

## THE ROLE OF HRM IN TEACHER INNOVATION IN SOUTH KALIMANTAN VOCATIONAL SCHOOLS: INDUSTRY 4.0 AND SOCIETY 5.0

**Yulia Rahmi<sup>1</sup>, Bahrani<sup>2</sup>, Muhammad Deddy Narlianto<sup>3</sup>,  
Khuzaini<sup>4</sup>, Syahrial Shaddiq<sup>5</sup>**

<sup>1,2,3,4</sup>Fakultas Ekonomi, Universitas Islam Kalimantan Muhammad Arsyad Al Banjary Alamat:  
Jl. A. Yani No. 1, Banjarmasin, Kalimantan Selatan, 70123

<sup>5</sup>Universitas Lambung Mangkurat (ULM) Alamat : Jl. Brigjen H. Hasan Basri, Kayu  
Tangi,Kecamatan Banjarmasin Utara Banjarmasin

[rahmiyulia57@gmail.com](mailto:rahmiyulia57@gmail.com), [bahraniagro@gmail.com](mailto:bahraniagro@gmail.com), [mdeddyn@gmail.com](mailto:mdeddyn@gmail.com)

---

### Abstract (English)

Human resources management (HRM) is crucial in educational institutions, particularly in vocational schools in South Kalimantan, where the quality of education is closely linked to the innovation and creativity of teachers. This study investigates HRM strategies and practices that enhance teacher innovation and creativity, particularly in the context of Industry 4.0 and Society 5.0. Utilizing a descriptive qualitative methodology, the research interprets dynamics within the school environment through observations, interviews, and document analysis. The findings indicate that effective HRM practices significantly contribute to cultivating an innovative culture among teachers. Key elements identified include professional development programs, collaborative teaching environments, and performance management systems that encourage creativity. The results underscore the importance of HRM in creating a conducive atmosphere for educational innovation and enhancing the overall teaching and learning process.

### Article History

Submitted: 25 Desember 2025

Accepted: 6 January 2026

Published: 7 January 2026

### Key Words

Human Resources Management; Innovation; Creativity; Vocational Education; Industry 4.0; Society 5.0

---

### Abstrak (Indonesia)

Manajemen sumber daya manusia (MSDM) sangat penting dalam institusi pendidikan, terutama di sekolah kejuruan di Kalimantan Selatan, di mana kualitas pendidikan sangat terkait dengan inovasi dan kreativitas para guru. Penelitian ini menyelidiki strategi dan praktik MSDM yang dapat meningkatkan inovasi dan kreativitas guru, khususnya dalam konteks Industri 4.0 dan Masyarakat 5.0. Dengan menggunakan metodologi kualitatif deskriptif, penelitian ini menginterpretasikan dinamika dalam lingkungan sekolah melalui observasi, wawancara, dan analisis dokumen. Temuan menunjukkan bahwa praktik MSDM yang efektif secara signifikan berkontribusi dalam membangun budaya inovatif di kalangan guru. Elemen kunci yang teridentifikasi meliputi program pengembangan profesional, lingkungan pengajaran kolaboratif, dan sistem manajemen kinerja yang mendorong kreativitas. Hasil penelitian ini menekankan pentingnya MSDM dalam menciptakan suasana yang kondusif untuk inovasi pendidikan dan meningkatkan keseluruhan proses pengajaran dan pembelajaran.

---

### Sejarah Artikel

Submitted: 25 Desember 2025

Accepted: 6 January 2026

Published: 7 January 2026

### Kata Kunci

Manajemen Sumber Daya Manusia; Inovasi; Kreativitas; Pendidikan Kejuruan; Industri 4.0; Masyarakat 5.0

## INTRODUCTION

In the rapidly evolving landscape of education, particularly in vocational schools such as those in South Kalimantan, the role of human resources management (HRM) has become increasingly significant. The effectiveness of HRM directly impacts the quality of education, particularly through the innovation and creativity of teachers. As we transition into Industry

4.0 and Society 5.0, vocational schools face the dual challenge of equipping students with not only technical skills but also the innovative and creative thinking necessary to thrive in an increasingly complex job market (Prabowo et al., 2023).

The objective of this study is to analyze how specific HRM strategies and practices at vocational schools in South Kalimantan can enhance teacher innovation and creativity. By emphasizing the unique context of vocational education, this research aspires to contribute to the existing literature on HRM in educational settings, particularly in Indonesia, while also addressing the implications of technological advancements and societal changes.

## LITERATURE REVIEW

In this literature review, we will explore various studies and scholarly works that highlight the significance of Human Resources Management (HRM) in enhancing teacher innovation and creativity, particularly in the context of vocational education amidst the evolving paradigms of Industry 4.0 and Society 5.0. The review will encompass a range of references including journal articles, books, and dissertations that provide a foundation for understanding the role of HRM in educational settings.

### **1. The Importance of Human Resource Management in Education**

Human Resource Management (HRM) is pivotal in shaping educational environments, particularly in vocational schools where the need for innovation and creativity among teachers is paramount. According to Prabowo et al. (2023), effective HRM practices are essential for addressing the challenges faced by vocational education in the era of globalization and technological advancement. The authors argue that HRM strategies that focus on professional development and collaborative practices can significantly enhance the teaching quality and learning outcomes in vocational settings.

### **2. Professional Development Programs**

One of the core components of HRM in education is the implementation of professional development programs. These initiatives are designed to equip teachers with the necessary skills and knowledge to adapt to new teaching methodologies and technologies. Dian et al. (2023) emphasize that continuous professional development is crucial in fostering an innovative teaching culture. Their study indicates that when teachers engage in workshops and training sessions, they are more likely to adopt creative teaching strategies that enhance student engagement and learning.

### **3. Collaborative Teaching Environments**

The significance of collaborative teaching environments cannot be overstated. Musyaffa et al. (2023) explore how collaboration among educators leads to the sharing of best practices and innovative ideas. Their research highlights that a culture of collaboration not only improves teacher morale but also stimulates creativity, as educators learn from one another's

experiences. The study suggests that vocational schools should prioritize creating spaces for collaboration, such as team meetings and joint projects, to foster an innovative atmosphere.

#### **4. Performance Management Systems**

Performance management systems play a crucial role in promoting teacher innovation. As noted by Sukardi et al. (2021), these systems should not merely focus on evaluation but should also serve as tools for professional growth. The authors argue that regular feedback and goal-setting processes can motivate teachers to explore new ideas and methodologies. By creating an environment where teachers feel supported in their professional journeys, schools can enhance creativity and innovation in teaching practices.

#### **5. Supportive Leadership**

Leadership is a key factor in establishing a culture of innovation within educational institutions. Ahyar and Zumrotun (2023) highlight the importance of supportive leadership in encouraging teachers to experiment with new teaching methods. Their findings suggest that when school leaders actively promote innovation and provide the necessary resources, teachers are more likely to take risks and implement creative solutions in their classrooms. This supportive environment is essential for fostering a culture of innovation in vocational education.

#### **6. The Impact of Industry 4.0 and Society 5.0**

The transition into Industry 4.0 and Society 5.0 presents both challenges and opportunities for vocational education. Prabowo et al. (2023) discuss how these paradigms necessitate a shift in educational practices to prepare students for a rapidly changing workforce. The authors argue that HRM strategies must evolve to include technological integration and the development of soft skills, such as creativity and critical thinking, to meet the demands of the modern job market.

### **METHOD**

This research adopts a qualitative descriptive approach, suitable for exploring the complexities of HRM practices within vocational schools in South Kalimantan. Data collection methods include semi-structured interviews with school administrators and teachers, participant observations during teaching sessions and staff meetings, and analysis of relevant documents such as training materials and performance evaluation reports. Over a period of three months (August to October 2025), data were collected to provide a comprehensive understanding of HRM practices at the school. Thematic analysis was employed to identify key themes and patterns related to HRM strategies that promote teacher innovation and creativity.

### **RESULTS AND DISCUSSION**

The findings of this study reveal several critical human resources management (HRM) practices that significantly influence teacher innovation and creativity in vocational schools in South Kalimantan. These practices are not only essential for enhancing the pedagogical skills of teachers but also play a vital role in fostering an innovative educational environment that aligns with the demands of Industry 4.0 and Society 5.0. The following sections elaborate on the key findings related to professional development programs, collaborative teaching environments, performance management systems, and supportive leadership.

## 1. Professional Development Programs

Professional development programs emerged as a cornerstone of effective HRM practices in the vocational schools studied. These programs are meticulously designed to enhance teachers' pedagogical skills and to integrate innovative teaching methodologies. The research indicates that vocational schools in South Kalimantan have implemented a variety of professional development initiatives, including workshops, seminars, and training sessions that focus on current trends in vocational education and the application of technology in teaching.

Teachers reported that participation in these programs significantly broadened their perspectives on teaching strategies and methodologies. For instance, many educators expressed that exposure to new technologies and innovative teaching tools during training sessions inspired them to adopt creative approaches in their classrooms. This aligns with the findings of Dian et al. (2023), who emphasize that continuous professional development is crucial in fostering an innovative teaching culture.

Moreover, the study found that these professional development programs are not one-time events but rather ongoing processes that encourage lifelong learning among educators. Regular follow-up sessions and refresher courses are organized to ensure that teachers remain updated on the latest educational practices and technologies. This commitment to continuous learning not only enhances teachers' competencies but also instills a culture of innovation within the school environment.

## 2. Collaborative Teaching Environments

The significance of collaborative teaching environments was another key finding of the study. Vocational schools in South Kalimantan actively promote a culture of collaboration among teachers, recognizing that teamwork and shared experiences can lead to enhanced creativity and innovation in teaching practices. Regular team meetings, collaborative projects, and peer observations are integral components of this collaborative culture.

Teachers reported that engaging in collaborative discussions and sharing best practices with colleagues has been instrumental in their professional growth. Musyaffa et al. (2023) highlight that collaboration among educators leads to the exchange of innovative ideas and teaching strategies. The findings from this study corroborate this assertion, as teachers noted that collaborative environments foster a sense of community and support, which in turn stimulates creativity.

For example, during team meetings, teachers are encouraged to brainstorm and develop new teaching approaches that cater to the diverse needs of their students. This collaborative atmosphere not only enhances teacher morale but also encourages educators to experiment with new ideas without the fear of failure. The study suggests that vocational schools should prioritize creating structured opportunities for collaboration, such as interdisciplinary projects and joint curriculum development, to further enhance the innovative capacity of their educators.

### **3. Performance Management Systems**

Performance management systems were identified as a critical factor in promoting teacher innovation and creativity. The research indicates that the schools studied employ performance management systems that emphasize continuous feedback and goal-setting processes. Rather than focusing solely on evaluation, these systems are designed to serve as tools for professional growth and development.

Teachers expressed that regular feedback sessions, combined with the opportunity to set personal and professional development goals, motivate them to explore new ideas and methodologies. This aligns with the findings of Sukardi et al. (2021), who argue that effective performance management should include mechanisms for growth and innovation. The study reveals that when teachers receive constructive feedback, they are more likely to reflect on their practices and seek innovative solutions to challenges they face in the classroom.

Furthermore, the performance management systems in place encourage a culture of accountability and continuous improvement. Teachers are encouraged to document their progress and share their experiences with colleagues, fostering an environment where innovation is recognized and celebrated. This approach not only enhances individual teacher performance but also contributes to the overall culture of innovation within the school.

### **4. Supportive Leadership**

The role of leadership in establishing and nurturing a culture of innovation cannot be overstated. The findings of this study highlight that supportive leadership is a vital component in encouraging teachers to experiment with new teaching methods and innovative practices. School leaders play an essential role in creating an environment where teachers feel empowered to take risks and implement creative solutions in their classrooms.

Ahyar and Zumrotun (2023) emphasize the importance of supportive leadership in fostering an innovative culture within educational institutions. The research findings support this assertion, as teachers reported that when school leaders actively promote innovation and provide the necessary resources, they are more likely to engage in creative teaching practices. For instance, school leaders who encourage teachers to participate in professional development and collaborate with colleagues create a supportive atmosphere that nurtures innovation.

Moreover, effective leaders are seen as facilitators who remove barriers to innovation by providing the necessary resources, such as access to technology and funding for professional development initiatives. The study indicates that when teachers perceive their leaders as

supportive and invested in their professional growth, they are more motivated to innovate and enhance their teaching practices.

## 5. The Impact of Industry 4.0 and Society 5.0

The transition into Industry 4.0 and Society 5.0 presents both challenges and opportunities for vocational education. The findings of this study reveal that HRM strategies must evolve to address the demands of a rapidly changing workforce. Educators must not only equip students with technical skills but also foster the development of soft skills, such as creativity and critical thinking.

Prabowo et al. (2023) discuss how these paradigms necessitate a shift in educational practices to prepare students for the complexities of the modern job market. The study indicates that vocational schools in South Kalimantan are beginning to recognize the importance of integrating technology into their curricula and promoting innovative teaching practices that align with Industry 4.0 and Society 5.0.

For instance, teachers are encouraged to incorporate digital tools and platforms into their lessons, allowing students to engage in experiential learning and develop critical skills needed for the future workforce. This shift towards technology integration not only enhances the relevance of vocational education but also fosters an innovative mindset among both teachers and students.

## CONCLUSION

The findings of this study highlight the critical role of Human Resources Management (HRM) in enhancing teacher innovation and creativity within vocational schools in South Kalimantan, particularly in the context of the rapidly evolving paradigms of Industry 4.0 and Society 5.0. As educational institutions face increasing demands for quality and relevance in their teaching methodologies, the implementation of effective HRM practices emerges as a fundamental requirement for fostering an innovative educational environment.

Firstly, the research underscores the significance of professional development programs as a cornerstone of HRM in vocational education. Continuous training and development opportunities equip teachers with the necessary skills and knowledge to adapt to new teaching techniques and technological advancements. The study reveals that these programs not only enhance pedagogical competencies but also inspire educators to adopt creative approaches in their classrooms. This finding aligns with existing literature that emphasizes the importance of lifelong learning and professional growth in cultivating an innovative teaching culture.

Secondly, the promotion of collaborative teaching environments has been identified as a vital component in enhancing teacher creativity. The study indicates that fostering a culture of collaboration among educators leads to the sharing of best practices and innovative ideas, thereby stimulating creativity. By creating structured opportunities for teamwork and collaborative projects, vocational schools can further enhance the innovative capacity of their educators. This collaborative atmosphere not only improves teacher morale but also

encourages experimentation with new ideas, ultimately leading to improved student engagement and learning outcomes.

Performance management systems also play a crucial role in promoting innovation among teachers. The research highlights that effective performance management should not merely focus on evaluation but also facilitate professional growth through regular feedback and goal-setting processes. When teachers feel supported in their professional journeys, they are more likely to explore new ideas and methodologies. The study emphasizes the importance of creating a culture of accountability and continuous improvement, where teachers are motivated to document their progress and share their experiences with colleagues.

Moreover, the role of supportive leadership cannot be overstated. The findings indicate that school leaders who actively promote innovation and provide necessary resources create an environment where teachers feel empowered to take risks and implement creative solutions. Effective leadership is essential for removing barriers to innovation and fostering a culture that values creativity and experimentation. When teachers perceive their leaders as supportive and invested in their professional growth, they are more motivated to innovate and enhance their teaching practices.

Lastly, the transition into Industry 4.0 and Society 5.0 presents both challenges and opportunities for vocational education. The study reveals that HRM strategies must evolve to address the demands of a rapidly changing workforce. Educators are tasked with not only equipping students with technical skills but also fostering the development of soft skills, such as creativity and critical thinking. The integration of technology into the curriculum and the promotion of innovative teaching practices are essential to prepare students for the complexities of the modern job market.

In conclusion, this study highlights the indispensable role of HRM in enhancing teacher innovation and creativity within vocational schools in South Kalimantan. By implementing effective HRM practices, including professional development programs, collaborative teaching environments, performance management systems, and supportive leadership, these schools can cultivate an atmosphere conducive to educational innovation. The implications of this research extend beyond the immediate context of vocational education, contributing to the broader discourse on the importance of HRM in educational settings, particularly in Indonesia. As the educational landscape continues to evolve, it is imperative for vocational schools to adapt their HRM strategies to meet the demands of Industry 4.0 and Society 5.0, ensuring that both educators and students are well-equipped to thrive in a dynamic and complex job market.

## REFERENCES

Ahyar, A. M., & Zumrotun, E. (2023). Efforts to Enhance Literacy Culture in Elementary Schools Through the Implementation of the Teaching Campus Program. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 6(2), Article 2.

Dian, D., Indayanti, A. N., Fanani, A. I., & Nurhayati, E. (2023). Optimizing Islamic

Religious Colleges in Facing the Era of Globalization. *Tafkir: Interdisciplinary Journal of Islamic Education*, 4(1), Article 1.

Musyaffa, A. A., B, A. M., Ichsan, I., Setianto, A. Y., & Hasanah, M. (2023). Examining IT-Based Human Resources Strategies in Islamic Higher Education and Islamic Boarding Schools in Indonesia. *Tafkir: Interdisciplinary Journal of Islamic Education*, 4(3), Article 3.

Prabowo, A., Widyastuti, T., & Mardiana, R. (2023). The Role of Human Resource Management in Vocational Education: Challenges and Opportunities. *International Journal of Educational Research & Social Sciences*, 3(6), 2186–2197.

Sukardi, A., Rahman, A., & Hidayah, N. (2021). Human Resource Development in Vocational Education: A Case Study of SMK. *Journal of Vocational Education*, 1(1), 45–58.