



Junior High School Principal's Strategy in Preparing the Generation to Face the Era of Society 5.0

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Abstract: This research was conducted at Parahyangan Mulia Junior High School. The research subject is the principal of Parahyangan Mulia Junior High School Tasikmalaya because the principal is a leader and policy maker at school and must have a specific strategy regarding every policy he takes to deliver those goals. The goal of this research is to analyze the strategy used by the principal in preparing the generation to enter the era of society 5.0. A qualitative approach was employed in this research, and interviews, observations, and literature reviews were used as data collection techniques. The informants were the principal, head of the school team, teachers, and Parahyangan Mulia Junior High School students. The result of this research is the strategy of the principal in preparing the generation for the era of Society 5.0 is carried out through the development of the school's human resource program (character program, STEAM, and life skills) and cooperation with the stakeholders who have the same goals with the school. By implementing this strategy, the abilities of Parahyangan Mulia Junior High School students have increasingly developed according to the personality expected in the era of society 5.0, namely creative, critical, communicative, and collaborative.

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Abstrak: Penelitian ini dilakukan di SMP Parahyangan Mulia Tasikmalaya. Subjek dari penelitian ini adalah kepala SMP Parahyangan Mulia Tasikmalaya karena kepala sekolah adalah pemimpin dan penentu kebijakan di sekolah mengenai strategi-strategi yang dipakai oleh sekolah dalam melahirkan tujuan dari sekolah tersebut. Penelitian ini bertujuan untuk menganalisis strategi yang digunakan oleh kepala SMP Parahyangan Mulia dalam mempersiapkan generasi memasuki era society 5.0. Penelitian ini menggunakan pendekatan kualitatif, dengan menggunakan teknik pengumpulan data wawancara, observasi dan telaah dokumen. Wawancara dilakukan terhadap para informan penelitian yaitu kepala sekolah, tim head of school, tim guru, serta perwakilan beberapa peserta didik di SMP Parahyangan Mulia Tasikmalaya. Hasil dari penelitian ini adalah strategi kepala sekolah dalam mempersiapkan generasi memasuki era society 5.0 di SMP Parahyangan Mulia Tasikmalaya dilakukan melalui pengembangan sumber daya manusia yang dimiliki sekolah, pengembangan program-program yang menunjang kemampuan di era society 5.0 (program karakter, program STEAM dan program life skill), dan pengembangan kerja sama dengan pihak-pihak yang memiliki tujuan yang sama dengan SMP Parahyangan Mulia. Dengan melakukan strategi ini, kemampuan peserta didik di SMP Parahyangan Mulia semakin berkembang sesuai dengan pribadi yang diharapkan di era society 5.0 yaitu pribadi yang kreatif, mampu berpikir kritis, dapat berkomunikasi dan berkolaborasi.

A. Introduction

The pace of technological advancement is accelerating across multiple facets of human existence. We live in the "Industrial Revolution 4.0," a new civilization built on the development of intellectual technology. Flexible mass production technologies are introduced to us by Industry 4.0 (Hatmoko, 2021). Robots can work autonomously or in tandem with people (Sung, 2018). The implications of Industrial Revolution 4.0 include the reduction of human significance, the erasure of human identity, and the substitution of technology expertise for human function. Machines have replaced many human traits; the question is how humans will fare in the future if many human occupations are automated. (Purnomo, 2020). As a result, the world is getting ready to usher in the period known as Society 5.0.

The Japanese government ushered in the era of Society 5.0, a technology-driven, human-centered paradigm. In response to the disruptions brought about by the fourth industrial revolution, which produced volatile, unpredictable, and complex environments, the Japanese government ushered in the era of society 5.0 (VUCA) (Saskia, 2022). This idea raises the concern that the invasion of Industrial Revolution 4.0 will eradicate the values that have long been a part of human nature (Kahar, 2021). The shift to "society 5.0" is not just a growth strategy for Japan but other nations (Firdaus, 2019). It is envisaged that in the age of society 5.0, a human-centered society would be established in which all economic advancements and societal problems will be solved, enabling many people to lead fulfilling lives that are pleasant, active, and fulfilling lives. Combining cyberspace (virtual) and physical space (real) to generate high-quality data and develop new values to address current problems is the solution to the realization (Raditya, 2019). Developing work practices and optimizing subjects' obligations to accomplish work during working hours are more important in the era of Society 5.0 (Binus, 2021). All facets of life, including health, transportation, urban planning, agriculture, industry, and education, will be impacted by the idea of society 5.0 (Kemdikbud, 2003). Education in the present Industrial Revolution 4.0 age has entered the online learning phase, particularly in Indonesia. Where teachers and students can connect over the internet. Specifically, the COVID-19 epidemic has caused a shift in Indonesian education from in-person instruction to online learning. The Indonesian educational landscape has also evolved as a result of technological advancements. For instance, online registration is used to enroll new students, and exams, formerly administered mostly on paper, are now administered online.

On the other hand, character, morality, and outstanding education should precede science in the classroom. This is because, although technology can take the place of information transfer, it cannot take the place of applying hard and soft skills with increasingly sophisticated tools or technologies (Risdiyanto, 2019). Teachers must be as prepared as possible when using technology as a teaching tool. It is intended that in the era of society 5.0, technology in the education sector will not alter educators' role in providing pupils with a morally sound and model education. As technological capabilities grow in Society 5.0, human resources capable of carrying out their professions digitally and

possessing high levels of competence in their respective fields will emerge. These individuals will be able to contribute to society as high-quality service providers.

This is so that technological advancements can transfer knowledge, but advanced tools and technology cannot replace the application of hard and soft skills (Risdianto, 2019). Thus, having an education is essential to being able to produce competent and high-quality offspring. The four abilities—creativity, critical thinking, communication, and collaboration—expected of every human being in the period of civilization 5.0 are commonly shortened as 4C. These are necessary to build an intelligent and moral society. Leadership, digital literacy, communication, emotional intelligence, entrepreneurship, global citizenship, problem-solving, and teamwork are the skills that people in this period are expected to possess (Binus, 2021). Six fundamental literacies are required for the emergence of these skills: data literacy, which includes the ability to read, analyze, and use information (big data) in the digital world; technological literacy, which includes knowledge of machine operation and applications (coding, AI, machines), learning, engineering principles, and biotech; and human literacy, which includes the humanities, communication, and design. (Wicaksono, 2021). Educational curriculum projections must be based on these 4Cs (Rosyada, 2021).

High degrees of cooperation are required to realize the vision and mission of schools. Schools are made up of different types of human beings who struggle together to achieve them. The school's human resources are crucial in achieving its objectives. Given the significance of having high-quality human resources, the principal, as the school's leader and decision-maker, needs to give greater thought to every decision he makes about the school environment, including the smallest details. The definition of head, according to the KBBI, is "the main part, the important part, the main part, and so on."

Meanwhile, "school" refers to "a building or institution for learning and teaching as well as a place to receive and give lessons" (KBBI, 2016). As the head of an educational institution, the principal is expected to possess and comprehend the fundamentals of management and organization, which are the guidelines all educators must adhere to. The principal's responsibility is to establish human resources that help do their tasks in the best possible way to generate something outstanding in terms of both quality and quality in the school learning process (Setiyati, 2014).

Consequently, the school principal needs to have a plan for deciding the school's future course as a professional. The personality competency standards, management competency standards, entrepreneurial competency standards, supervision competency standards, and social competency standards are the five requirements for a school principal (Julaiha, 2019). The principal competency evaluation, conducted by the school supervisor once a year, will evaluate these qualifying levels.

Table 1. School Principal Competency Standards

No	Dimensions of Competency	Competency
1.	Personality	1.1 Practice high morals, foster high moral culture and customs, and set a high moral example for the students and community at the madrasah or institution.
		1.2 As a leader, maintain your integrity.
		1.3 Be motivated to advance in your role as a school principal.
		1.4 Be willing to perform your primary responsibilities.
		1.5 Maintain composure when dealing with issues at work as a madrasah or school principal.
		1.6 Possess aptitude and enthusiasm for the role of chief educational leadership.
2.	Managerial	2.1 Create plans for the school or madrasah at different planning stages
		2.2 Create organizations within schools and madrasas based on needs.
		2.3 Managing the madrasah or school while making use of its resources
		2.4 Overseeing modifications and transforming madrasas and schools into efficient learning institutions.
		2.5 Establish a culture and environment in the school or madrasah that are creative and supportive of students' learning.
		2.6 Oversee instructors and staff to make the most use of human resources
		2.7 Oversee the infrastructure and amenities of madrasas and schools in the context of maximum empowerment.
		2.8 Oversee the school's interactions with the community to get ideas, educational materials, and funding for the school or madrasah.
		2.9 Manage students in the context of accepting new students and placing and developing student capacity.
		2.10 Manage curriculum development and learning activities by the direction and goals of national education.
		2.11 Manage school/madrasah finances through accountable, transparent, and efficient management.
		2.12 Manage school/madrasah administration to support achieving school/madrasah goals.
		2.13 Manage special school/madrasah service units to support learning and student activities in schools/madrasahs.
		2.14 Utilize information technology advancements to enhance learning and school/madrasah administration.
		2.15 Manage school/madrasah information systems to assist program preparation and decision-making.
		2.16 Using the proper protocols, keeping an eye on, assessing, and reporting on the execution of school and madrasah activity programs while organizing necessary follow-up measures.
3.	Entrepreneurship	3.1 Develop innovations that will aid in the development of the school or madrasah
		3.2 Put forth much effort to ensure that the school or madrasah is successful in becoming an efficient learning organization
		3.3 Be extremely driven to accomplish the primary duties and responsibilities of a school or madrasah leader.

No	Dimensions of Competency	Competency
		3.4 Never give up and constantly offer the best way to overcome challenges the school or madrasah faces
		3.5 Manage production, service, school, or madrasah activities with an entrepreneurial spirit to provide pupils with educational resources.
4.	Supervision	4.1 Create a program for academic supervision to help teachers become more professional.
		4.2 Use the proper methods and approaches for academic monitoring when overseeing teachers.
		4.3 To improve teacher professionalism, monitor the outcomes of instructors' academic monitoring.
5.	Social	5.1 Work together with different groups to further the goals of the madrasah or school
		5.2 Engage in social interactions
		5.3 Is socially sensitive to other groups or parents.

(Source: Yuwanita et al., 2021)

School principals must possess managerial skills, specifically people, conceptual, and technical skills, in addition to their knowledge and skill sets (Sholeh, 2016). To raise the standard of education, a principal needs to have human skills or the capacity to form relationships with people on both ends of the spectrum (Djafri, 2017). A school principal needs conceptual skills to plan, decide on strategies, create policies, and make decisions affecting the school's advancement. A school principal may address any issue, uphold the school's ideals, enhance organizational abilities, and leave a positive legacy for the caliber of the school's output by possessing conceptual abilities (Ariyanti, 2019). Apart from the two talents above, technical abilities must also be had by a school principal. He uses this skill to process all the knowledge he needs to do his job (Iskandar, 2017). Managing student evaluation programs, controlling the use of teaching tools, supporting teachers in making improvements to their instruction, supporting teachers in addressing students' learning difficulties, supervising teachers while they are teaching, assessing and enhancing teacher programs, processing programs for implementing teaching activities by connecting the curriculum with current time, facilities, and personnel, and so forth are examples of principal activities of a technical nature. A school principal needs technical talents in addition to the two mentioned above. He uses this skill to process all the knowledge he needs to do his job.

Parahyangan Mulia Junior High School is a newly built junior high school in Tasikmalaya City. To be precise, this school was only established in 2021 as a continuation of SD Joy Kids Nasional Plus Tasikmalaya. As a new school, the principal of Parahyangan Mulia Junior High School has the advantage of implementing the strategy created because he only has one class so that supervision can be carried out optimally. Parahyangan Mulia Junior High School has a vision and mission to create a generation with faith in God, good character, intelligence, superiority, creativity, and leadership spirit. This school aims to prepare and produce a generation ready to be released in the future by balancing academic

and non-academic character and abilities. Parahyangan Mulia Junior High School has an additional curriculum system different from schools in general. They have STEAM (Science, Technology, Engineering, Art, and Math) learning, where students are trained to be proficient in using existing technology, balanced by character learning and life skills learning.

B. Method

This research uses qualitative research. The resulting data is in words or writing, non-verbal responses, or a descriptive form. The research location was Parahyangan Mulia Middle School, located at Jalan Empangsari No. 49 Tasikmalaya. Parahyangan Mulia Middle School is a new school that was founded in 2021. The informants involved in this research were the principal of Parahyangan Mulia Middle School and the head of the school team, the Curriculum sector, and a team of teachers and students at Parahyangan Mulia Middle School. In this research, researchers obtained primary data from the principal, Head of School Team, curriculum division, teacher representatives, and student representatives at Parahyangan Mulia Middle School. Secondary data used is in the form of reports, archives, documents, or various literary sources related to the principal's strategy at Parahyangan Mulia Middle School to complement the primary data. All research sources were taken from the first time this school was founded. In this qualitative research, to solve research problems, researchers used data collection techniques in the form of interviews, observations, questionnaires, and document reviews. Researchers used triangulation techniques to test the accuracy of the data from this research. In this research, the triangulation technique used by researchers is the source triangulation technique, namely that the data studied was obtained from several sources. Using qualitative research, the researcher used the interactive data analysis model from Miles and Huberman (2014): data collection, data reduction, data presentation, and conclusions, withdrawal, or verification.

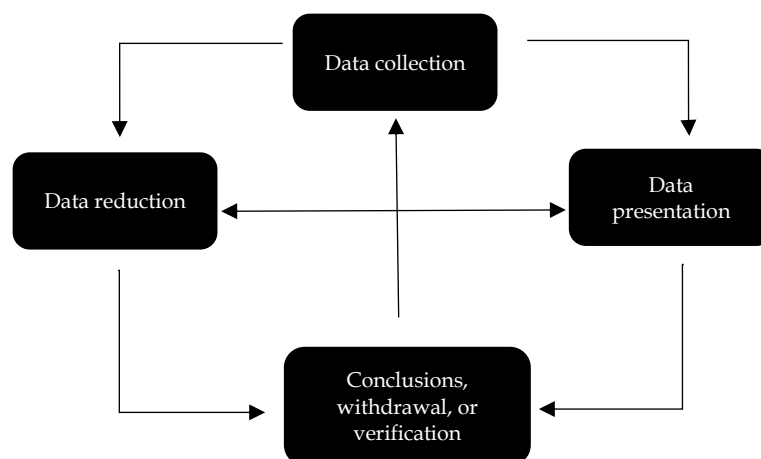


Figure 1. Components of Interactive Model Data Analysis

C. Result and Discussion

Result

The research results found that the strategy the head of Parahyangan Mulia Junior High School used to prepare the generation to enter the era of Society 5.0 involved three developments: human resource development, program development, and cooperation development.

This human resource development can be seen in research results through document reviews, interviews, and the author's observations in the field. From the results of the review of the Principal Performance Assessment (PKKS) document in the point "development of self and others" with the competency "developing the competence of the school community to improve the quality of learning," the result was "COMPETENT," which means the principal has succeeded in determining strategies and providing assistance to teachers in implementing self-development and improving the quality of learning as well as providing opportunities for school members to increase competence outside of school. This can be seen in Table 2 of the PKKS document below.

Table 2. PKKS Results for Development of Self and Others Competency 1.2

1. Self-Development And Others					
Competency: 1.2 Developing the competencies of school community members to enhance the quality of learning					
Check List (v)	Indicator				Competency Levels
v	1. Mapping the learning needs of school residents to improve the quality of learning.				Competent
v	2. Assist teachers to carry out self-development				
v	3. Assist teachers to improve the quality of learning				
v	4. Encourage school members to master the required competencies				
	5. Provide opportunities for school members to develop competencies outside of school.				
Competency Levels					
No	Develop	Worthy	Competent	Advanced	Score
			v		
2	Competency Description Mapping the learning needs of school residents and carrying out self-development to improve the	Determine strategies and assist teachers in implementing self-development and improving the quality of learning.	Determining strategies and providing assistance to teachers in implementing self-development and improving the quality of learning, as well as providing opportunities for school members to increase	Develop mechanisms for mapping the learning needs of school residents, determining strategies, and providing assistance to teachers in implementing self-development and improving	3

quality of learning	competence outside of school.	the quality of learning. Provide opportunities for school residents to increase competence outside of school.
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The results of the document review show that the principal of Parahyangan Mulia Junior High School is actively involved in equipping the team of teachers to become quality teachers through regularly held teacher training activities, as shown in Figure 2 below.

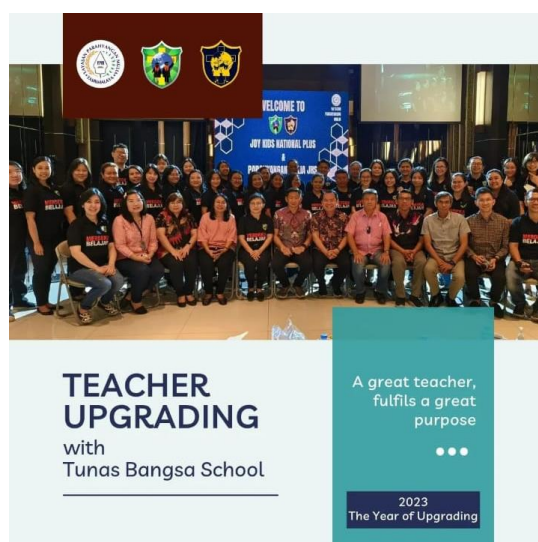


Figure 2. Teacher Training with Tunas Bangsa School

The results of joint interviews with the school principal and head of the SIE department show the development of human resources at Parahyangan Mulia Middle School. The curriculum and student representatives of Parahyangan Mulia Junior High School are below.

Table 3. Interview Results Regarding Human Resources Development at Parahyangan Mulia Junior High School

Informant	Position	Interview Results
YY	Principal	A school's greatest strength lies in its resources. Therefore, as the school principal, I am opening up as many opportunities as possible so that human resources in the school can continue to increase, starting from training activities and coaching up to the evaluation or supervision stage, so that human resources in this school continue to develop and respond to the needs of the times.
HU	Head of Curriculum	The principal strongly encourages us, as a team of teachers, to continue to improve our abilities by taking courses, coaching, or using the PMM application, which can help us upgrade ourselves. Even routine

Informant	Position	Interview Results
		supervision activities are held so that we can evaluate ourselves; this is not a burden for us because we can continue to develop ourselves.
VE	Student	At this school, I am encouraged to develop my abilities. All academic and non-academic abilities are optimally developed through lessons and training so that our cognitive abilities, personalities, and independence are consistently trained. The principal always reminds us of this school's vision and goals, which are to form students with character and achievements according to their abilities.

The program development carried out by the principal of Parahyangan Mulia Junior High School can be seen from the results of the following research: The document review of the results of the Principal's Performance Assessment regarding "School Management Leadership" with the competency "Leading and managing school programs that have an impact on students," the result was "Competent," as seen in the picture below.

Table 4. PKKS School Management Leadership Results

3. School Management Leadership					
Check List (V)	Indicator				Competency Levels
v	1. Develop priority programs by designing realistic, student-oriented programs that align with the school's vision and mission.				<i>Competent</i>
	2. Obtain appropriate and accountable resources to implement school programs.				
v	3. Empowering available school resources effectively and efficiently to improve the quality of learning.				
v	4. Demonstrate good practices in implementing school programs that have an impact on students.				
v	5. Explain to the school community the relationship between the program and the school's vision and mission, and direct them to carry out the program.				
v	6. Monitor and provide feedback to motivate school members to implement programs that impact students.				
	7. Host regular meetings to reflect on and improve the implementation of school programs so that they have a greater impact on students.				
Competency Levels					
No	Develop	Worthy	Competent	Advanced	Score
			v		
2	Deskripsi Kompetensi Develop school programs and monitor their implementation so that they run according to the program plan, school vision, and mission.	Organizing school members in preparing school programs and empowering available resources to	Organizing the school community in implementing school programs by demonstrating good	Develop mechanisms to organize school members in implementing school programs	3

implement school programs effectively and efficiently	practices, monitoring, providing feedback, and guiding regular meetings to improve the implementation of school programs so that they have a greater impact on students.	by demonstrating good practices, monitoring, providing feedback, and guiding regular meetings to improve the implementation of school programs so that they have a greater impact on students.
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Judging from field observations, interviews, and existing documentation, the school principal developed a program that prepares his students to enter the era of Society 5.0 through three main programs, namely the character program, the STEAM (Science et al., and Math) program, and the life skills program. The character program carried out at Parahyangan Mulia Middle School consists of several values that are divided into each semester, such as the values of love, honesty, humility, obedience, self-control, and excellence. The values above are taught every day before students start learning in class. Apart from that, for character assessment, teachers will observe students' actions and words every day at school, conduct peer assessments, and conduct parent assessments every month via Google Form, which will be summarized in a character report that is distributed to students' parents at the end of each semester.

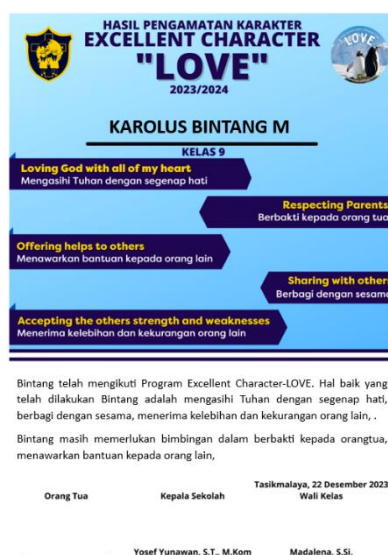


Figure 3. Parahyangan Mulia Junior High School Character Report Card

The following are the results of interviews conducted with the head of the school team, the head of the curriculum division, and student representatives regarding program development at Parahyangan Mulia Junior High School.

Table 5. Interview Results Regarding Program Development at Parahyangan Mulia Junior High School

Informant	Position	Interview Results
MT	The Leader of Head of School	The head of the school team closely monitors the implementation of the character, STEAM, and life skills programs because this is the foundation that every student at the Parahyangan Mulia Foundation wants to instill in each person: character, intelligence, and the ability to adapt to the needs of the times.
HU	Head of Curriculum	The program designed at this school is not just a routine activity but equips students ready to be released in the 21st century. They are logical and intelligent; therefore, a STEAM program is needed, supported by a character program and life skills.
NC	Student	The programs at this school make me more independent and train me to think critically. Soon, I will be going to school outside the city, and all of these programs will help me survive in the future.
VE	Student	One of my favorite programs at this school is STEAM. Through this program, we are equipped to face the progress of the times, especially with the many technological developments today.

STEAM programs still need to be made available in schools in Tasikmalaya City. This program was held to prepare the generation at Parahyangan Mulia Junior High School to become a generation that is proficient in using technology, developing critical thinking skills, and solving problems based on the understanding they have. The following is the STEAM program at Parahyangan Mulia Junior High School:

Table 6. STEAM Program at Parahyangan Mulia Junior High School

7 Grade	8 Grade	9 Grade
Measurement	Pulley	Refraction
Mass type and heat	Submarine	Lens/prime
Acid-base	Respiratory apparatus	Home electricity (install cables)
Tamiya/Mobis	Bloodstream system	House light switch
Egg Challenge	Dancing Light (density)	Smart lights
Microscope		Induction EMF
Solar system		Practical exam preparation
P5 Recycle		

The flagship program created by the principal of Parahyangan Mulia Junior High School is the life skills program. This educational program teaches practical skills that will be used in work, daily life, or business opportunities in society. The following is a life skills program prepared for the 2021-2022 academic year.

Table 7. Life Skills Program of Parahyangan Mulia Junior High School 2021-2022

October 2021	Literacy
November 2021	Money Management
December 2021	-
January 2022	Time Management
February 2022	Love, Sex, And Dating
March 2022	Entrepreneurship
April 2022	Inspirational = My Dream
May 2022	Excellent Character Publication

Not infrequently, when teaching this life skills program, schools invite professionals so that students can learn directly from professionals who work in their respective fields, such as doctors, entrepreneurs, company leaders, etc.

Apart from resource development and program development, the principal of Parahyangan Mulia Junior High School also has a strategy to develop his students into people who can survive in the era of society 5.0 through developing collaboration with various stakeholders who are felt to be able to improve the quality of Parahyangan Mulia School. Based on the results of document research and the results of the Principal Performance Assessment (PKKS), with the competency to actively participate in networks and organizations relevant to school leadership to develop careers, the competency level was "WORTHY" which means they have shared good practices in school leadership regularly and consistently through activities relevant to networks and organizations, as well as adopting and adapting good practices in other relevant school leadership.

Table 8. PKKS Results for Development of Self and Others Competency 1.3

1. Development Of Self and Others					
Competency: 1.3 Participate in networks and organizations relevant to school leadership to develop your career.					
Check List (v)	Indicator				Competency Levels
v	1. Participate in networking and organizational activities relevant to school leadership.				Worthy
v	2. Share good school leadership practices in relevant networking and organizational activities.				
v	3. Adopt and adapt good leadership practices from relevant networking and organizational activities.				
	4. Assist other school leaders in career development through networks and organizations relevant to school leadership.				
	5. Take the initiative to develop and empower school leadership networks and organizations.				
Competency Levels					
No	Develop	Worthy	Competent	Advanced	Score
2	Deskripsi Kompetensi	v			
		Participate in networking activities and school leadership organizations by taking good practices from other school leadership to reflect on in the context of self-development .	Sharing good practices in school leadership regularly and consistently through relevant organizational networking activities, as well as adopting and adapting good practices in other relevant school leadership	Share good practices in school leadership regularly and consistently, adopt and adapt good practices in other relevant school leadership, and accompany other school leaders in career development through relevant networks and organizations.	Initiate the development and empowerment of school leadership networks and organizations to facilitate good practice activities in school leadership regularly and consistently , activities to adopt and adapt good practices in other relevant school leadership, and activities to

accompany
other
school
leaders in
career
developme
nt.

From this school's founding, the principal of Parahyangan Mulia Junior High School built relationships to network with schools that he felt were relevant to the values of Parahyangan Mulia School, such as Tunas Bangsa School, Jakarta, which is known as a character school.



Figure 4. Upgrading Teachers at Tunas Bangsa Junior High School

Parahyangan Mulia Junior High School also collaborates with UPH College. UPH College is a high school that focuses on developing specific abilities possessed by students. It also has a name in the world of education in Indonesia. Some time ago, UPH College also visited Parahyangan Mulia School, holding various joint activities related to life skills. With this collaboration, students at Parahyangan Mulia School get special scholarship opportunities based on the various abilities of Parahyangan Mulia Middle School students to continue their education at UPH College. Parahyangan Mulia School also builds collaboration with Maranatha Christian University Bandung, specifically with the Electrical Engineering Study Program. Several activities have been carried out with this collaboration, including workshops on Arduino and electronics.



Figure 5. Visit of Parahyangan Mulia School to Maranatha Christian University Bandung

Discussion

The strategies carried out by the principal of Parahyangan Mulia Middle School to prepare the generation at Parahyangan Mulia Middle School to enter the era of society 5.0 include human resource development, program development, and cooperation development.

Based on the results of interviews, observations, and document reviews, the principal of Parahyangan Mulia Junior High School has the ability in the managerial field to open the door for students at Parahyangan Mulia Junior High School to enter the era of Society 5.0 by what is stated in Table 1 regarding Principal Competency Standards, in which a school principal must have managerial abilities, namely the ability to organize, develop, lead, and manage every plan until the end of a lesson. What is meant is that the school principal has organized and prepared the school's human resources, from training to the supervision and evaluation stage. The tasks carried out by the principal of Parahyangan Mulia Junior High School show his ability to carry out managerial tasks, namely human skills, conceptual skills, and technical skills (Sholeh, 2016). The principal of Parahyangan Mulia Junior High School is open to any input or suggestion and can communicate well with human resources at the school. This communication skill is important for a school leader to build mutually constructive two-way communication. Judging from the comparison of research on "School Principal's Strategy in Improving the Quality of Education at Nahdhatul Ulama Elementary School, Sleman," the principal of Nahdhatul Ulama Elementary School, Sleman, carried out human resource development by improving the school's organizational structure and committees, whereas in the research conducted by the author, the principal of Parahyangan Mulia School carried out human resource development by improving the capabilities of existing human resources through training and conducting regular evaluations (Asyrofuddin, 2018).

The next tactic is implemented through the creation of programs. The curriculum is organized around a primary approach to guide the school's advancement along a defined path. To plan, choose strategies, create policies, and make decisions for the school's advancement, an administrator needs to be conceptually strong (Ariyanti, 2019). Judging from the results of interviews, observations, and documentation data collection, it appears that the principal of Parahyangan Mulia Junior High School has been able to organize the

school community in implementing school programs by demonstrating good practices, monitoring, providing feedback, and guiding regular meetings to improve the implementation of school programs so that they have more impact. On students. The existing programs are based on the school's vision, namely "to become a generation that has faith, good character, health, excellence, creativity, and a leadership spirit." Three main programs are created to prepare students to achieve the school's vision and to prepare them to enter the era of society, namely the character program, the STEAM program, and the life skills program. The character program prepared is the basis for students in education at Parahyangan Mulia Middle School. The character will determine a person's future, not just intelligence, but more than that, the character has a very important role in a person's life. This is especially true in the period of Civilization 5.0, which emphasizes human-centeredness and places people at the center of everything rather than tools or technology (Kahar, 2021). There are four requirements for abilities that every human individual is expected to have in society 5.0, which is often abbreviated as 4C, namely creativity, critical thinking, communication, and collaboration. These 4Cs will only be achieved if a person's character is good.

Therefore, character education is highly emphasized at Parahyangan Mulia Middle School to create people with noble character who can be responsible for all the tasks they will carry out in the future. In the era of Society 5.0, abilities are expected to be born in leadership, digital literacy, communication, emotional intelligence, entrepreneurship, global citizenship, problem-solving, and teamwork. For the birth of these abilities, six basic literacies are needed such as data literacy, namely skills in reading, analyzing, and using information (big data) in the digital world; technological literacy, which includes understanding how machines work; and technology applications (coding, artificial intelligence, and machines). Learning, engineering principles, biotech) and human literacy, namely humanities, communication, and design (Binus, 2021). This STEAM program was held to develop the above abilities. The STEAM program refers to a vision of a future society that combines digital technology and artificial intelligence (AI) with humans to achieve social prosperity and progress. STEAM is key in preparing individuals to face social and technological change challenges and opportunities. STEAM learning helps students develop their ability to find innovative solutions and think outside the box in the face of social and technological change. World developments in the era of society 5.0 will utilize technology, information, and communication in all aspects of life; therefore, humans must have the skills to adapt and behave positively to face various demands and challenges in their daily lives. The life skills education obtained at Parahyangan Mulia Junior High School is hoped to make students more independent and braver in changing times. With this life skills program, it is also hoped that students will master the basic things that may not be taught in the classroom, learning to grow into humans who can master life and not be dominated by technology alone. Judging from the comparison of the results of international journal research entitled "The Strategy of Headmaster On Upgrading Educational Quality in the ASEAN Economic Community (AEC) Era" conducted by Tobari, Muhammad Kristiawan,

and Nova Asvio, it can be seen that school principals are implementing strategies to improve the quality of their students in entering this era in the ASEAN Economic Community using a national curriculum accompanied by programs needed in today's industrial activities. They try to provide basic concepts of the industrial world, and then students are asked to develop them through fieldwork practice activities (Tobari, 2018). There are similarities between the research above and the author's research, namely that programs are carried out using the project-based learning method so that students get direct experience from practical activities that train them to gain knowledge from what they learn.

The strategy carried out by the head of Parahyangan Mulia Junior High School in preparing the next generation to enter the era of society 5.0 is through the development of cooperation. In improving the quality of human resources in schools, not only by developing the quality within them, but schools also need to look at opportunities outside that can advance the school. In the principal competency standards, it is written, among other things, that a principal must have social competence, where a principal must be able to collaborate with other parties for the benefit of the school. Therefore, the principal of Parahyangan Mulia Junior High School sees various opportunities to build cooperation with relevant stakeholders. Can help develop Parahyangan Mulia Junior High School as a quality school and produce human resources ready to be released in the era of society 5.0. The principal of Parahyangan Mulia Junior High School tries to develop Parahyangan Mulia Junior High School by actively participating in networks and organizations relevant to school leadership to develop careers. The principal of Parahyangan Mulia Junior High School builds partnerships with schools and universities that support the vision and mission of this school to prepare an intelligent generation that has character and masters technology in the future. Parahyangan Mulia Junior High School built a collaboration with Tunas Bangsa Junior High School. Parahyangan Mulia School learned a lot from this collaborative relationship and received input about the curriculum and character programs run at Tunas Bangsa School. This helps Parahyangan Mulia Junior High School as a new school to develop school programs, especially in the character program, which is also an important basis for preparing future generations with noble morals. In collaboration with UPH College, Parahyangan Mulia Junior High School has been helping a lot with life skills programs that can equip every student at Parahyangan Mulia Junior High School. Apart from that, UPH College provides special scholarships for students at Parahyangan Mulia School who excel in both academic and non-academic achievements. The collaboration between Parahyangan Mulia School and the Electrical Engineering Study Program at Maranatha University, Bandung, has brought many benefits to Parahyangan Mulia School. Parahyangan Mulia School received much assistance from the Electrical Engineering Study Program to develop the STEAM program, which is also a superior program at Parahyangan Mulia School. With the development of the STEAM program, students are increasingly prepared to face the era of society 5.0. Judging from the comparison of research on "School Principals' Strategies in Building the Image of Private Schools Towards Competitive Superior Schools at Ar-Rohmah Putri Middle School Malang" (Qibtiyah, 2018), There is a difference, namely that to build the

school's image as a competitive superior school, Ar-Rohmah Putri Malang Middle School builds communication and cooperation with schools that make visits to their school, while the principal of Parahyangan Mulia Junior High School builds cooperation with outside schools that have similarities regarding the vision, mission, and goals of the school. There are different strategies for determining collaboration with other schools.

D. Conclusion

Based on the results of the research entitled *Principal's Strategy in Preparing the Generation to Enter the Era of Society 5.0 at Parahyangan Mulia Junior High School*, it can be seen that the principal of Parahyangan Mulia Junior High School has developed a strategy to prepare the generation at Parahyangan Junior High School to enter the era of society 5.0 as proven through human resource development, development programs (character programs, STEAM programs, life skills programs) and developing collaboration with stakeholders who have the same goals. These three developments are strategies to prepare Parahyangan Mulia Junior High School students to enter the era of society 5.0. It is hoped that the results of this research can be used as evaluation material for school principals in improving further strategies to prepare the generation to enter the era of society 5.0 at Parahyangan Mulia Junior High School because the increasingly developed strategies carried out by school principals will have a big impact on the future of the generation attending Parahyangan Mulia Junior High School. Apart from students, this also impacts the way and abilities of teaching staff so that they can be the answer to students' needs according to their era.

Based on the results of this research, there are several inputs from researchers for school principals, namely that it is hoped that there will be a comprehensive evaluation of the quality of school performance by principals and teachers, which parents of students can complete, students, and also a team of teaching staff. School principals can consistently conduct a SWOT (strengths, weaknesses, opportunities, and threats) analysis of human resources, parents of students, programs, and graduates to determine the strengths, weaknesses, opportunities, and threats the school has. It is hoped that every answer obtained from the evaluation results is not just an evaluation, but that every existing deficiency can be corrected optimally. With this, the principal can increase innovation in his leadership style and master leadership patterns that suit the environment's needs at Parahyangan Mulia Junior High School. For the next researcher, they can pay attention to the goals they want to achieve and analyze them to become the topic of further research. By analyzing this research, it is hoped that future researchers will discover new things about school principals' strategies for improving the quality of their students.

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