

## Analysis of Principal Leadership in the Social 5.0 Era: An Islamic Human Resource Management Perspective

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### ABSTRACT

The world of education, especially in elementary schools, faces new challenges during the Society 5.0 era. As technology and digitalization advance, principals must be adaptable, innovative, and humane. This analysis discusses how Islamic Human Resource Management (IHRM) principles can be optimized for principal leadership in the Society 5.0 era. IHRM offers a relevant approach to building leadership that is not only professional but also grounded in Islamic values. By definition, Society 5.0 is a human-centered society based on advanced technologies such as artificial intelligence, the Internet of Things, and big data. To implement these era-era values in elementary schools, educators must lead the digital transformation without neglecting the psychological, moral, and social needs of teachers and students. In other words, technology should not replace essential human interaction, but should be used to facilitate the educational process. According to IHRM, leadership is a combination of management skills with Islamic values such as justice (al-'adl), trustworthiness, ihsan, and deliberation (shura). As leaders, principals have a moral responsibility to create an educational environment that is just, honest, and fosters a sense of solidarity. To maintain a balance between the application of technology and the development of students' character, these values are important.

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## Introduction

The world has entered a new era known as Society 5.0, where the acceleration of digital technology is its hallmark. In Japan, this idea first emerged as a response to the Industrial Revolution 4.0, which had a wealth of technology but lacked the human touch. By placing humans at the center of technological development, Society 5.0 came as an improvement. Society 5.0 prioritizes efficiency and improves people's quality of life through the integration of the Internet of Things (IoT), big data, robotics, and artificial intelligence (AI). This concept brings major changes to education, especially in elementary schools, where it serves as the foundation for character building and students' basic abilities.

Elementary schools in the Society 5.0 era must be innovative, adaptive, and responsive to technological advances. This shift impacts not only learning but also the way principals manage and lead schools. Principals are no longer merely administrators. They must be transformational leaders capable of creating professional, humanistic, and purposeful learning practices and work environments in line with the demands of the times. Principals have a strategic responsibility to manage schools to adapt to the dynamics of the world without neglecting children's social, emotional, and spiritual development.

Principals must be able to utilize technology to assist school management in facing the challenges of the Society 5.0 era. However, this use of technology must consider humanity, morals, and the balance of student character. This is where the application of Islamic values as a moral foundation for leadership is crucial. Islamic Human Resource Management (IHRM) is a management approach that incorporates Islamic principles into human resource management. IHRM focuses not only on productivity and efficiency but also

emphasizes spiritual, moral, and ethical aspects in all management activities, including educational leadership.

According to IHRM, human resource management should be based on values such as amanah (responsibility), al-'adl (justice), shura (deliberation), rahmah (compassion), and ihsan (optimal good deeds). When these values are applied to teacher leadership, they are crucial, especially in elementary schools, where education is closely linked to character and moral development. A responsible principal will ensure that policies not only benefit the administration but also foster student development. Meanwhile, equity encourages principals to treat all students equally, including providing educational opportunities, providing access to technology, and addressing digital divides between students.

Furthermore, the principle of deliberation in Islamic management supports an inclusive and participatory leadership model. Principals who use deliberation involve parents, students, staff, and teachers in decision-making. This method not only improves the quality of school policies but also fosters a sense of collective responsibility and solidarity. In the era of Society 5.0, where people must work together in many ways, the principle of deliberation is a crucial foundation for principals in building a unified and collaborative school culture.

Therefore, it is important to analyze how principal leadership in elementary schools can be developed through an Islamic Human Resource Management approach in responding to the challenges of Society 5.0. This analysis is expected to provide a deeper understanding of how Islamic values can guide human resource management in elementary schools, as well as how principals can play a strategic role in providing technology-oriented education that remains humanistic, ethical, and character-based. This introduction serves as a starting point for a more comprehensive discussion of the relationship between leadership, technology, and Islamic values in today's educational world.

## Method

To examine the leadership of elementary school principals in the Society 5.0 era, this study employed a descriptive qualitative approach. This approach was chosen because it allows for a comprehensive study of leadership phenomena, Islamic values, and management practices implemented by principals in managing human resources in elementary schools. Consequently, this study provides a comprehensive overview of how principals apply Islamic values in their leadership to address the challenges of the digital era.

This study involved principals, teachers, and educational staff from several elementary schools. They were selected purposively based on several criteria, including the application of learning technology, the implementation of digital-based policies, and the application of religious principles in school management. Using this method, researchers were able to obtain informants who were truly relevant to the study.

Three main methods were used to collect data: in-depth interviews, observation, and documentation. Interviews were used to determine the principals' experiences, perceptions, and leadership practices related to IHRM values such as amanah (trustworthiness), justice, deliberation, and ihsan (goodness). Observations were used to examine how leadership is implemented in school activities, particularly those related to technology use and character development.

The Miles and Huberman interactive analysis model was used to analyze the collected data. This model encompasses the processes of data collection, data reduction, data presentation, and drawing conclusions. Continuous analysis was conducted until researchers obtained in-depth patterns and meanings about the principal's leadership actions.

By using this approach, the research is expected to provide a comprehensive picture of how IHRM values can be applied in the leadership of school principals to address the challenges faced by society 5.0.

## Results And Discussion

### Challenges for Elementary School Principals in the Society 5.0 Era

Elementary school principals face numerous challenges in the Society 5.0 era as they manage increasingly digital and human-centric education. The first challenge is how to implement technology in learning. Principals must ensure adequate digital tools are available, select secure learning platforms, and support teachers in improving their digital skills. This requires bold leadership and the ability to adapt.

The Islamic Human Resource Management (IHRM) framework offers a human resource management approach that integrates Islamic principles into human resource management processes, such as recruitment, training, development, evaluation, rewards, and empowerment. For example, research by Nik Mutasim et al.

shows that IHRM practices such as rewards, training and development systems, and values-based recruitment significantly influence a company's trustworthiness. (Rahman et al., 2013a)

Maintaining a balance between human values and technology is the second challenge. With the widespread use of digital devices, teachers must ensure that the educational process does not lose sight of social, moral, and spiritual aspects. This is where strengthening character education based on Islamic values and media ethics is crucial. Furthermore, principals must create fair and inclusive policies because some students have different access to technology. This presents a managerial challenge for principals.

Principals must also uphold trust, uphold justice, and participate in deliberation in decision-making, according to Islamic human resource management. To create leadership that is humanistic, moral, and responsive to developments in the Society 5.0 era, IHRM principles must be integrated.

### **Principals' Digital Competence Challenges**

In the era of Society 5.0, it is crucial for elementary school principals to possess digital skills. Leaders must be able to think digitally or Digital Mindset (Kane et al., MIT Sloan). Principals' ability to understand, select, and manage the ever-changing educational technology landscape is a major challenge. Digital tools, learning platforms, and technology-based school management systems are constantly evolving, and many principals face challenges. School digitalization policies can fail due to this lack of skills.

Principals must also ensure the security of teacher and student data. Given the numerous cyber threats that exist in educational settings, digital security literacy is crucial. Principals must have the ability to assess risks and ensure that technology is used legally, securely, and in accordance with the law.

Supporting teachers in digital transformation is also a challenge. Principals must not only understand technology but also be role models in its use. They must also support teachers who lack the same digital skills.

According to Avolio & Bass (1994), to become educational leaders in the digital age, principals must possess technological skills capable of supporting transformational processes. However, many school leaders are not yet digitally ready.

From an Islamic human resource management perspective, digital capability development must be based on the principles of trust, justice, and ihsan. School principals must manage technological change humanely, transparently, and responsibly to ensure it remains in line with Islamic moral and ethical values.

### **The Challenges of Principal Ethics and Character in the Digital Era**

While the digital era of Society 5.0 offers many opportunities for education, elementary school principals face moral challenges. The first challenge is the responsible use of digital media and technology. Every digital activity in schools, from the use of learning platforms to storing student data and communicating publicly, must be conducted ethically and without violating privacy. Principals must ensure this. Both students and teachers can be negatively impacted if they engage in data misuse or lack a proper understanding of digital security.

From the research of Khairunnisa Nisa et al., it is clear that principal leadership is not only about administrative management but is also crucial in creating a positive school climate. This positive environment is crucial for supporting teacher engagement, motivation, and collaboration among school members. According to Fullan (2014), a lack of digital literacy is one of the biggest challenges facing teachers in the technological era. Although many principals recognize the importance of technology, they lack knowledge of how to use digital devices, manage data, and utilize learning platforms. As a result, they face difficulties in implementing digital programs in elementary schools.

Behavioral changes caused by gadget and internet use in schools are a secondary concern. Monitoring media ethics, preventing digital bullying, and implementing fair discipline are some of the ways principals can ensure that school culture remains grounded in moral values, courtesy, and responsibility, even when activities are conducted digitally.

From an Islamic human resource management perspective, ethical elements must be rooted in principles such as trustworthiness, honesty, justice, and ihsan. In making digital decisions, maintaining transparency in policies, and ensuring that technology is used for good, principals must be role models. Principals with strong integrity and ethics can ensure that elementary schools remain humane and dignified amidst the rapid flow of digitalization.

### **Challenges to the Education System in the Era of Society 5.0**

According to Klaus Schwab (World Economic Forum) and UNESCO, digital transformation widens the gap between schools with and without access to technology. In the era of Society 5.0, the education system faces many complex challenges. Addressing them requires major changes in the learning process, school management, and human resource development. Adapting to technological developments is the primary

challenge. While digital-based learning must be interactive, schools must maintain the quality of human interaction, principles, and character development of students. This transformation often faces major obstacles, such as a lack of infrastructure and digital skills among educators.

The second challenge relates to disparities in access to education. Not all students have adequate technological devices or internet connections. This creates inequalities in the education system that can impact the learning process and the equitable distribution of educational quality. Furthermore, rapid curriculum changes and new competency requirements often create confusion for teachers and schools in their implementation.

From an Islamic human resource management perspective, the education system must consistently apply the principles of trust, justice, and compassion when managing change. Principals and educators must create education that is not only technologically innovative but also morally robust. A humanistic and ethical approach can be used to manage educational system issues more wisely and sustainably.

#### Analysis of Principal Leadership in Elementary School of Era Society 5.0

The success of the educational process depends heavily on the leadership of the principal, especially when schools face significant challenges such as the Society 5.0 era. According to various education and management experts, leadership in this era must be able to adapt to technology while maintaining human values. This is crucial because Society 5.0 emphasizes the use of advanced technology in a moral, inclusive, and humane manner.

According to Bass and Avolio, transformational leadership is highly relevant in the context of Society 5.0. Transformational leaders have the ability to inspire, motivate, and encourage innovation. Elementary school principals are responsible for leading change in their environments by providing a clear vision, providing psychological support, and creating a school culture that is open to technology. Principals not only provide direction but also act as role models in the use of technology and digital learning.

Fullan, a leading advocate for educational reform, emphasizes that today's school leaders must be leaders of change. He believes that principals must be collaborative, sensitive to human needs, and able to encourage teachers to learn more. Principals in the Society 5.0 era must understand how technology can enhance the learning process while maintaining principles of human interaction such as empathy, moral values, and cooperation.

According to Northouse, effective leadership requires a high level of emotional intelligence. Principals in the digital age must not only focus on data-driven policies but also be able to build strong interpersonal relationships with teachers, students, and parents. With emotional intelligence, principals can manage stress, conflict, and resistance to digital change.

The theories of Mulyasa and other Indonesian education experts are also relevant. He emphasized that principals must possess strong managerial, supervisory, and character qualities. In the era of Society 5.0, these skills have evolved into the ability to manage technology, assist teachers with digital learning, and ensure that character education remains a top priority.

Besides that, Likeput forward the concept of a learning organization, meaning that schools are continuously learning organizations. Principals function as designers, managers, and educators, building a culture of learning among students. Principals must encourage teachers to improve digital literacy and technology-based pedagogy in the era of Society 5.0.

According to all experts, there are three important skills to be a principal in the Society 5.0 era:

- a. Digital competencies required to use technology in school management and learning.
- b. Humanistic leadership that prioritizes character education and interpersonal relationships
- c. The ability to manage change effectively through management and collaboration.

Principals can implement flexible, creative, and human development-oriented leadership by combining the perspectives of these experts to address all the challenges of Society 5.0.

#### Conceptual Implications for Elementary School Principal Leadership in the Society 5.0 Era

Elementary school principals' leadership is heavily influenced by the concept of Society 5.0, particularly regarding the integration of technology with a human-centered approach. Principals must possess adequate digital skills to lead digital transformation by ensuring that technology truly enhances the learning process. These skills include managing school data, utilizing learning platforms, and overseeing digital security.

Beyond technology-related matters, leadership in the Society 5.0 era requires principals to balance innovation with human values. Digital learning does not neglect the development of empathy, character, and social interaction in students. Therefore, instilling moral values, ethics, and discipline remains a crucial part of leadership.

Furthermore, principals must foster a culture of collaboration and lifelong learning. Principals must be able to use data to make decisions, objectively assess school needs, collaborate with parents and the community, and improve teachers' digital literacy.

So, to ensure education remains relevant, adaptive, and humanistic, principals in the Society 5.0 era must possess digital expertise, moral sensitivity, and managerial abilities.

### **Principal Leadership Development Strategy**

Siagian (1999) mentions several functions that must be carried out by a leader who not only acts as a designer of subordinate performance criteria but also as: (a) setter of direction; (b) representative and spokesperson of the organization, (c) spokesperson/communicator, (d) facilitator, and (e) integrator. In the leadership role as a setter of direction, a leader must have the ability to set standards for programs, explore ideas, and make decisions that can guide his subordinates. Decisions are the path that will be taken by each individual in the organization to achieve its goals. If the leader does not make the right decisions, subordinates will lose orientation, which in turn can destroy the leader's existence. No organization can be separated from its social context. Therefore, every organization must maintain a positive relationship with the community in which they work. When an organizational leader can meet the desires and needs of his employees in a way that does not contrast with changes in the external environment, this process can occur. A leader must act as a representative and spokesperson of the organization in such situations.

A principal must possess intelligence, including intellectual intelligence (IQ), emotional intelligence (EQ), and spiritual intelligence (SQ). A leader will excel by mastering just one dimension of intelligence. This can be a valuable asset for leadership.

An educational institution can only thrive with good management. According to Lisnawati (2017), management is the process of planning, organizing, directing, and supervising efforts and the use of organizational resources to achieve organizational goals. Planning, organizing, directing, coordinating, and supervising organizational activities to achieve organizational goals effectively and efficiently is called management.

### **Principal Leadership Professional Development**

According to Hiroaki Nakanishi (architect of the Society 5.0 concept): Leaders must be able to leverage AI, IoT, robotics, and big data for organizational innovation, thus continuously developing their competencies. To become a professional principal, a principal is required to be able to:

#### **a. The principal as an educator**

Decree of the Minister of Education and Culture No. 0296/U/1996 serves as the basis for evaluating the performance of principals. As educators, principals must be able to guide teachers, non-teaching staff, guide students, develop staff, keep abreast of developments in science and technology, and provide good learning examples.

#### **b. Principal as manager**

The principal, as a manager, must have the right approach to encourage educational staff through cooperation or cooperation, provide opportunities for educational staff to improve their careers, and encourage all educational staff to participate in various activities that support school programs.

#### **c. Principal as administrator**

Principal administrators are heavily involved in various administrative management activities. As leaders, principals must possess administrative expertise, such as managing school data, preparing the workforce, and managing school finances. In Latin, the word "administration" is composed of the words "ad" and "ministrate," which mean "to" or "toward," respectively. The word "ministrate" also means "to serve," "to assist," "to direct," and "to manage."

#### **d. Principal as supervisor**

Learning is the main focus of education in schools to achieve its main goals. Therefore, the entire school organization focuses on learning. Therefore, one of the principal's responsibilities is to supervise the work carried out by educational staff. In doing so, the principal must follow the following principles: (1) consultative, collegial, and not hierarchical relationships; (2) implemented democratically; (3) centered on educational staff (teachers); (4) carried out according to the needs of educational staff (teachers); and (5) providing assistance and support to students.

#### **e. The principal as a leader**

To function as a leader, a principal must possess the following attributes: personality, basic skills, experience, and professional knowledge, as well as administrative and supervisory knowledge. In practice, there are three types of leadership that are seen by principals. These are (1) authoritarian leadership; (2) laissez-faire leadership; and (3) democratic leadership.

f. Principal as innovator

Principals must have the right strategies for building relationships with their environment, seeking new ideas, integrating all activities, setting an example for all teachers, and creating innovative learning models. A principal's innovative nature will be reflected in their work style. They must be constructive, creative, delegative, integrative, rational, objective, pragmatic, disciplined, and adaptive. As innovative educational leaders, principals must have the ability to seek, discover, and implement various types of innovation in their educational environment.

### Integration and Values of a Leader in the Society 5.0 Era

Society 5.0 is a society with a high level of intelligence. Among other countries, Japan will lead the way in establishing this society. In Society 5.0, integrated online systems are used to solve social problems and balance economic growth.

To face the era of Society 5.0, leaders must possess three skills: problem-solving, critical thinking, and creativity. Leaders must be able to predict future challenges so they and their organizations can survive. Arifin Imron (2019)

With today's rapidly evolving world, leaders and organizations must be prepared for change. Successful individuals in the 5.0 era must possess four skills: leadership, language skills, information technology skills, and writing skills. These four skills can be described as follows:

- a. Leadership is a leadership skill that is needed to prepare students with strong characteristics, especially in terms leadership.
- b. Language skills mean the ability to communicate in a foreign language, especially English.
- c. The ability to master information and computer technology is a characteristic of the 5.0 society era.
- d. Writing skills, namely the ability to convey our ideas and thoughts, can be transferred to society 5.0, thus emphasizing the 5.0 movement, which emphasizes a technology-centric society. In education, there has been a paradigm shift and a perspective shift, where technological advances do not replace the role of teachers but rather assist and simplify human life.

## Conclusion

Based on the discussion presented, it can be concluded that Principal Leadership Analysis in the Social 5.0 Era requires adequate digital skills to lead digital transformation by ensuring that technology truly enhances the learning process. These skills include managing school data, utilizing learning platforms, and monitoring digital security.

Analysis of the Principal's leadership in the Social Era 5.0 provides an overview of Administration management which includes competencies, namely Leadership, Language skills, IT Literacy, And Writing skill through management and utilization of AI, IoT, and robotics. As well as the Principal's professional management skills, such as: Educator, Manager, Administrator, Supervisor, Leader, and Innovator.

By applying this Leadership Analysis and IHRM model, a leader, in this case the principal, can utilize technology effectively while maintaining integrity and morality, resulting in balanced and quality education.

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