Human resource management system with human relations perspective in the industrial revolution 4.0 era in high schools

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ABSTRACT
It is widely accepted that human existence has now changed dramatically as a result of the Fourth Industrial Revolution in terms of thinking, living, and interacting. The fast advancement of technology has had a significant impact on this transition. Equally significant is the impact of the Fourth Industrial Revolution on education. To be able to synergize with the world's rapid growth, education, the engine of cultural change and progress, must be responsive to the onset of this era. Human resource management is the most important factor in enhancing the quality of education so it can adapt to rapidly-changing circumstances in order to deal with this type of change. Human resource management can benefit from an understanding of human relations. This method is effective for humanizing employees in organizations, allowing them to work safely, cheerfully, and with a sense of fulfillment because they are respected. High school education is intended to prepare students to manage human resources effectively. Human connections should prepare high school students for the fourth industrial revolution.

KEYWORDS
Human resources, management, industrial revolution 4.0, human relations

INTRODUCTION
The speed with which science and technology advanced was comparable to the speed with which globalization spread. The genetics of the fourth industrial revolution 4.0 appeared to bring a tremendous leap that had a substantial impact on human life. According to Santoso (2019), the significance of the Industrial Revolution 4.0 has accelerated the pace of human life through the use of technology. Schwab (2016) states the industrial revolution occurred around 2010 as a result of intelligent engineering and the internet of things as the backbone of the human and machine connectivity movement.

The impact of industrial revolution 4.0 on human life is immense. This era has fundamentally altered the dimensions of their lives, resulting in a revolution in how humans think, live, and interact. Prasetyo & Trisyanti (2018) state that this era has disrupted numerous human activities in multiple dimensions, not only in the field of technology, but also in economics, social sciences, politics, and of course, education.
The phenomenon of disruption has become pervasive in all aspects of human life, including education. Its impact is so significant that the education sector must adapt to technological advancements in order to enhance its quality and effectiveness, particularly in the learning process (Budiman, 2017). This era of disruption must be embraced with enthusiasm in order to mitigate its impact, which has permeated every aspect of human life, including education. The most important factor is the availability of human resources capable of preventing disruptions in life activities, including education, that are triggered by technology.

As a component of education, high school must be able to respond to the era of the industrial revolution 4.0 by preparing human resources to produce outputs with superior competencies that can compete on the job market. The industrial revolution 4.0 requires highly skilled and educated laborers. In reality, however, the Laos labor market is dominated by workers with low levels of education who are unprepared for this era. The majority of Laotian employees are unprepared due to their lack of education and digital expertise. The failure to take advantage of the demographic benefit may lead to future poverty and unemployment. Furthermore, the situation of the labor market will worsen an education system that is not keeping up with the changes. As a result, educational achievements and human resource ingenuity are insufficient to fulfill present expectations.

Wijayanti and Turgel further explained that Laos’ education index is lower than some other ASEAN countries. This condition has an impact on the slowdown of the economy in Laos. The Lao government has a significant amount of work to do in order to revitalize education in preparation for the 4.0 revolution. Bobkov et al. (2016) state that The fourth industrial revolution should strengthen the field of education and skills to meet future career demands. High school is therefore the first step in producing competent output.

Human resources are crucial to the successful implementation of education in a school. Because the advancement of education in a school is highly dependent on the human resources that serve as the learning process and program’s core operators. Humans play an active role in all educational activities, as they are sometimes the planners, actors, and determinants of educational goal attainment. The goals of education cannot be achieved to their fullest extent without the active participation of human resources, despite the availability of sophisticated tools, because technology cannot replace the role of humans in the learning process. In order for human resources to function effectively and efficiently, they must be properly managed from the planning stage through the conclusion of the management function.

Human resources must be effectively managed so that they can fulfill their designated roles. Humans can contribute to the success of development when their potential is realized and empowered (Kusumaningrum et al., 2017). In addition, for human resources to function and fulfill their roles optimally, there must be effective communication between personnel in education, whether among peers or between superiors and subordinates. The purpose of this interaction is to recognize the value of humanity as a social being. This is the approach to human relations in human resource management.

The purpose of human relations is to strengthen a sense of brotherhood and derive satisfaction from one’s actions. Human relations are also crucial in the workplace, from the executive level to the implementation staff. Amrullah (2015) states that The human relations approach in organizations can foster work motivation so that employees are productive and receive economic, psychological, and social satisfaction.
METHODS

This qualitative study examined human resource management in the era of digitalization from the perspective of human reality. In this study, data were collected by analyzing journal articles, books, and other supporting materials. The obtained data were then analyzed using content analysis techniques. This analysis could assist in elaborating the data into findings and conclusions.

RESULTS AND DISCUSSION

Human resource management

Humans play a preponderant role in educational operations, so human resources play a crucial role in ensuring the continuity of education. If properly managed, human resources can operate at peak efficiency. As a result, it is necessary to effectively manage personnel so that they can perform their assigned tasks. Personnel management, also known as human resource management, is a process that aims to address a variety of issues pertaining to employees, employees, workers, managers, and employees in order to support organizational activities and attain predetermined goals. Nitisemito (1996) suggests that Personnel management is the management of the personnel or staffing fields. Human resource management recognizes the value of organizational personnel as resources that can assist in achieving organizational objectives, performing organizational functions, and carrying out organizational activities, while ensuring that they are used effectively and fairly for the organization's, individuals', and society's benefit. Collingridge & Ritchie (1975) argue that Human resource management is a field of management that affects the effectiveness of an organization through its work with individuals and groups. Human resource management is a management activity involving the use, development, evaluation, and supply of compensation for an organization's human resources. Human resources in schools consist of administrators, staff, teachers, and education personnel. The principal has complete authority over the administration of school personnel. According to Omebe (2014) human resources are a fundamental component of an organization's system that ensures the effectiveness and efficiency of utilizing their expertise to achieve organizational objectives. Purnama (2016) states that if school resources are managed properly by the principal, they will be efficient and effective. Individually and collectively, the principal and all stakeholders are the key actors in school management. Therefore, the principal is responsible for maintaining the school's organization.

To create a sustainable competitive advantage, schools require the assistance of school principals and qualified school personnel. In order to view human resources as a source of competitive advantage for schools, the principal must be able to develop his competence, innovation, and creativity, and act as a change agent. According to Thoha (2017) The goal of human resource management is to optimize the work system in educational institutions, which entails utilizing school personnel effectively and efficiently to achieve optimal results.

Human resource management in schools must be conducted using the same processes as other management functions, namely planning, organizing, directing, and supervising. During the implementation phase, management has specific responsibilities. These specialized responsibilities are typically known as
management functions. According to Terry (2009), there are five fundamental management functions that must
be combined to achieve objectives. Combination A consists of planning (planning), organizing (organizing),
promoting (acting), and monitoring (monitoring) (controlling). Combination B includes the skills of planning,
organizing, motivating, and supervising. Combination C includes planning, organizing, staffing, directing, and
supervising. Combination D includes planning, organizing, staffing, directing, supervising, innovating, and role
assignment. Planning, organizing, motivating, supervising, and coordinating make up Combination E. The five
combinations, according to Maujud (2018), may be categorized into three managerial functions: planning,
organizing, and monitoring.

**Human relations approach in human resource management**

The human relations approach is a neoclassical school of organizational theory that arose in response
to dissatisfaction with classical organizational theory, which was viewed as extremely rigid and ignored human
relations. Individually and in work groups, neoclassical organizational theory focuses on the psychological and
social aspects of organizational members. This concept was established by Elton Mayo in 1927, when he
established the flow between humans (human relations school), which views the organization as something
that consists of human tasks rather than machine tasks (Grant, 2010). This theory suggests that social group
norms are the primary determinants of an individual's work behavior.

Human relations are relationships or interactions between a person and another person or a group of
people that are conducted in a humane manner (Fauzi, 2011). According to Effendy (2009), the fundamental
significance of human interactions lies in the spiritual process that aims for happiness based on humans' character, nature, temperament, personality, attitude, and conduct. The definition of human relations is therefore human relations or human relations.

Human relations are the most influential factor in determining the success or failure of organizational
activities in achieving their goals, according to management theory. However, it should also be understood that
human beings are the foundation of human relations. Humans in relation to human relations are the focal point
of all activities (Zuchairini, 2008). According to Effendy (2009) in organizations or businesses, human relations
are centered on employees or staff who require human care and treatment commensurate with their dignity
and worth. In the application of human relations, a leader must comprehend the nature and personality of his subordinates, why one employee differs from others, and how the behavior of the individuals he leads in group and social life.

Human relations are the foundation of management because the process of achieving management
objectives requires the support of other people. Therefore, a manager must be able to interact with the people
he leads effectively. The success of a manager can be measured by his skill and precision in maintaining
harmonious human relations. According to Ukeje (1992), the nature of the organization must be understood,
as well as the ways in which the behavior and performance of each member affects the performance and effectiveness of the entire organization.

The management process emphasizes the spiritual aspect that enables the inner satisfaction of all
parties. In the implementation of management functions, the fulfillment of the rights of fellow humans is the
primary factor that serves as the standard for human relations. As the variety of organizational forms grew, more and more scientists focused on the development of management theory, leading to the realization that humans in any organization cannot and should not be treated as machines (Kurniawan et al., 2018).

In human relations theory, organizations place a premium on the psychological and social characteristics of employees as individuals who collaborate to achieve a common goal. This theory is the result of dissatisfaction with the classical approach, which does not produce optimal production efficiency and work harmony within organizations. The fact that employees do not always adhere to behavior patterns that conform to predetermined company criteria continues to present challenges for managers. There is an incentive for managers to be more cooperative with employees, improve the social environment at work, and enhance the self-image of individual employees.

**Human relations approach in human resource management in high schools in the industrial revolution 4.0**

The excess of technology that accompanies the industrial revolution's clichés 4.0 has jolted the performance of organizations, including education. In this era, education, which is regarded as the driving force of cultural evolution, faces its own challenges. The 4.0 era of the industrial revolution appears to give rise to a chasm in the world of work due to the predominance of technology, which reduces worker interaction. Prasetyo & Trisyanti (2018) suggest that this era's presence cannot be countered by sophisticated technology alone, but also by social dynamics comprised of diverse cultures. Faced with the rapid development of the world, it is necessary to strike a balance between the public's awareness and maturity and the technology that promotes high levels of competitiveness.

The era of industrial revolution 4.0, which was driven by the rapid use of technology, has diminished the role of humans in the workplace and education. As a result, humans work tirelessly in a marathon. The 4.0 era of the industrial revolution has both positive and negative effects on economic law. The advantage is, of course, that it can save time and effort in order to achieve certain objectives more efficiently. However, this era has a negative effect because it can erode human values such as a sense of community, mutual aid, and cooperation. Although the industrial revolution 4.0 brings many benefits, this era is a threat to humans (Mahmood & Hussin, 2018). Among the effects of the era of the 4.0 revolution are the threat of unemployment posed by automation systems, the destruction of nature caused by industrial exploitation, and the rise of hoaxes due to the ease of information dissemination. In organizational work, including education, it is necessary to reinforce human values that can serve as a source of motivation (Prasetyo & Trisyanti, 2018).

The fourth industrial revolution has fundamentally altered how humans think, live, and interact. This era has the potential to disrupt human activities not only in the technological realm, but also in the economic, social, political, and educational domains (Prasetyo & Trisyanti, 2018). There are two things that can be done to face this era: first, strengthening the role of education that is appropriate between human resources and the requirements of the times. Second, preparing human resources with human values. In order to produce marketable products, the importance of perku education is emphasized, particularly high school, which serves as a springboard to higher education and the labor market.
Human resource management must be exemplary in high schools as part of their curriculum. The senior year of high school plays a crucial role in preparing graduates to be competent, particularly as students enter adulthood. To achieve this, it is necessary to develop two dimensions of human resource management. The first aspect of high school must have superior human resources that are able to work optimally and are equipped with the ability to master technology as a tool for the learning process. The second dimension of high school must be able to produce graduates who are prepared to enter a world that is highly competitive.

To create a successful system and organizational culture in schools, superior human resources are required. In order to develop the quality of human resources in accordance with social transformation, an educational or training program-based procedure is necessary. As a leader, the principal is responsible for enhancing the school's human resources' competence. Attention to the quality of human resources demonstrates the importance of human relationships. Tilaar (1998) states that in the revolutionary era, there are three requirements for human resources in the field of education: superior human resources, ongoing education, and indigenous values. Through the development of human resources, it is possible to meet these three requirements.

Human resource development should be based on the principle of enhancing the caliber of job-focused individuals. According to (Ningrum, 2016), to achieve this, human resource development can be done in several ways, namely (1) increasing conceptual and technical competence; (2) increase work productivity; (3) improve efficiency and effectiveness; (4) improve work status and career; (5) improve services to clients; (6) improve moral-ethical; and (7) improve welfare.

Human resource development in high school can be done using a human relations approach. According to Bethol et al. (2016), this strategy is implemented by directing managerial attention to emphasize staff or employee enthusiasm, morale, and job satisfaction in addition to productivity. Motivated and enthusiastic, the teachers and staff feel at ease working with this strategy. With this condition, teachers and staff can work in a way that is enjoyable, they are motivated and content with the school environment, which can lead to increased productivity and optimal results. According to Suzkmadinata (2007), human relations involve persuasion in the form of face-to-face communication in work situations and organizations. This communication intends to inspire zeal and work activities with a happier, more productive spirit of cooperation and a contented heart.

The human relations approach is implemented in high schools where the principal is aware of his duties and responsibilities as a leader. Daswati (2012) states A good leader is aware of his duties and responsibilities as a leader in order to maintain good relationships and authority with his followers. As a result, the principal, as the leader of the school, will always seek to encourage teachers and staff to continuously improve their performance. In addition to appreciating his work performance, the principal makes teachers and staff feel valued. If it is found that a teacher or staff member has made an error, the principal will reprimand them politely so that no one feels humiliated and is motivated to correct their mistakes.

However, it is not sufficient for the principal's role as a leader to simply facilitate good communication with his subordinates. It is also required to adapt to the swift evolution of the times. Similarly, school administrators must be able to respond to the demands of the fourth industrial revolution, where digitizing the
learning process is a new innovation that must not be abandoned. Devices based on information technology will facilitate the attainment of educational goals.

Putrawangsa & Hasanah (2018) state that the use of technology can increase the efficiency of learning, leading to a richer, more profound, and more significant comprehension. The National Council of Teachers of Mathematics (NCTM, 1991) asserts that technology should not be used as a substitute for fundamental understandings and intuitions; rather, it can and should be used to enhance these. This indicates that the use of technology facilitates the mastery of conceptual understanding and the development of students' intuitive learning skills.

However, the use of technology in education is not anticipated to diminish human values. Teachers cannot be replaced in the learning process at school, because there is no alternative. This is particularly true in high school, where students have reached the adult development stage. There is still a need for teachers, particularly in the mental and moral development of students. The human relations approach to human resource management can therefore alleviate concerns regarding the predominance of technology in schools.

**Application of human relations in human resource management in high schools**

Human relations are the foundation of management because the process of achieving management objectives requires the support of other people. Therefore, a leader must be able to interact with those he leads effectively. The manifestation of this interaction is the management of its human resources. Humanistic management, as described by Melé (2016), focuses on people and human factors in business management. It is aimed not only at achieving results through people, but also, and perhaps most importantly, at the people themselves, demonstrating concern for their success and happiness.

According to Domènec Melé & Cantón (2014), humanistic management requires an examination of the individual's vision, which includes consideration of the whole person, human dignity, and each individual's rights, as well as people's ongoing development or degeneration. The individual is viewed as a self-aware and independent being endowed with inherent dignity. Humanistic management takes into account numerous human characteristics as opposed to the rational self-interest maximizer model of the individual (homo economicus model).

According to Pirson & Lawrence (2010), humanistic leadership is a paradigm of transformative leadership. Leaders with a humanistic perspective carefully balance their own interests with those of their followers. Humanistic leaders motivate their followers, intellectually excite them, and emotionally involve them in the organization, fostering long-lasting connections and commitment to a common goal (Davila & Elvira, 2012). Humanistic leaders must also contribute to society at large (Lawrence, 2007). Humanistic leadership is a collection of ideas that aims to create a meaningful and purposeful human experience that is governed by fundamental values and centered on the common good. In its application, humanistic leadership emphasizes the relationship between leaders and followers and takes into account the position and voice of individuals in society (Rodríguez-Lluesma et al., 2014).

The essence of humanistic leadership is the adoption of novel psychological values pioneered by Goble (1970). Abraham Maslow's theory of humanistic psychology is referred to as the third school of
psychology. This theory is a more optimistic psychological approach to humans, their highest values, aspirations, progress, and the actualization of human potential. Maslow attempted to synthesize the perspectives of Sigmund Freud and John B. Watson (Sukardjo & Komarudin, 2009). The Need Hierarchy of Maslow is also referred to as Hierarchy Theory and Theory of Human Motivation. Abraham Maslow stated in 1943 that human needs and fulfillment include both material and nonmaterial biological and psychological needs (Hasibuan, 2007).

According to the need hierarchy theory, once basic human needs are satisfied, the next need will become dominant. So that the satisfaction of these basic needs will motivate them to realize their full potential Sari & Dwiarti (2018). Abraham Maslow’s theory of the Hierarchy of Needs is well-known. In interpreting human life, he takes a psychological approach. Humanist psychologists believe that every individual has a strong desire to realize his potential and become self-actualized. He believes that humans who are able to actualize themselves have a higher level of experience than those who are unable to do so. Maslow uses the pyramid to illustrate his ideas regarding the Hierarchy of Needs Theory (see Figure 1) (Sudewi, 2011).

![Figure 1. Maslow’s hierarchy of needs theory](image)

Maslow (as cited in Goble, 1970) suggests that Humans have fundamental needs. Maslow describes five levels of basic needs in the form of a pyramid, beginning with basic biological needs and progressing to more complex psychological motivations. This hierarchy of needs will be satisfied if the preceding needs are satisfied.

**Abraham Maslow's Hierarchy of Needs**

Based on Figure 1, Maslow explains that human needs are hierarchical, ranging from the most fundamental to the most complex. The most fundamental level consists of physiological needs, such as hunger, thirst, and so on. The second level is the need for safety, or the desire to feel safe, protected, and free from danger. The third level is the need for love, such as the need for affiliation with others, acceptance by others, and a sense of belonging. The fifth level is the need for appreciation, which includes the need for accomplishment, competence, support, and acknowledgment.
It is possible to improve teacher performance through the satisfaction of five needs: basic needs, security needs, love and belonging needs, esteem needs, and self-actualization needs. Teachers are able to perform well because their needs, from the most fundamental to the least, are met. Thus, if teachers' basic needs are met, they will be able to realize their full potential, resulting in improved teacher performance. This conclusion is illustrated in Figure 2.

Figure 2. The Basic Needs of Teachers in Human Resource Management

Similarly, this humanistic theory can be applied to human resource management in senior high schools. Because, at the end of the day, educators who work in schools are humans who require attention, appreciation, and psychological touch from their leaders in order to work optimally, thereby enhancing their performance. According to Pirson et al. (2010), organizational development relies heavily on the contributions of individuals. Individual morality must be considered because it relates to work-related consequences and responsibilities.

Therefore, human resources in high schools can be enhanced by developing their management through the application of humanistic theory, so that their human resources are satisfied with their work and motivated to improve their performance. The importance of the relationship between job satisfaction and employee performance is an aspect of organizational psychology (Bakotić, 2016). The implications of this theory for human resource management are significant. According to Kunchala K.R, (2017), There are a number of ways in which the leadership of an organization can create an environment that includes the following motivations: 1. inspiration through difficulty; 2. inspiration via curiosity; 3. motivation by means of control; 4. motivation by means of fantasy; 5. motivation by competition; 6. motivation by work; 7. team motivation by rewards.

According to Firdaus & Mariyat (2017), adopting the humanistic theory associated with human resource management in high school is possible in three ways: first, as a teacher who fosters intellectual growth, knowledge mastery, and critical thinking. Second, as a coach, you are responsible for the development of cognitive, social, and motor-physical skills. Third, the mentor's role in the formation of emotional components,
including the regulation of values, attitudes, and motivation.

High school is a level of education where students experience growth and are in a period of transition that can be directed toward healthy adult development. To be able to socialize effectively, adolescents must successfully complete age-appropriate developmental tasks (Saputro, 2018). Consequently, the humanistic theory is expected to be able to control the mental development of children at this age by paying close attention to the rapidly changing times.

Utilizing technology as part of a learning tool is a necessary response to the evolution of this era. Utilizing technology in the classroom can enhance students' abilities. In their study, Brown & Jacobsen (2016) compare principals who integrate technology into learning to those who do not. Consequently, the use of technology in education has a positive influence on student learning. Odera (2011) states that the use of technology in education serves as a medium for learning that can foster efficient and effective learning, thereby enhancing students' knowledge. The use of technology in education as a means of adapting to the 4.0 revolution era.

CONCLUSION

From the preceding description, it can be concluded that 1) the industrial revolution 4.0 has significantly disrupted human life, including the education sector. In order to produce graduates who are marketable and highly competitive, the presence of this era, which is characterized by the rapid development of technology, requires an improvement in educational quality. Consequently, education administrators must engage in human resource management; 2) human resource management aims to optimize and effectively utilize personnel in education. Human resource management is accomplished through planning, organizing, directing, and supervising, which are management functions; 3) one management approach is the human relations approach. This approach emphasizes the significance of psychological and social aspects of humans (employees) as individuals who collaborate to achieve specific objectives. This strategy aims to foster an appreciation for the rights of one's fellow humans in the performance of one's responsibilities; 4) the application of human resource management in schools in the era of the 4.0 revolution is conducted by directing a managerial focus that emphasizes the enthusiasm, morale, and job satisfaction of teachers, staff, and education personnel so that they feel comfortable at work because they are motivated and enthusiastic in order to boost work productivity.

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