks to students, and so on. Education personnel must also have collaboration skills, use applications that support work, etc. As a result, managing human resources in integrated Islamic schools provides much assistance, not only in changing educators' teaching styles but also in changing their perspective and being more dynamic in facing the current era, by bringing in mentors, participating in training, and so on. Because of the connectivity of humans, machines, and data, the era of Society 5.0 radically transforms how we live, work, and relate to one another (Octaviany, 2022). According to another perspective, Society 5.0 is based on a perfect integration process between physical space (the real world where humans exist) and cyberspace (the virtual world where information is kept using technology). This application was built on the fourth industrial revolution and the numerous technologies that it was founded on (Faruqi, 2019). In Society 5.0, human resource management is critical to cultivating and developing human resources.

Integrated Islamic schools focus their coaching and development on education and training because they view human resources as assets that must be improved. According to the Qur'an, humans have the natural capacity that can be developed to perform duties well (Muharnis & Jamilus, 2022), as Allah says in Surah Ar Ruum verse 30:

فَاقِمْ وَجْهَكَ لِلدِّينِ حَنِيفًا فِطْرَتَ اللَّهِ الَّتِي فَطَرَ النَّاسَ عَلَيْهَا لَا تَبْدِيلَ لِخَلْقِ
اللَّهِ ذَلِكَ الدِّينُ الْقَيِّمُ وَلَكِنَّ أَكْثَرَ النَّاسِ لَا يَعْلَمُونَ

So be steadfast in faith in all uprightness 'O Prophet' – the natural Way of Allah which He has instilled in 'all' people. Let there be no change in this creation of Allah. That is the Straight Way, but most people do not know (Q.S. Ar Ruum: 30).

It is also emphasized in a hadith:

مَا مِنْ مَوْلُودٍ إِلَّا يُولَدُ عَلَى الْفِطْرَةِ فَأَبَوَاهُ يُهَوِّدَانِهِ أَوْ يُنَصِّرَانِهِ أَوْ يُمَجِّسَانِهِ كَمَا تُنْتَجُ
الْبَهِيمَةُ بِهَيْمَتِّهِ جَمْعَاءَ هَلْ تُحْسِنُونَ فِيهَا مِنْ جَدْعَاءَ

"No child is born but that he is upon natural instinct. His parents make him a Jew, or a Christian, or Magian. As an animal delivers a child with limbs intact, do you detect any flaw?" (HR. Bukhari no. 1358 dan Muslim no. 2658) (Idris, 2022)

Concerning the development of human resources in integrated Islamic schools, the following education and training initiatives are being implemented:

Table 1. Permata Bunda HR Development Management Concept

Education	Training
1. Orientation	1. Seminar/training
2. Internship/Study Assignment	2. Outbound training
3. Islamic Personal Development	3. Subject educator meetings
4. <i>Halaqoh</i> Quran	4. Islamic Studies
5. Advanced Study	5. Morning Assembly
	6. Meeting

Table 1 describes the concept of building integrated Islamic school human resource management through the implementation of numerous innovative education and training programs, which are discussed further below:

Education

The education programs in integrated Islamic schools are as follows:

Orientation (PGB/PKB)

Orientation is a crucial component adopted by integrated Islamic schools as an introductory education program that new employees must follow after clearing the HR recruiting screening process. Orientation activities are carried out throughout the week, which involve the profile of the institution, rules, obtaining facilities, describing their work obligations, and adjusting supporting materials, whether as educators or education personnel. This finding is supported by Mrs Dwi's remark as a member of the Daarul Hikmah Foundation's PPSDM Team, who described the new employee socialization process as "a process of instilling character, value standards, and patterns of behaviour that apply in educational institutions to new employees (Pujiarti et al., 2023). After the recruitment of employees, then the selection of prospective employees is carried out with a system of academic tests, skills, the Koran and also interviews, then after being announced as new employees, they are required to take part in the orientation of new educators with the name of the program, namely PGB (new educator training), which explains the rules of employment, as well as supporting materials needed as new employees." (Interview)

According to Mrs Dwi's explanation as the HR Department team, orientation is also critical to be followed, especially by new employees at the institution, so that they better understand the direction of the institution's desired goals and know the rules of employment as well as the flow that must be carried out to become employees, both educators and education personnel.

Internship

In integrated Islamic schools, there are two types of internship programs. The first is the internship of new educators, which lasts two weeks and is guided by internship mentors (senior educators). This internship program aims to provide new educators with an understanding of their responsibilities. This internship program is also the final part of the evaluation process for new educators, determining whether they should be considered or rejected (Zaman et al., 2022). Second, the internship of old educators. This program aims to improve the competence of these educators in improving their abilities so that they are more optimal in mastering their expertise; the internship time is adjusted to the place of internship and cooperation.

This internship activity as part of the HR development program is also corroborated by the statement of Mrs Dwi as the HR Department team, who stated: "Pamong educators or senior educators will accompany new educators who are apprentices, there will be seen the sincerity in teaching and commitment, then the Pamong educators will assess it and also the principal to follow up whether to continue or be sufficient, besides that, there are also apprentice educators (study assignments) followed by old educators who are also part of the development program here, the aim is to improve the competence of these educators by bringing in peers from other units who are more experienced or outside experts" (interview).

Based on the interview with Mrs Dwi, internships (learning assignments) are a form of human resource development at Permata Bunda, a program to improve the competence of existing education and education personnel.

Islamic Personal Development (BPI)

The Islamic personal development program is one of the most prominent programs in integrated Islamic schools, a speciality of schools affiliated with the Indonesian-guided Islamic school network (JSIT). The Islamic personal development program is implemented as a supplement to Islamic religious education subjects taught once a week. The curriculum focuses on developing attitudes, skills, character, and Islamic principles. The Islamic personal development program at integrated Islamic schools is a program that all students, educators, and education employees must participate in to form an Islamic personality (JSIT Indonesia, 2018). The Islamic personal development program is a severe kind of human resource management in schools that is an essential and inseparable aspect of fostering, developing, and increasing the quality of human resources. By participating in the Islamic personal development program, Permata Bunda's human resources should provide a positive example for those around them because having an Islamic personality will be reflected in field implementation. As previously indicated, Islamic personality is part of an essential character education element. This is because other personalities might form if noble principles are present. A low Islamic personality harms morals and moral decay. The destruction of the current generation's personality is the foundation of a nation's decline and annihilation. Because good morals are

directly tied to Islamic personality, someone with good morals would also have a friendly personality (Julkarnain & Tamam, 2022).

The author also interviewed the head of the HR Department and the person in charge of BPI for all educators and employees of Permata Bunda, namely Mrs Yuliani Idrusi, who said "Islamic personal development is important for all HR because if the BPI program is implemented properly, it will affect their academic performance. Character cultivation is not only in theory, but daily implementation is more optimal. Therefore, Permata Bunda HR who follow BPI will always evaluate themselves from their daily worship practices, compulsory and sunnah, as well as their social practices towards their families and surroundings. Therefore, BPI is a mandatory program that must be followed by all HR" (interview with Mrs Yuli, head of the HR Department).

Halaqoh Quran

As an Islamic school, it is also critical that all human resources participating in the school thoroughly understand and study the Quran. The *Halaqoh* Quran program is carried out once a week by dividing the group based on the level of understanding of the Quran so that educators and employees can fully participate. The *Halaqoh* activities include Tajweed and *Tahfidz* material. Understanding the Qur'an is essential to be the cornerstone of life in an increasingly evolving era (Yusuf, 2022). By memorizing and correctly reading the Quran, educational personnel will be more confident in teaching and dealing with students.

According to observations while visiting the school and coinciding with the *Halaqoh* Quran activities, educators and employees were divided into two groups, namely the men's group and the women's group, and the enthusiasm and enthusiasm of educators and employees were seen preparing the memorization of the Quran to be deposited. This *Halaqoh* program is carried out every Monday after the learning process.

Further Study

The school provides educational scholarships for educators and education personnel who are earnest to continue their studies. However, only a few integrated Islamic school human resources continue their education at a different level. There are only a few educators who continue and use personal funds.

The findings in the integrated Islamic school are consistent with the President of the Republic of Indonesia's Instruction No. 15, dated September 13, 1974, which states that education is all efforts to foster personality and develop Indonesian human abilities, both physically and spiritually, that take place throughout life, both inside and outside the school, in the context of building Indonesian unity and a just and prosperous society based on Pancasila. Employees' theoretical, intellectual, and moral skills grow due to education (Hasibuan, 2019). Another opinion states, "Education is concerned with increasing general knowledge and understanding of our total environment," which relates to increasing general knowledge and understanding of the environment (Toto et al., 2019).

Training

Training in integrated Islamic schools emphasizes that training is an important activity aimed at developing human resource knowledge to realize changes in human resources in terms of quality, professionalism, and devotion to the institution. These results are evident from the school's many types of training programs. The following is an explanation of the HR development training program.

Seminar/Training

Seminars or training activities offered by integrated Islamic schools include classroom management, digital training, public speaking, exceptional service, Quran training, ADLX retroflex training, Integrated Curriculum, and many more. The training is commonly done once a month, once a semester, or once a year. The program's format may include training, in-house training, workshops, forum group discussions (FGD), or others. This seminar/training program is also a great program that is routinely done as a type of institutional dynamism to stay current. This is substantiated by the researcher's discussion with Mrs Lis Kurniawati, the head of Pauddikdasmen at the Daarul Hikmah Foundation, who revealed that:

"The seminars and training will improve the knowledge and understanding of all human resources." Seminars and training attended by educators and employees will benefit from increasing HR competencies since they will be able to learn directly from both internal and external sources. As a result of the many learning experiences received, the perspective that is formed will be broader" (interview).

This explanation was also reinforced by Mrs Dian, the HR Department team, who said: "In 2023, we will create a training centre named BP3 (Research, Development and Training Agency) as a form of our seriousness to improve the competence of our human resources". Based on this explanation, the attention of the foundation and school to HR development is considerable and extraordinary.

Outbound

Based on the results of an institution's diagnostic, the progress and success of an institution can be recognized in the hard and soft skills possessed by its human resources (Yusriadi, 2022). As a result, one of the trainings that improves soft skills organized by integrated Islamic schools is the Outbound program, which, in addition to aiming to increase the togetherness of all human resources, has a significant impact on direct learning because, in these activities, each human resource will feel the process of learning to fail and succeed in a job, which will, of course, has a positive impact on human resources applying at school.

Subject Teacher Assembly (MGMP)

MGMP is a platform for professional activities of educators of similar subjects, consisting of two parts: deliberation of educators in the field of study or subject and discussion of educators in the field of study or subject. Its activities are led by, for, and with educators (Ambarita, 2022). It is a learning program for subject educators to develop professional and pedagogical competence. In this

MGMP activity, educators will practice teaching in front of peers and critique each other for better improvement. This MGMP program is run by colleagues from the school and colleagues from other schools. This program also adds to educators' experience based on sharing or conversing with other educators and how to create learning materials. Discussing teaching approaches and kid traits will give educators a more profound understanding because the discussion is based on direct practice. Mr Zulkarnain, the principal, claims that: "Educators who actively participate in MGMP will be seen as enthusiastic about their work in school-based learning activities." Educators will prepare everything for teaching by participating in MGMP. Furthermore, it serves as a venue for *silaturahmi* between instructors."

Islamic Studies (Pengajian)

In integrated Islamic schools, the Islamic study program is a regular monthly program established by the school to grasp Islamic subjects and increase the quality of *rufiyaa*. The materials offered include the Quran, *fiqh*, *tafsir*, *Sirah*, and other Islamic sources, and the speakers are recruited from internal and external circles based on their experience. This program requires all human resources to participate in coaching and development by schools to increase human resource capabilities.

According to experts, *Pengajian* is a method of cultivating human resources by teaching positive character qualities, including spiritual, emotional, and social character (Kamelia et al., 2022). According to the definition, *Pengajian* is a managed and created activity that meets one's needs in promoting and improving the quality of life of Muslims in line with the guidance of the teachings to learn and practice their teachings (Suparyanto et al., 2020).

Morning Assembly

The morning assembly program at the integrated Islamic school has been running for a year. The results reveal that performance and energy have grown substantially due to discipline, confidence, learning new things, and optimal peer teamwork. This finding is based on the interview with the principal, Mr Zulkarnain, who stated: "Alhamdulillah, we can implement the morning assembly program optimally, where educators and employees are present at school 06.45. For 15 minutes, we conduct a morning assembly filled with motivation, *murojaah* Quran, then convey the activities that will be carried out that day, of course, this activity adds enthusiasm and increased confidence" (interview).

According to Mr Zulkarnain, the integrated Islamic school's morning assembly program is one of the most effective programs all human resources follow to strengthen the discipline and excitement of all human resources. Based on the training findings in integrated Islamic schools, experts agree that training is an activity designed to impart knowledge and mastery of the required skills (Support et al., 2022). According to Andrew F. Sikula, "Training is a short-term educational process utilizing a systematic and organized procedure by which non-managerial personnel learn technical knowledge and skills for a definite purpose," which means that training is a short-term process with systematic and

organized procedures that allows someone to learn specific skills (Hasibuan, 2019).

CONCLUSION

One of the rationales for HR management of integrated Islamic schools in producing breakthroughs in HR development to build superior resources regarding intellect, morality, spirituality, professionalism, and competitive strength is the era of society 5.0. Human resource management in integrated Islamic schools demonstrates that human resources are an essential asset for the institution and that human resources can be developed effectively by adopting the correct program.

The institution's human resources must be more competitive so that they can contribute to the achievement of the goals. Human resource management in integrated Islamic schools employs education and training to produce quality, professional, and superior human resources in the face of the Society 5.0 era because education and training make human resources more adaptable to changing circumstances. Orientation, internships/study assignments, BPI, *Halaqoh* Quran and morning assemblies, training customized to the times and institutions, Outbound, MGMP, Islamic studies, and coaching are all part of the education and training programs in integrated Islamic schools. Integrated Islamic school, human resource management, places a greater emphasis on human resource development, and in 2023 it will establish the research, development, and training agency (BP3) as a sign of seriousness in controlling the growth of HR competencies.

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