



ISSN: 3032-596X

PROCEEDINGS

THE 4th INTERNATIONAL CONFERENCE on Economics, Business, and Management Research (ICEBMR)

Vol 4, 2025

**“CULTURAL TOURISM AS A TOOL FOR NATION
BUILDING OR NEOCOLONIALISM
IN THE BANDUNG SPIRIT”**



FACULTY OF ECONOMICS
SANATA DHARMA UNIVERSITY

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THE 4th INTERNATIONAL CONFERENCE ON
ECONOMICS, BUSINESS, AND MANAGEMENT
RESEARCH (ICEBMR)
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September 27, 2025



Faculty of Economics
Sanata Dharma University
Yogyakarta

PROCEEDINGS THE 4th INTERNATIONAL CONFERENCE ON ECONOMICS,
BUSINESS, AND MANAGEMENT RESEARCH (ICEBMR) “Cultural Tourism as a Tool
for National Building or Neocolonialism in the Bandung Spirit”

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CONFERENCE DATE

September 27, 2025

e-PROCEEDINGS BOOK: Vol 4, 2025

ISSN: 3032-596X

PUBLISHED BY



FACULTY OF ECONOMICS,

SANATA DHARMA UNIVERSITY

Jalan Affandi (Gejayan) Mrican, Yogyakarta 55281

Telp. (0274) 513301, 515253; Ext. 51513

PREFACE

We express our gratitude to God Almighty, because by His grace, the 4th International Conference on Economics, Business, and Management Research (ICEBMR) in 2025 was successfully held. This conference is an important academic agenda for the Faculty of Economics, Universitas Sanata Dharma. The presence of these proceedings is clear evidence that the spirit of cross-disciplinary and cross-national collaboration can be maintained, especially in facing global challenges in the business and economic fields.

The theme of this 2025 conference, Cultural Tourism as a Tool for National Building or Neocolonialism in the Bandung Spirit, was chosen considering the dynamics of cultural tourism, which is not only an instrument of national development but also has the potential to give rise to neo-colonial practices. Embracing the "Bandung Spirit," which emphasizes solidarity, independence, and equality among nations, this conference is expected to provide a space for critical and constructive reflection for the development of science and public policy. These proceedings compile various research and studies presented at the conference. Each article presents the results of academic research and conveys the diversity of perspectives and depth of analysis of the researchers. We believe that the contributions of various authors, both domestic and international, will enrich the literature and provide practical insights for the development of inclusive and sustainable cultural tourism that is oriented towards community welfare.

On behalf of the Faculty of Economics, we extend our deepest appreciation and gratitude to all the committee members, presenters, participants, and institutional partners who contributed to the success of this conference. We hope these proceedings will be beneficial for the development of a better and more sustainable future.

Dr. Lukas Purwoto
Organizing Committee

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IMPLEMENTATION OF HUMAN RESOURCE MANAGEMENT AFTER ORGANIZATIONAL RESTRUCTURING AT LOYOLA COLLEGE HIGH SCHOOL

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ABSTRACT

This study aims to analyze the implementation of human resource management (HRM) after organizational restructuring at Loyola College High School, identify the problems faced, and evaluate the effectiveness of the solutions implemented. Using a qualitative approach and case study design, data were collected through observation, in-depth interviews with various and document analysis. The results of the study indicate an imbalance in HRM transformation, where the implementation of HRM at Loyola College High School has not been fully adapted to the needs and expectations of employees after restructuring. This is manifested in various aspects, including the lack of transparency and effectiveness in the recruitment and induction process, the irrelevance of training and development programs, and weaknesses in the performance evaluation system. In addition, it was found that the holistic welfare of employees has not been optimally met, which is reinforced by the perception of the role of HRD which is still predominantly administrative and less strategic. The consequences of this imbalance are increased workload, bureaucracy, and the potential for a decline in Ignatian core values and institutional identity. This study concludes that significant organizational restructuring requires a transformation of the role of HRM to become more strategic, proactive, and human-centered.

Keywords: Human Resource Management, Organizational Restructuring, Qualitative Case Study, HRD Transformation.

1. Introduction

Management in an institution functions as the process of planning, organizing, directing, and controlling resources to achieve organizational goals. According to Rumawas (2018: 1), management is a process or framework carried out by a group of people to achieve predetermined organizational goals. The processes in management include planning, organizing, directing, and controlling.

Every organization has various resources as 'inputs' to be transformed into 'outputs' in the form of goods or services. These resources include capital or money, technology to support production processes, methods or strategies used to operate, people, and so on. Among these various resources, humans or human resources (HR) are the most important element (Priyono and Marnis, 2016: 3). Based on the several definitions above, it is very clear that managerial activities in an organization play a vital role in managing and utilizing existing resources to achieve organizational goals.

A school is an organization, encompassing elements such as goals to be achieved and resources. These resources are inputs that are transformed into outputs in the form of goods and services. All available resources are utilized to achieve organizational goals. Schools, as educational institutions, are also crucial for carrying out management activities. Management activities in educational organizations focus on improving the quality of education itself.

In 2019, Loyola College High School made major changes to its organizational structure by adopting a new organizational chart. One of the fundamental changes to this organizational structure was the introduction of Foundation managers. In the new structure, the position of vice principal is divided into four areas: vice principal for curriculum, vice principal for data and information, vice principal for

educational facilities and student affairs. Vice principals are teachers nominated by the school. Within the foundation structure, there is an executive secretary (SEY) who oversees the managers. These managers (foundation managers) are professionals who hold the positions of facilities and infrastructure manager, finance manager, and human resources manager.

Human resource management at Loyola College plays a crucial role in developing existing human resources to achieve organizational goals. These goals naturally align with national education goals. Furthermore, Loyola College is a private school within the Jesuit Colleges, which has the unique characteristics of a Jesuit organization or institution.

The change in organizational structure is the foundation's response to changing times. Competition between schools is increasingly fierce, particularly in terms of school management. Traditional management has been abandoned in favor of a modern management system. Modern management is more adaptive, adapting to the needs of educational stakeholders and being more open to input. The presence of managers at the Loyola Foundation is intended to ensure each department has a more specific focus, thereby achieving organizational goals.

Five years after the restructuring, an in-depth evaluation of the implementation of human resource management at Loyola College High School is needed to measure the effectiveness of the policies and practices implemented. This evaluation is crucial for identifying aspects that have been running well and uncovering ongoing issues facing human resource management. It is also hoped that this research will identify and generate strategic solutions to continuously improve the quality and performance of the HR department. Therefore, this study aims to evaluate the implementation of human resource management at Loyola College High School five years after the restructuring, identify issues, and find practical solutions based on empirical findings.

2. Literature Review

2.1. Management Concept and Its Functions

Management is a process or framework carried out by a group of people to achieve predetermined organizational goals. The term management has various interpretations. Mullins (in Sari et al., 2022) believes that management is linked to activities that occur in a structured and procedural manner within an organizational environment. The basic concept of management can be categorized into several meanings:

First, management is a process for achieving organizational goals, which includes the stages of planning, organizing, directing, and controlling. Pananrangi (2017) states that management is a regulatory process that includes the actions of planning, organizing, motivating, and controlling.

Second, management as a science and an art. Sedarmayanti (in Pananrangi, 2017) defines management as the science and art of managing the process of utilizing human resources and other resources effectively and efficiently to achieve specific goals.

Third, management is a collective of people who carry out management activities, where success is greatly influenced by the role of leaders. H. Koontz and C. O'Donnell (in Rumawas, 2018) suggest that management is related to achieving a goal through and with other people.

The general functions of management are planning, organizing, directing, and controlling. According to Dessler (2020), there are five basic functions of the management process: planning, organizing, staffing, leading, and controlling.

2.2. Human Resource Management (HRM)

Human resources (HR) are the most important element of an organization's resources. Dessler (2020) defines HR as essentially a series of processes for acquiring, training, assessing, and compensating employees, while addressing issues of labor relations, health and safety, and fairness. Mondy (2008) states that the primary function of HR encompasses not only training and development but also

individual career planning and development, organizational development, and performance management and assessment. According to Mathis and Jackson (2006), HR is the design of formal systems within an organization to ensure the effective and efficient use of human talent. Rivai (2011) (in Rumawas, 2018) states that HR is a field within general management encompassing planning, organizing, implementing, and controlling.

According to Rumawas (2017), HR functions are grouped into two: management functions and operational functions. Management functions encompass planning, organizing, directing, and controlling/supervising. Operational functions include procurement, development, compensation, integration, maintenance, and separation. Mondy (2020) also identified five functional areas associated with effective HRM: staffing, human resource development, compensation, safety and health, and employee and labor relations. Dessler (2020) also identified HR managers as strategic partners.

2.3. Implementation of HR in Educational Institutions

In educational institutions, the HRM approach can be adapted to ensure that educators and staff possess competencies aligned with school needs. Senge (1990) introduced the concept of a learning organization. Sung and Choi (2014) found that the roles and functions of HRM, including training and career development, contribute significantly to improving organizational performance. Garavan et al. (2016) suggested that employee participation in development activities is influenced by supervisor support, job characteristics, and motivation to learn.

Alagaraja (2013) compared HRM implementation in the business and education sectors, showing that educational institutions place greater emphasis on competency development and improving the quality of learning, while both require a strategic approach to human resource management. According to Amon and Purnomo (2021), the tasks and functions of educational management are implemented to improve the quality of national education. It is also crucial for the government to build teacher independence, which can foster professionalism and innovation (Risdiyani, 2021). Continuously improving the quality of educators will improve the quality of educational institutions (Bagou & Suking, 2020). The importance of rewarding and improving the welfare of teachers, especially those with contract status, is also a major concern (Mansir, 2020). The recruitment, selection, and placement processes of educators are a continuous process to obtain quality human resources (Zebua, 2020). Mustofa, Asy'ari, & Ratnaningsih (2023) found that salary satisfaction, transformational leadership, and perceptions of training and development collectively positively influence teacher work engagement and retention.

2.4. Problems in HR Implementation

According to Mondy (2020), the success or failure of managers is largely based on the quality of their subordinates. Lack of cooperation with top management can hinder the achievement of organizational goals. Hasibuan (2013) states that centralization of authority, where most power is held by leaders, can create problems. David and David (2017) argue that no organization or individual can avoid change. David and David (2017) also state that human resource issues can determine the success or failure of strategy implementation. Foster (2008) (in Wicaksono and Ekawati, 2021) argues that one important factor causing failure in the change process is human-related issues in dealing with the change. Empirical research has found that effective conflict management in educational institutions requires creativity and wisdom from leaders (Anita et al., 2022; Nasrudin et al., 2021). Nasir & Mujiati (2020) noted that there are still unprofessional management practices, such as assigning teachers to inappropriate fields and excessive workloads, which can hinder the retention of teaching staff.

3. Research Methods

This research attempts to examine the implementation of human resource management within the new organizational structure at SMA Kolesa Loyola Semarang. The research is a case study. It aims to analyze the role and function of human resource management through observation and interviews. The approach used in this research is a qualitative approach with a case study design. The unit of analysis is Loyola College High School as a single case study in the implementation of HRM after organizational restructuring.

Research data was obtained using three main models: interviews, observation, and documentation. Interviews were conducted with various stakeholders. The informants included the Foundation Chairperson, the Principal, the Foundation's Executive Secretary, the Human Resources Manager, and representatives of teachers and employees. Observations were conducted through reviewing documents related to HR implementation. Documentary studies were secondary data obtained from school documents and archives from 2019 to 2024.

4. Research Findings and Discussion

4.1. Restructuring

In 2019, Loyola College High School Semarang underwent significant changes to its organizational structure. This change involved the adoption of a new organizational chart that introduced the role of Foundation managers, including a Human Resources (HR) Manager. This shift was the Foundation's response to the dynamics of the times and increasing competition among educational institutions.

Table 1: comparison of old management and new management

Role	Management Long	Management Restructuring
Foundation	There is But No operational active	Role Political And Wisdom General
	As if only as a Legal Umbrella	Hold policy strategic
	His role Not enough Optimal	Operational: School - Managerial
School	Operational Active	Operational active: activity student learning and mentoring
	Depends on figure Headmaster	Head School
		Supervisor, Waka Curriculum, Deputy Principal Completeness Education, Waka Data and Information
Managerial	Head School	Operational active: Support operational activities school
	Supervisor	Secretary Executive Foundation
	Deputy Head of Curriculum	Facilities and Infrastructure Manager
	Waka infrastructure	Finance Manager
	Waka Finance and Public Relations	Manager HR

The data in table 1 shows that the goal of the restructuring was to move from a traditional management model to a more system. modern. Before restructuring, system management And order School management is supported by the principal who is assisted by the vice principal in various areas such as curriculum, facilities and infrastructure, finance, and public relations. With the new structure, the position of representative head school broken down become four field: curriculum, data and information, educational facilities, and student affairs. In addition, under the Executive Secretary of the Loyola Foundation (SEYL), there is now a manager professional Which manage means And infrastructure, finance, and HR.

4.2. Main findings of the study

The research results refer to six main themes of research findings, including recruitment and induction, training and development, performance evaluation, welfare, retirement and the role of HRD as a strategic partner of the foundation.

Table 2. Research findings

Number	Theme	Plan	Reality
1	Recruiter an and Induction	Process structured And there is induction mark with regular scheduling	No consistent information <i>hiring</i> , time Wait long and minimal value induction
2	Training and Development	Develop a training program plan And development which is the result of collaboration with schools	Minimal specific training, development nature general and not yet in accordance with community needs. Program training and development is assessed just formality
3	Performance Evaluation	Collaborative assessment of each head unit, form HRD assessment, disciplinary records and <i>feedback</i>	HRD's role is minimal, there are no guidelines standard evaluation HR (KPI), assessment results are rare get feedback
4	Welfare of	Set up a new and influential group promotion system to increase wages. System administration more organized	The payroll system is outdated. Not enough touching on psychological aspects
5	Pension	Help administration BPJS. System pension follow employment regulations .	No There is program preparation retirement and training activities approaching pension
6	Strategic Role of HRD	Become partners strategic human resource management	Considered as bureaucratic complement, lack of initiative down and do more administration than plan program strategic HR

4.2.1. Recruitment and induction

The recruitment process at Loyola College High School, post-restructuring, was described by the Acting Human Resources Manager as a structured series of stages. This process begins with a telephone *prescreening*, followed by user interviews and *microteaching sessions*, and psychological testing. The results of these stages This Then handed over to leadership for taking decision end. Department HRD responsible responsible for managing files and selection schedules to ensure process efficiency. This established structured and orderly system encourages engagement and resilience, and positioning individuals with potential tall Which valuable for organization (Jusuf E. Chinese, et al., 2022:24) However, experiences in the field, particularly among teachers, show a different picture. Information about job openings is often not obtained from official channels such as site web school, but through network personal such as friends or social media Instagram. The selection process was also reported to be "very long And No clear," even require candidate to do *follow-up* in a way independent. Besides That, there is the view that the recruitment process is sometimes carried out without considering compatibility or qualification technical Which specific, which ultimately causing some employees to feel unsuited to the positions they occupy after being recruited.

A glaring gap is seen between the processes put forward by the HR department and the perceived experience. by employee. Although Acting. manager HR explained that there was a structured recruitment process, and HR staff mentioned that session induction Which comprehensive, source person from Frontline employees such as NG2, NK6, and NK7 reported chaotic, unclear, and time-consuming recruitment experiences, as well as a lack of comprehensive formal induction. This suggests that "gap implementation" Which significant, in where documented or planned HR processes do not effectively translate into consistent and positive employee experiences. Condition This can cause by by various factors, including Lack of HR staff, the absence of clear standard operating procedures (SOPs),

or inadequate training for HR personnel to consistently carry out these processes. Implementing recruitment and induction processes that are not planned according to plan can impact HR recruitment results. The abilities, skills, and other competencies of new HR may differ from the organization's expectations. if there is process implementation Which No structured. Shammot in Halissa (2020:18) states that there is a relationship Which significant between competence and qualification applicants recruited in creating a competitive advantage. Inconsistent procedures can hinder this achievement. According to Monday (2020), *staffing* or provision staff is the process of ensuring that an organization has the right number of employees with adequate skills. Similarly, Rumawas (2018) emphasizes the *procurement function* to obtain the right workforce. appropriate and place it in accordance skill. However, findings at Loyola show process recruitment Which " *very long and unclear* " and often " *without considering technical suitability or qualifications* ". This directly contradicts the goals of an effective *procurement function*. Furthermore, the " *cursory* " and in-depth induction, as well as the failure to convey Catholic/Ignatian values, are not aligned with the goals of socializing and integrating new employees into the organizational culture, which should be part of the initial development function.

4.2.2. Training and Development

The acting HR manager stated that human resource development is now “more open,” especially since the new Principal’s leadership, with annual plans and activities such as junior teacher induction. HR staff also mentioned existence activity development monthly For all staff and junior teachers during nine meetings. However, the perceptions of the teachers (NG1, NG2, NG3, NG4, NG5) and staff (NK6, NK7, NK10) very varies And tends to be negative. Some expressions from the sources include; Training often "No consistent And No There is evaluation"; Many training activities were considered "too heavy and too serious, lacking a sense of togetherness"; The impact of training on teacher professionalism was considered "insignificant," focused more on general *community building* , and "had not yet addressed the specific needs of teachers or employees"; Existing training was considered "less effective" and "not very relevant" with work," even sometimes felt "forced to “participate” without any clear “follow-up”"; In the last five years, “no” training or skills development has been provided.

Condition This indicates existence shift strategic in management talent. Absence training Which specific For eye lesson certain (like Which expressed by NG2), The lack of support for further study (NK7), as well as the perception that HR does not understand pedagogy (NG5), indicate a strategic misalignment in talent development. If HR does not develop skills relevant to the core mission of education, this reflects a misalignment between HR strategy and objectives. organization. This situation can result in workforce is not ready to face future challenges, which This will in turn affect the quality of education and the competitiveness of schools. Dependence on team curriculum For training (NG5) further weakening the strategic role of HRD in this crucial area.

Teacher Competence and Quality of Educational Institutions: Risdiany (2021) emphasizes the importance of four teacher competencies (pedagogical, personality, social, professional) for the quality of education, And Bagou & Suling (2020) state that The continuous development of educator quality will improve the quality of educational institutions. The findings that HRD "does not know what needs to be developed in teachers because they do not understand pedagogy" and that existing training "does not address the specific needs of teachers" indicate a failure in developing competency. pedagogy And professional Teacher. Matter This in a way directly inhibit improvement quality education Which become objective main.

4.2.3. Evaluation performance HR

The acting HR manager explained that the performance evaluation system is collaborative, involving input from the immediate superior, HR, attendance data, and feedback from related units. HR plays a role in summarizing and compiling descriptive assessments prepared by the immediate superior. All of this data is then aligned with the employee's performance files and history. For non-teaching employees, the evaluation process involves peer assessments within the department, *coaching* and counseling sessions by the superior, and qualitative feedback via a special form. The general results of the evaluation (for example, whether a promotion or not) are announced, but the details are withheld except in face-to-face discussions with the superior.

Although there is explanation about system evaluation, Perceptions from teachers (NG3, NG4, NG5) and employees (NK7, NK6) indicate that HRD involvement in performance evaluation is "not yet felt". NG4 state "No Once see system evaluation KPI-based" and "no clear parameters for assessing performance". NG5 stated that the assessment "is still carried out by the head of the school," And HRD "No involved active," as well as "No There is KPI (*Key Performance Indicators*), there is no special tracking or evaluation from HRD".

There is a gap between HR's role in data collection and its strategic impact. HR states its role in "descriptive recapitulation and assessment" as well as alignment with "archives and history performance". This demonstrates data collection and administrative functions. However, the lack of perceived impact on performance improvement, the absence of KPIs, and one-way feedback indicate that HR is not effectively utilizing this data for strategic talent management. The collected data may not translate into outlook which can be followed up for individual or organizational development, thus limiting HR's strategic influence on overall performance and quality. The absence of standard guidelines for evaluating HR performance can lead to high subjectivity and bias in the HR performance assessment process. This type of assessment process can give rise to the *halo effect*. According to Hasibuan (2016: 100), this obstacle bases the assessment by the assessor on proximity. Thus, the element of "like or dislike" arises. This often results in the performance index not being in line with reality.

4.2.4. Improvements Welfare

Welfare financial employee show minimal increases and structural issues. Base salaries reportedly "increased slightly," but position allowances or additional benefits were "not significant." The payroll system followed government regulations, but allowances were not developed, and the system alone considered "already worn and no longer reviewed repeat," although cost of living kept going. Employee NK6 stated that his initial salary was in line with the minimum wage (UMR) and sufficient for basic needs, but "there was no significant increase" and additional benefits were "unclear and rare." NK10 experienced a 15-year delay in promotion before restructuring, although after that became "a little more organized."

Non-financial well-being showed a significant decline. Time personal and social employee often "disturbed due to heavy workloads". This workload "increased due to the lack of new recruitment while personnel were reduced". Psychological well-being was reported to have "declined" due to the "gap between managers and teachers" which was "felt and reduced happiness". Spiritual values also "declined drastically," and religious activities as well as togetherness become difficult done because "lack of leadership" support. As a result, connection between employee has become "loose, not as close as before." Furthermore, cooperation between teachers and staff has become "less cohesive," and committee honoraria are often considered "unfair."

The paradox of "modern management" that actually erodes connections between man. Restructuring aim for creating a "modern" management system, but several sources consistently complained about the decline of the "family" atmosphere, Ignatian spiritual values, and *community building activities*. Focus HRD who considered too administrative and rejection for being involved in social activities shows a shift from a relationship- and community-oriented approach to a transactional and bureaucratic approach. This is a paradox, although efficiency possible achieved in on paper, invisible but vital social capital and employee psychological well-being are being eroded, ultimately leading to a decline in trust and motivation. This indicates that the "modern" management approach being implemented has failed to adapt to the unique cultural context of educational institutions.

4.2.5. Retirement

The acting HR manager stated that "there is no structured program yet" for retirement. Although there has been talk of family financial management, the program has not yet been implemented. Currently, HR only assists with BPJS administration and educates retirees on how to claim their rights. HR staff also confirmed the existence of a "draft pension preparation program" pension, but not yet realized."

The only one activity related Which Once There is is program management finance family works together with Taspen.

Information And preparation related program pension very minimal and not transparent from various sources: "Not yet There is socialization pension". Employees were only aware of the pension fund deductions, but "didn't know the details" and "there was no preparation for retirement." There is "no specific program" for retirement, and the foundation's contribution to retirement is "unclear." Retirement has become a "bogeyman" because there is "no preparation, training, or health insurance after retirement." There is "no" retirement preparation from HR. Many teachers "don't know how much pension they will receive." It was emphasized that HR should prepare simulations and provide transparency.

Strategic neglect of the final stages of the employee lifecycle. Despite well-designed programs, there are consistent and widespread complaints from all levels of employees. (Teacher, staff) that program pension No There is, No clear, or No own socialization and preparation Which adequate. Matter this shows neglect strategic Which significant in manage the whole cycle life employee. Term "specter" pension highlights deep anxiety among both teachers and senior staff. This is not simply an administrative loophole, but a failure to provide psychological security and long-term planning for a large portion of the workforce, potentially impacting the retention and morale of experienced staff.

4.3. *Problems Implementation of HR*

4.3.1. *Issues Communication and Transparency*

Policy communication at Loyola College High School post-restructuring faces significant challenges. Many policies are "No until to lower" to employee. Communication often "still lacking," only conveyed through letters or direct experience, without socialization clear and comprehensive. Program Work HRD Alone "Not yet Once explained in a way formal" to teachers and employees. In fact, many important decisions are communicated "after the decision is made, without prior discussion." As a result, socialization of work rules is "minimal," and many regulations are only known if asked directly by employees.

Lack of information transparency is also a crucial problem. Information about right And obligation employee, including allowances And BPJS, often "No complete," force employees for look for know Alone or ask to colleague Work. Matter This is especially felt by new HR. Performance appraisal results are "not always clearly communicated" to employees, and "there is no transparency regarding the assessment points."

This issue also highlights the existence of organizational silos and the lack of an integrated HR function. Issues such as delays in salary decisions due to slow communication to finance and personnel requests sent to curriculum but not acted upon by HR indicate deep organizational silos and a lack of an integrated HR function. Communication breakdowns between HR, finance, and operational units (such as curriculum) indicate that HR is not effectively acting as a central coordinating body for human capital. This fragmentation hinders a holistic approach to HR, making it difficult to manage. to consistently implement policies, accurately track employee data, or provide seamless support, which on Finally damage structure "modern" And "efficient" what the restructuring aims to achieve.

4.3.2. *Role and Competence Department HR*

The role of the HR department at Loyola College High School was perceived as very limited and tending toward administrative roles. NG3 assessed HR as "not very significant," and even in administrative aspects, it was "still lacking." NG5 stated that function HRD "very limited," only look after administration such as presence And absence, And training Still handled by curriculum team. HRD is even considered merely a "bureaucratic accessory that complicates the process," raising questions among employees, "What does HRD do?" because "there are no visible results." HRD's role in periodic promotions is also solely administrative, namely "preparing documents and schedules." NK10's hope is that HRD will not only be administrative, but also "personally present for employee welfare."

One of the most prominent criticisms is HR's lack of understanding of the educational context. NG5 stated that HR "doesn't understand the world of education" and is "trapped in a corporate mindset." As a result, they "don't know What Which need developed from Teacher Because they No understand pedagogy". By Because That, there is hope so that HR leaders are "people who understand education, not from the corporate world", and HRD "should be filled by people who understand the dynamics of the world of education".

The perception that HRD operates with a "corporate mindset" and has little understanding of the "world of education" and "pedagogy" showed that restructuring, by bringing in "professional managers", inadvertently created cultural and functional mismatches. HRD was perceived as a "corporate transplant" that struggled to adapt its practices (e.g., performance evaluation, development programs) to the unique context of educational institutions, which more value community, formation spiritual, And superiority pedagogical rather than just profit or efficiency metrics. This fundamental mismatch undermines the legitimacy and effectiveness of HRD in the eyes of staff.

The research findings highlight that the role of the HR department in Senior High School College Loyola tend nature administrative and less strategic, which is not in line with the modern concept of HR. Dessler (2020) identified Acting HR managers as *strategic partner* Which align strategy HR with organizational goals. Wang and Swanson (2018) also emphasize the importance of partnerships strategic between evidence empirical and HRD practices. However, the findings indicate that HRD at Loyola is perceived as "not very significant", "only as a complement" bureaucracy", And "No looks results in fact". They were deemed "unintelligible to the world of education" and "trapped in a corporate mindset." This strongly denies that Loyola's HR department has functioned as an effective strategic partner.

4.3.3. Challenges Bureaucracy and Efficiency

Restructuring Which intended for modernization and efficiency actually lead to increased bureaucracy. NG5 stated that restructuring made the bureaucracy "more complicated," and the principal's role "limited." HRD was seen as merely "a bureaucratic accessory that makes the process more complicated." NG3 observe that work Which in the past While previously handled by a few people and running well, with more people it appears "less efficient." While the leave procedure has become "simpler and clearer" according to NK7, NK6's experience shows that the process can be "exhausting" due to misdirection.

There is a significant performance gap due to efficiency issues. Workloads "increased due to the lack of new recruitment while personnel decreased." The use of *outsourcing*, although considered a cost-effective solution, "felt burdensome on permanent staff." Furthermore, many managerial positions remained vacant, with only Acting positions filled. The number of existing personnel "was not commensurate with program," And "validation policy No evenly". Headmaster Also confess that system Which There is "Not yet complete and not yet completed," is still in the "search for an incomplete system" stage.

An unintended consequence of restructuring was bureaucratic bloat. Restructuring, which was intended for modernize And increase efficiency, in terms of paradox precisely cause improvement bureaucracy and perceived inefficiency. The addition of new managerial layers and departments, without clear role definition or effective integration, has created "bottlenecks" at the operational level. This show that change structural not accompanied by adequate process reengineering or capacity building, resulting in "bloat" rather than simplification. Findings study Which done by Malik, D. E. H., Nurmanto, A., Putra, JM, & Saputro, AA (2023:234) show that a complex bureaucratic structure can hinder the speed of decision-making. It is important to implement the principle of flexibility in organizational structures. This will foster a more fluid and smooth communication process, thereby supporting the efficient achievement of organizational goals.

4.3.4. Integration Values Institution (Ignatian)

The integration of institutional values, particularly Ignatian values, is a serious problem. The instillation of Ignatian values is considered "very lacking." In the past five years, there has been "no introduction or training" regarding Ignatian values for new teachers and employees. This situation is considered "dangerous because it diminishes Loyola's distinctive spirit." HR personnel's understanding of Ignatian values is also "not apparent"; they seem "trapped in a corporate mindset," and the spirit of Ignatian "No reflected in action they". Mark- Catholic values are also "not fully conveyed in induction," especially to power Work new Which No alumni. Furthermore, spiritual values in general have "declined drastically." The spiritual and community activities that once existed are now difficult to maintain because "leadership is less supportive." This lack of instilling values has a direct impact on the work culture. A strong family culture has not been established, resulting in "decreased trust, looser communities, and teachers feeling like work is just a formality." Relationships between employees have also become "fractured, not as close as before."

For a Jesuit institution like Loyola, Ignatian values are not merely an add-on, but a "foundational spirit" and a "fundamental foundation." Consistent feedback regarding the lack of integration of Ignatian values into HR practices, induction, and daily operations indicates a decline in the school's core identity. This is more than a cultural issue; it is a strategic threat to the institution's distinctiveness and its ability to fulfill its unique educational mission. ("education intact"). If function HR, Which responsible for shaping human capital, failing to instill these values, Loyola's essence is threatened. Failure leadership in translate vision to in concrete programs. The Foundation's Chairman emphasized the importance of "spirituality" and the "driving spirit" of the organization. However, the operational realities described by employees indicate a significant misalignment. This implies a failure of leadership, particularly HR, to translate values fundamental and vision strategic into real HR practices and daily behavior. If the "spirit" is not "brought to life and placed" in policies and operations, so restructuring, how much even "modern," will fail reach repair holistic and even can alienating staff who value the institution's unique ethos.

4.3.5. Gaps Support and Welfare

Holistic support for employees is also very lacking. Time personal and employee social often "disturbed" due to heavy workload". There is no real support for professional development independent. There is no attention special to health mental/psychological problems, with "no clear support system" or "formal forum for consultation." Retirement preparation programs are also absent, making retirement a frightening "specter." An unintended consequence of "professionalization" is the dehumanization of HR. Restructuring aims to "professionalize" management by bringing in manager external. However, matter This it seems inadvertently leads to the dehumanization of the HR function, as perceived by employees. While financial well-being shows improvement, deeper issues lie in non-financial aspects: psychological well-being, work-life balance, community spirit, and support for personal development. These "intangible" aspects, if neglected, can lead to *burnout*, detachment, and decline health The "gap" between managers and teachers also creates an internal class system that erodes morale. This suggests that current HR approaches fail to recognize the crucial role of holistic well-being in driving performance. And retention, Which on Finally influence the school's ability to attract and retain high-quality talent over the long term.

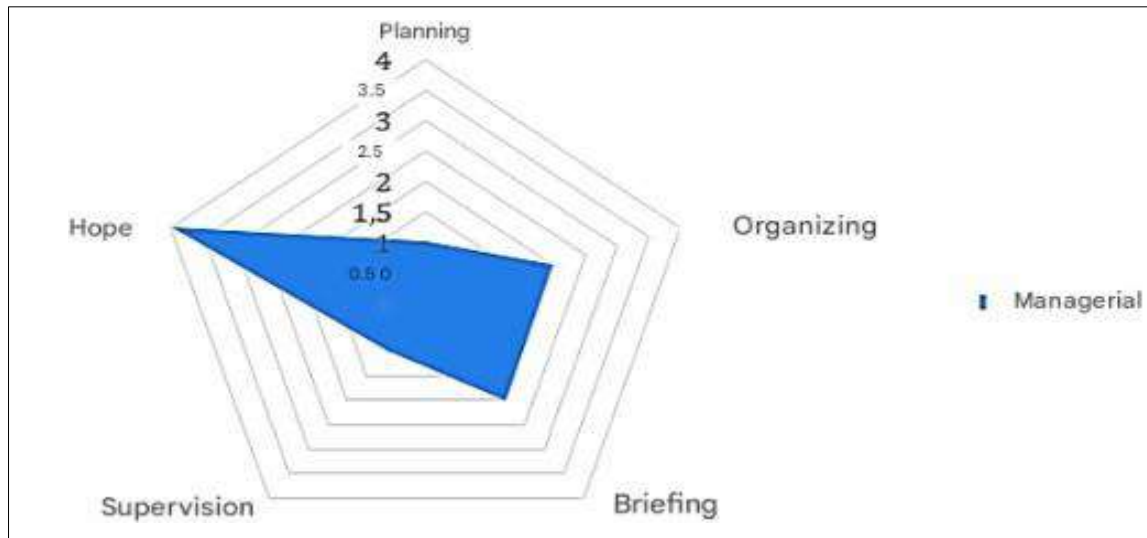


Chart 1. The gap between managerial functions and operational functions

These findings regarding HR implementation indicate a gap between the HR department's managerial and operational functions. The white area extending away from the blue area in chart 1. indicates suboptimal managerial functions. The finding that several operational functions, such as the lack of a retirement preparation briefing program and the lack of relevant training and development programs, indicate that HR's role as a strategic partner is still minimal.

4.4. Expectations as a solution

4.4.1. Competency Enhancement and Strategic Role

There is hope Which strong so that department HR can transform become a more strategic and relevant unit. NG3 hopes that HRD will "truly understand the real needs on the ground" and "start by building strong bonds " with employees. The ideal HR leader in a Jesuit school environment is "someone who understand education, not from the corporate world," ideally coming from teachers or internal employees Which understand character school, own level career, and positions can be rotated. NG5 emphasized that HRD should "truly understand the world of education, not just administration," and be "human resource developers, not just attendance and document managers." HRD expected can "present create comfort, not building bureaucratic walls".

To achieve this goal, the proposed strategic solution is to build an incomplete system by utilizing the right people to build it, not just carry out operational tasks. The Foundation Chairman also emphasized the importance of focusing on improving the quality of human resources who are "competent but moral," capable of building communication and brotherhood, and tolerant.

The need for context-specific HR models becomes very clear. Request Which consistent so that HRD understand "world education" and led by internal personnel with pedagogical understanding highlights the need for an HR model tailored to the context of educational institutions. Approach "corporate transplant" proven to have failed to integrate effectively effective. The solution No only increase efficiency administrative, but in a way fundamental think about return framework strategic HRD to align with the unique values, culture, and operational realities of educational institutions. This means moving beyond generic HR practices to an approach that values human connections and educational outcomes equally. size, If No more, from corporate metrics. The shift from transactional administrator to strategic human capital architect. The collective aspiration for HR to become "people developers," "build strong bonds," and be "proactive" indicates a desire for a fundamental shift in HR's strategic role.

4.4.2. Improvements Communication And Transparency

Improving communication and transparency is a top priority. NG2 hopes HR will be "more communicative and present in the field, acting as a bridge between the foundation and the field." HR staff recommend so that socialization policy new need repeated If there are still many questions, and every suggestion is accommodated and communicated back to staff. NK7 emphasizes the need for clear performance indicators and open communication of assessment results. NK6 hope all party each other give bait come back in the assessment. Finally, NG5 (teacher) suggested that HR prepare simulations and transparency regarding retirement.

To address communication and transparency issues, the Foundation Chairperson proposed developing a pattern of organizational awareness, in which representatives (managers) would report back to the foundation and communicate information downward. The Principal also emphasized the importance of establishing a "professed" and "clear" system, including detailed *job descriptions*.

Building a culture of open dialogue and feedback. The recurring themes of poor communication and lack of transparency are major obstacles. The proposed solutions (HR as a bridge, open feedback, clear communication of policies and evaluations) demonstrate the need for a shift. systemic going to culture dialog open And bait Feedback. It's not just about *what* is communicated, but *how* and *when* . This requires HR to actively solicit input, provide valid reasons, and clear for decision, and close circle bait come back, grow sense of psychological safety and inclusion among employees.

4.4.3. Development of a Structured and Relevant HR Program

Development of a more structured and effective HR program Relevance is a shared hope. NG2 hopes there will be an element of "fun" in the training (outdoor activities, sports), not just the material. Serious. NG2 Also want program specific For each subject and an explanation of the organization's long-term vision. NK6 (employee) emphasized that training should not be uniform for all employees, but rather should be specific to their field of work. HR staff felt the need for further mentoring for teachers and new employees. Finally, NK10 (employee) hoped for a structured retirement preparation program (training/provisioning) to avoid the impression of "after the sweet, the trash is thrown away."

Investment in capital humans for readiness time The lack of support for further study (NK7) and the absence of specific skills development (NK10) indicate a lack of investment in human capital. In the educational perspective Which Keep going develop, learning sustainable and skills enhancement is essential for future readiness. HRD that strategic will proactively identify gaps skills in time front And designing program (including support For title advanced) For ensure The workforce remains competitive and capable of providing high-quality education. This moves beyond mere "training" to a holistic "human capital development" strategy that views employees as assets to the organization's long-term success.

4.4.4. Holistic Well-Being Enhancement and Retirement Support

Improvement welfare Which holistic and support retirement that adequate become hope big. NG2 He hopes that HRD will think long-term and provide holistic care to teachers and employees (mentally, physically, and socially). The Foundation Chair emphasized that welfare is not only about money, but also about rewards. NG5 (teacher) hopes for a structured retirement preparation program with simulations and transparency. NK10 (employee) wants an option or contract extension for Which will pension, as well as attention on welfare including visits when sick.

To achieve holistic well-being, the Foundation Chairman suggested reviewing personnel policies related to strata and promotions to prevent stagnation. Furthermore, fair and transparent leave regulations need to be established. Shift from compliance become welfare Comprehensive. The current welfare approach is perceived as basic compliance (UMR salary, BPJS membership) rather than a comprehensive strategy for holistic well-being. Issues of heavy workloads, lack of mental health support, and community decline highlights this gap. The proposed solutions (holistic care, personalized attention, transparent retirement planning) demonstrate a desire for HR to move beyond mere administrative compliance to

genuinely care for employees' physical, mental, social, and financial well-being throughout their careers and into retirement.

Strategic investment in employee well-being as a driver retention and performance. When employee feel truly cared for, their morale, engagement, and loyalty increase. Neglecting holistic well-being and post-employment (retirement) security create anxiety and reduce commitment, which has the potential to lead to higher *turnover* rates and difficulties in interesting talent. Investing in a way strategic in a comprehensive wellness program, including a robust retirement plan, mental health support, and work-life balance initiatives, is not just a cost but an investment term long in retention employee, productivity, and the school's reputation as an employer of choice.

4.4.5. Strengthening Integration Values Institution

Strengthening the integration of institutional values is a crucial aspect. NG4 hopes that HRD will be built with an understanding of the global environment. education and support uniqueness mark Ignatian. NG5 also emphasized that school managers must understand Jesuit values. Furthermore, NK7 (an employee) hoped that Catholic values would be fully conveyed in the induction program. To strengthen the integration of values, the Foundation Chairman suggested to enliven and place the "driving spirit" of the organization in the policy and operational framework.

Decline mark core is attention critical for Jesuit institutions. The solution lies not only in talking about values, but in actively reinstilling them. to in every practice HR. Started from process recruitment (screening for cultural alignment), induction (comprehensive value orientation), training (integrating Ignatian pedagogy), performance evaluation (assessing behavior aligned with values), and well-being (cultivating community) and empathy). This requires HRD to be the guardian of institutional values.

4.4.6. Integration of Organizational Structure

These steps for change are good as a starting point for transformation, but their effectiveness remains limited. Active employee participation, data transparency, and concrete integration of Ignatian values are required. Loyola College's organizational structure is semi-centralized. Strategic decisions are made at the foundation, and operational implementation is carried out at the school level. This offers the advantage of consistent foundation values. However, it also poses a risk of limited flexibility for innovation at the school level. Human resource management (HRM) implementation, such as recruitment, evaluation, and training, relies heavily on communication across the foundation, manager, and vice-principal levels.

5. Conclusion

Implementation Management Source Power Man (HR) in Loyola College Senior High School Semarang post-restructuring in 2019 shows a picture that complex, with repair administrative in a number of areas but also significant problems that remain unresolved. Based on the results of the research and discussion, the following conclusions were obtained:

- a. The implementation of Human Resources Management (HRM) at Loyola College High School following organizational restructuring has encompassed key functions: recruitment, training and development, performance evaluation, and welfare and retirement preparation. However, this implementation still tends to be administrative and top-down, not yet fully a strategic function that supports educational quality and Ignatian values.
- b. The main problems in the implementation of HR are the lack of integration of Ignatian values in the recruitment and evaluation process, teacher and employee training programs are not yet based on participatory needs analysis, the performance evaluation process still focuses on administrative reporting, not yet reflectively in-depth, the welfare and compensation system is felt to be less transparent and the semi-centralistic organizational structure provides advantages in maintaining values, but limits the flexibility of innovation at the school level.
- c. The solutions implemented include developing new HR SOPs, conducting reflective workshops, and planning employee satisfaction surveys. These solutions are already initial steps in the transformation, but their effectiveness needs to be enhanced through active teacher and employee

engagement, organizational culture reform, and strengthening the role of HR managers as strategic partners.

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