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Implementation of Human Resource Management Development in Islamic Education Institutions in Digital Transformation

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ABSTRACT

Human resource management development in Islamic educational institutions is a crucial factor in enhancing educational quality during the era of digital transformation. This study aims to analyze and synthesize literature findings regarding human resource management development in Islamic educational institutions as they navigate digital transformation. The study employs a literature review method with a descriptive qualitative approach. Secondary data were obtained from scholarly journals, books, proceedings, and relevant publications via Google Scholar, ResearchGate, and Publish or Perish. Based on topic relevance, publication year, and information suitability, ten key sources were selected for analysis and synthesis. The synthesis of the selected studies reveals that human resource development in Islamic educational institutions involves continuous planning, implementation, supervision, and evaluation through digital technology training, the utilization of Learning Management Systems (LMS), workshops, seminars, and technology-based administration. The literature synthesis indicates that digital transformation contributes to learning effectiveness, administrative efficiency, and the professional development of educators. However, challenges remain regarding digital literacy, human resource adaptability, and organizational support for digital competency development. Overall, continuous human resource development supported by enhanced digital competencies and an adaptive organizational culture is essential for strengthening digital transformation within Islamic educational institutions.

1. Introduction

In the context of Islamic education, the quality of human resources (HR) is a strategic factor that determines the effectiveness of institutional governance as well as the ability to adapt to educational technology developments. Educators,

education staff, and institutional leaders are key actors in achieving educational goals effectively and efficiently (Samosir & Istiqomah, 2026). Therefore, good human resource management has direct implications for improving the quality of education services. The implementation of effective human resource management allows the creation of a productive, innovative, and adaptive work environment to the changing demands of education. Thus, the quality of human resources is a fundamental element in educational development, which requires planned, systematic, and sustainable management to improve the quality of education optimally (Ulfah et al., 2022). The development of human resource competencies is the main prerequisite for educational institutions to be able to survive in the midst of global competition. Education also has a strategic function as a means of developing, disseminating, socializing, and applying science in various aspects of life (Apiyani et al., 2022). However, the development of HR management faces complex challenges, given the differences in individual ability levels and the need for support and participation from various parties. Therefore, continuously improving the quality of human resources is an urgent need to support the achievement of the vision, mission, and goals of educational institutions optimally (Kartika & Arifudin, 2024).

The development of human resource competencies is the main prerequisite for educational institutions to be able to survive in the midst of global competition. Education also has a strategic function as a means of developing, disseminating, socializing, and applying science in various aspects of life (Apiyani et al., 2022). However, the development of HR management faces complex challenges, given the differences in individual ability levels and the need for support and participation from various parties. Therefore, continuously improving the quality of human resources is an urgent need to support the achievement of the vision, mission, and goals of educational institutions optimally (Kartika & Arifudin, 2024).

In the management of educational institutions, a comprehensive management system is needed that includes curriculum management, facilities and infrastructure, learning processes, financing, and human resource management as central components (Mundzir & Laventia, 2025). The role of human resource management is very strategic in improving the quality of education, because quality education is determined by professional and competent human resources in managing the educational process. Thus, the progress of Islamic educational institutions is highly dependent on the quality of management, especially in the aspect of human resources (Hadi et al., 2022). Several studies have shown that digital transformation has had a significant impact on changing the learning systems and governance of Islamic educational institutions, Habib et al. (2023) emphasize that digital training plays a vital role in enhancing educators' readiness to face technological change. Meanwhile, Jannah et al. (2023) showed that digitalization can improve administrative efficiency and accelerate academic services. However, Nasution and Purnama (2025) emphasized that the success of digital transformation is not only determined by the availability of technology, but also by the readiness of human resources to adapt to digital-based work systems.

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Based on these findings, it is clear that digital transformation in Islamic educational institutions cannot rely solely on the provision of technological infrastructure but requires a systematic, sustainable, and adaptive human resource development strategy. However, the fundamental problem is that the implementation of human resource development within the context of digital transformation in Islamic educational institutions is not yet optimal or integrated (Fredika & Mahardhani, 2026). However, previous research tends to separate discussions between human resource development and digital transformation. Most previous studies have examined human resource development and digital transformation in education separately, thus failing to provide a comprehensive picture. Furthermore, studies specifically addressing the implementation of human resource management development to support digital transformation in Islamic educational institutions are still relatively limited. This indicates a research gap in the lack of integration of human resource development strategies with the needs of comprehensive digital transformation in the context of Islamic education.

Therefore, the novelty of this research lies in its attempt to integrate human resource development strategies based on Islamic values with strengthening digital competencies to address digital transformation in Islamic educational institutions. This research not only discusses technological competency development but also analyzes the implementation of human resource management development and its implications for institutional quality in the digital era. Accordingly, this study provides a theoretical and practical contribution by synthesizing human resource development, digital competency development, technology utilization, and organizational support within the context of Islamic educational institutions. Based on this research gap, the objectives of this study are to analyze the implementation of human resource management development in supporting digital transformation in Islamic educational institutions; identify strategies for developing digital competencies for educators and education staff that align with Islamic values; and analyze the contribution of human resource development to improving the quality of educational governance and services.

2. Methodology

This study employed a library research approach with a descriptive qualitative design. The approach was used to examine, understand, and synthesize relevant scholarly literature on human resource development in Islamic educational

institutions in the context of digital transformation. The literature review involved reading, examining, comparing, and interpreting scholarly sources to obtain a comprehensive understanding of human resource development strategies and their implementation in Islamic educational institutions (Solehan, 2022). The data sources used in this study were secondary data obtained from relevant scholarly sources, including national and international journal articles, books, conference proceedings, and other academic publications. The literature search was conducted using Google Scholar and ResearchGate, while Publish or Perish (PoP) was used as a tool to support literature searching and manage search results. The search strategy employed combinations of keywords related to human resource management and development, Islamic educational institutions, digital transformation, and digital competence, including equivalent terms in Indonesian. The literature was primarily selected from publications issued within the last five years to reflect recent developments in digital transformation in education. However, publications prior to 2020 were retained when they provided a strong theoretical foundation relevant to the study.

Data collection was conducted through several stages. First, relevant literature was identified using the predetermined keyword combinations. Second, the retrieved literature was screened based on the relevance of its title, abstract, and full content to the research focus. Third, relevant studies were categorized into four main themes: human resource development, digital competence of educators and education staff, digital transformation in Islamic educational institutions, and educational quality improvement. The selected literature was then documented as the basis for analysis. The literature was further screened according to topic relevance, publication year, alignment with the research focus, and the availability of sufficient information for analysis. Studies that did not directly address human resource development, digital transformation, or the context of Islamic education were excluded. Following the screening and relevance assessment, ten primary studies were selected for analysis and synthesis.

The data were analyzed using descriptive qualitative analysis through several stages, including data reduction, thematic categorization, interpretation of findings, and conclusion drawing. The analysis focused on identifying similarities, differences, and patterns across previous studies concerning human resource development in supporting digital transformation in Islamic educational institutions. The findings were subsequently synthesized to develop an integrated understanding of human resource development strategies, supporting and inhibiting factors, and their contribution to improving the quality of educational governance and services in the digital era. The synthesis process was used to compare the selected studies, identify convergent and divergent findings, and integrate them into the three themes presented in the Results and Discussion section.

3. Results and Discussion

The findings of this study were derived through the analysis and synthesis of ten key publications selected after screening their titles, abstracts, and full texts for

relevance to human resource management development in Islamic educational institutions in the context of digital transformation. The synthesis process involved comparing the focus, findings, and limitations of each study, identifying similarities and differences, and grouping related findings into themes. The mapping results indicate that the analyzed literature covers leadership, competency development, technology utilization, administrative digitization, and educational governance quality. Rather than treating these areas as isolated findings, this study compared their interconnections to develop an integrated synthesis. Based on this process, the findings were categorized into three main themes: the implementation of human resource development, digital competency development, and the impact of digital transformation on human resource management. The comparison of the ten key studies is presented in Table 1.

Table 1. Comparison of Previous Research

Author(s) & Year	Research Focus	Main Findings	Research Gap	Novelty in Research
Ulfah et al. (2022)	Educational leadership in the era of disruption	Human resources are a key factor in educational quality.	The study does not specifically address digital transformation.	Integrating human resource development with digital transformation.
Habib et al. (2023)	Human resource development strategies in Islamic education in the digital era	Digital training is important for educators.	The focus remains on general development strategies.	Providing a comprehensive discussion of HR development implementation.
Elfrianto (2023)	Human resource management transformation in the era of technological disruption	Digital transformation improves educational effectiveness.	The study does not specifically focus on Islamic educational institutions.	Focusing on human resource development in Islamic educational institutions.
Ratu & Yusuf (2023)	Digital media-based learning	Digital media improves learning effectiveness.	The study does not comprehensively discuss human resource management.	Linking digital learning with human resource development.
Jannah et al. (2023)	Digital transformation in Islamic educational institutions	Digital transformation improves administrative efficiency.	Limited discussion of human resource development strategies.	Examining human resource development and digital transformation simultaneously.
Ulum et al. (2025)	Technology application in HR management	Technology improves the quality of Islamic education.	The study focuses primarily on technology implementation.	Adding aspects of HR management implementation based on Islamic values.
Suryadi (2025)	Human resource management	HR development improves	The study is general and does not specifically	Focusing on human resources in Islamic

Author(s) & Year	Research Focus	Main Findings	Research Gap	Novelty in Research
Sholeh (2023)	Human resources in Islamic education	individual competencies. HR development in Islamic educational institutions is important for institutional improvement.	address digital transformation. The study does not discuss digital transformation.	education in the digital era. Linking training and HR development with digital competencies.
Liriwati (2023)	Digital revolution and education	Technology changes learning patterns.	The study does not specifically discuss HR management.	Explaining the impact of digital transformation on human resources in Islamic education.
Kausar & Ihsan (2025)	Digital transformation	Digital transformation makes school administration more efficient.	The focus is on digital transformation and administration rather than human resources.	Examining HR as a key factor in digital transformation.

Table 1 shows that all ten key studies emphasize human resource (HR) development and technology utilization as crucial elements for enhancing educational quality, yet they differ in their primary focus. For instance, Ulfah et al. (2022) and Suryadi (2025) prioritize HR capacity building and quality improvement, whereas Habib et al. (2023) and Ulum et al. (2025) focus more on digital competency development and technology utilization. Meanwhile, Jannah et al. (2023), Kausar and Ihsan (2025), and Elfrianto (2023) highlight the impact of digital transformation on management, administration, and human resources. These differences indicate that prior research has not fully addressed HR development and digital transformation within a single, integrated framework. This comparison reveals that the differing research foci are, in fact, complementary. Literature on HR development emphasizes the importance of planning and capacity building; research on digital competency highlights the need for technological adaptation; and research on digital transformation demonstrates the consequences of technology adoption for learning processes, administration, and institutional management. Thus, a synthesis of this literature suggests that HR development in the context of digital transformation should be understood as a process linking human capacity building, digital competency development, technology utilization, and organizational support. This synthesis serves as the basis for categorizing the ten key studies into three themes, as presented in Table 2.

Table 2. Literature Synthesis Matrix

Theme	Supporting Literature	Synthesis Result
Human Resource Development Implementation	Ulfah et al. (2022), Suryadi (2025), Sholeh (2023)	Human resource development is implemented through continuous planning, implementation, monitoring, and evaluation.

Digital Competency Development	Habib et al. (2023), Ulum et al. (2025), Liriwati (2023)	Digital training is a key strategy for improving HR readiness to face digital transformation.
Impact of Digital Transformation	Jannah et al. (2023), Kausar & Ihsan (2025), Elfrianto (2023)	Digital transformation improves learning and administrative effectiveness, but still faces challenges related to digital literacy and human resource readiness.

The synthesis matrix in Table 2 demonstrates that the three themes complement one another. Three of the ten key studies form the basis of the synthesis regarding the implementation of human resource (HR) development; another three support the theme of digital competency development; and a further three support the theme of the impact of digital transformation. Additionally, four of the ten studies identify challenges related to digital literacy, adaptability, and HR competency development. Despite differing research focuses, the findings reveal a consistent pattern: digital transformation demands human resource readiness alongside technological and organizational support. This diversity of focus yields a more comprehensive synthesis. Literature on HR development emphasizes the importance of planning, development, and evaluation processes; literature on digital competency highlights the need for upskilling in technology usage and integration; and literature on the impact of digital transformation outlines changes in learning, administration, and institutional management. By integrating these three sets of findings, this study synthesizes the concept that HR development within the context of digital transformation is a continuous process linking HR planning, digital competency development, technology implementation, and the creation of an adaptive organizational culture. This synthesis subsequently serves as the foundation for discussing each theme and developing the study's conceptual model. A synthesis of these findings reveals an integrative relationship between human resource (HR) development and digital transformation. HR development serves as the foundation for enhancing digital competence, while digital competence supports the effective use of technology in learning activities, administration, and institutional governance. Thus, the synthesis of these ten studies identifies a pattern of interconnected elements including HR development planning, digital competence enhancement, technology implementation, and the cultivation of an adaptive organizational culture that collectively support quality improvement in Islamic educational institutions.

Implementation of Human Resource Management Development in Islamic Educational Institutions

The implementation of human resource management development in Islamic educational institutions, as analyzed in the literature, demonstrates a planned and ongoing process. This development encompasses identifying competency needs, designing development programs, implementing capacity-building activities, monitoring performance, and evaluating programs. This pattern demonstrates that human resource development does not stop with training activities but encompasses a series of managerial processes that must be adapted to the needs of the institution

and changes in the educational environment. In the context of digital transformation, this process is increasingly directed at the ability of educators and educational staff to integrate professional competencies with technological demands (Wardan, 2019).

Based on the synthesis matrix, the theme regarding the implementation of human resource (HR) development reveals that planning, implementation, supervision, and evaluation are interconnected stages within the HR development process in Islamic educational institutions. These findings indicate that HR development is not solely aimed at enhancing individual competencies but also at managing the development process in a sustainable manner. A comparison of literature on HR development implementation highlights a shift in orientation; earlier studies tended to view HR development as an effort to enhance teachers' pedagogical and professional competencies, whereas more recent research indicates that digital competence has become an increasingly crucial component of HR development. This shift in orientation demonstrates that digital transformation has broadened the focus of HR development from enhancing professional competencies to developing the ability to adapt to changes in educational technology.

A comparison of the findings reveals both similarities and differences regarding human resource development strategies. Habib et al. (2023) emphasize digital training to enhance educator readiness, whereas Sholeh (2023) focuses on improving teacher professionalism. Although both studies agree that competency enhancement is a crucial component of human resource development, they differ regarding the specific types of competencies prioritized. This divergence indicates that human resource development needs in Islamic educational institutions are not uniform; rather, they are shaped by institutional requirements, educator characteristics, and the demands of digital transformation. Competency development should not be limited merely to enhancing professionalism but must also encompass the capacity to innovate, adapt, and respond to technological changes. Thus, the literature review reveals a shift from human resource development focused on general competencies toward an approach that integrates professional, innovative, and digital competencies.

In the context of Islamic educational institutions, the development of human resource management is carried out through a process of planning, implementation, supervision, and evaluation that is tailored to the needs of the institution. Planning is carried out by identifying the competency needs of educators and education according to current educational developments (Saputra et al., 2025) Furthermore, the institution develops various development programs to improve the quality of human resources to be able to face the growing challenges of education. The implementation of development programs is carried out gradually and continuously to support the optimal improvement of the quality of educational institutions.

The supervision process is carried out by the leaders of the institution through supervision, performance monitoring, and assessment of the discipline and work responsibilities of educators and education staff. Meanwhile, evaluation of human resource development programs is carried out periodically to assess the

effectiveness of program implementation, changes in the competencies of educators, quality of educational services, and improvement of learning effectiveness. The results of the evaluation are used as a basis for the improvement and development of the next HR program so that the institution can determine a more effective strategy in improving the quality of Islamic educational institutions in a sustainable manner (Rofiif et al., 2026).

This distinction leads to the synthesis that human resource development in Islamic educational institutions requires a multidimensional approach. Competency development must not focus solely on enhancing professionalism but must also encompass the capacity to innovate, adapt, and respond to technological changes. This synthesis offers a conceptual contribution by situating human resource development within the context of digital transformation as an ongoing process that integrates professional, digital, and adaptive competencies into a unified development framework.

Human Resource Development in Digital Transformation

In the context of digital transformation, human resource development focuses on enhancing the capabilities of educators and educational staff to utilize and integrate technology into their work. Forms of development identified in the literature include digital training; within the synthesis matrix, three key studies Habib et al. (2023), Ulum et al. (2025), and Liriwati (2023) form the basis of the discussion on digital competency development. These studies highlight various initiatives, such as mentoring on technology usage, the utilization of Learning Management Systems (LMS), the use of digital learning media, and the strengthening of technology-based administrative skills. Habib et al. (2023) emphasize digital training as a means to improve educator readiness, while Ulum et al. (2025) link technology utilization with human resource management to enhance the quality of Islamic education. Liriwati (2023) demonstrates that technological advancements are altering learning patterns and competency requirements for educators. These diverse focuses indicate that digital competency development must be tailored to the specific functions and needs of various personnel within educational institutions.

A comparison of these three studies reveals that, while digital training serves as an initial step in building technological readiness, training alone is insufficient to guarantee the success of digital transformation. Competencies acquired through training must be applied in learning activities, administration, and institutional management, and subsequently reinforced through mentoring and evaluation. Therefore, digital competency development should be designed as a continuous process that integrates training, practice, mentoring, and evaluation. This approach enables educators and educational staff not only to understand technology but also to use it adaptively in response to job demands. This synthesis expands the understanding of digital competency development by positioning training as an initial stage that must be followed by practice, mentoring, and evaluation to ensure that competencies are truly integrated into the execution of educational duties.

Digital technology provides wider access to a variety of learning resources, encourages the creation of more interactive learning methods, and opens up opportunities for educators to implement more innovative learning approaches. With technology, teachers can more easily obtain various relevant and quality educational resources, such as learning materials, modules, journals, learning videos, and various other references (Tamyiz et al., 2025). This ease of access can increase teachers' knowledge and understanding of learning materials, while supporting the development of more innovative and effective learning methods (Rakhma et al., 2024). The rapid development of information and communication technology has brought changes to the way of learning, teaching, and interaction patterns in the educational environment (Liriwati, 2023).

The role of digital technology also encourages the creation of collaboration and interaction between students (Hakim & Yulia, 2024), both through online discussions, collaborative projects, and the use of various platforms that allow access to learning materials from various places. The use of digital technology in instruction also requires educators to possess the ability to design, manage, and evaluate technology-based learning. Consequently, this shift in instructional practices simultaneously demands adequate human resource competencies (Manan, 2023).

The process of human resource development is carried out through education as the main basis for improving the quality of individuals, which takes place from basic education to higher education and continues through various trainings in the work environment. In addition, Islamic educational institutions carry out various development programs for educators and education staff, such as training, seminars, workshops, comparative studies, and digital-based training involving the use of Learning Management Systems (LMS), digital learning media, and technology-based administration (Handayani & Sabariah, 2026). These programs aim to enhance human resource readiness and capabilities for navigating digital transformation, as well as to support improvements in the quality of academic and educational services. Consequently, the development of digital competence encompasses not only the ability to operate devices but also the capacity to integrate technology into professional practice.

The Impact of Digital Transformation on Human Resources

Digital transformation is transforming various aspects of education management, particularly in learning, administration, communication, and the professional development of educators. The use of technology enables faster and more integrated work processes, expands access to learning resources, and opens up opportunities for educators to develop more innovative teaching methods. However, these benefits come with the emergence of new competency requirements. Educators and administrative staff are required to possess digital literacy skills, adapt to technology, and be prepared to adapt work patterns to an increasingly digitalized educational environment.

In the synthesis matrix, three of the ten key studies Jannah et al. (2023), Kausar and Ihsan (2025), and Elfrianto (2023) serve as the basis for discussing the impact of digital transformation. A comparison of findings reveals a shared conclusion: The literature synthesis indicates that digital transformation enhances the effectiveness of educational management. However, each study maintains a distinct focus. Jannah et al. (2023) emphasize digital transformation within Islamic educational management; Kausar and Ihsan (2025) focus on the efficiency of administrative services; and Elfrianto (2023) highlights changes in human resource management driven by technological advancements.

These differing foci demonstrate that the impact of digital transformation is multidimensional, extending beyond the mere use of technological tools. The synthesis of these three studies indicates that the impact of digital transformation must be understood at two interconnected levels: the operational level, characterized by increased efficiency in instruction and administration, and the organizational level, involving shifts in work patterns and human resource management. Thus, this synthesis contributes by showing that the benefits of digitalization do not exist in isolation but depend on the capacity of human resources and the organization to integrate technology into educational practices.

In addition to these positive impacts, the literature synthesis also reveals a number of challenges in the implementation of digital transformation. Four out of ten studies identify various obstacles, such as low digital literacy, limited adaptability, and suboptimal competency development programs. Digital transformation offers significant conveniences for learning processes and educational administration; however, its implementation in Islamic educational institutions still faces diverse challenges (Farashati et al., 2026). Literature identifying these various challenges indicates that the primary obstacle is not merely a lack of technology, but rather the low level of digital literacy among personnel and the suboptimal nature of digital competency development policies within Islamic educational institutions. This situation reveals a gap between the rapid pace of digital transformation in these institutions and the readiness of the available human resources (Zumrotun et al., 2026).

Therefore, human resource development has emerged as a more strategic aspect than the mere acquisition of digital technology. These findings indicate that the success of digital transformation is determined not only by the availability of technology but also by an organization's ability to cultivate an adaptive workforce. Therefore, human resource development must be positioned as a managerial strategy that bridges competency readiness with the effective use of technology in the learning processes and governance of Islamic educational institutions. In short, a synthesis of the literature reveals that while technology serves as an instrument, human resource readiness and competence are the determining factors regarding the extent to which that instrument can drive change in institutional learning and governance.

Digital transformation has also affected work culture in Islamic educational institutions. The use of technology in administration and communication has

resulted in faster, more effective, and more integrated work patterns. Digital-based administration systems help expedite data management and academic services, resulting in more efficient work. Furthermore, communication between educational institutions, teaching staff, students, and parents has become easier through the use of digital media. These changes in work culture demonstrate that digital transformation has a significant impact on improving the effectiveness of educational institution management. To address the impacts of digital transformation, Islamic educational institutions need to undertake various efforts to strengthen human resources through training, technological assistance, and the development of a digital culture that remains grounded in Islamic values. Continuous human resource development will help educators and staff improve their digital skills and prepare them for technological change.

The findings from these three main themes were subsequently integrated into a conceptual model to explain the interrelationships among human resource development processes within the context of digital transformation. This model positions human resource planning as the initial stage, followed by the identification of digital competency needs, the implementation of development programs, the application of competencies in institutional activities, and the cultivation of an adaptive organizational culture. This sequence demonstrates that successful digital transformation is not achieved through a single intervention but rather through the continuous interaction of individual capacity building, technology adoption, and organizational support; the conceptual model presented in Figure 1 was developed based on a synthesis of ten key studies analyzed in this research. The model is not intended as the result of empirical testing but rather as a conceptual representation of the relationships between the themes identified in the literature.

This synthesis demonstrates that human resource development serves as the foundation for the digital transformation process within Islamic educational institutions. Digital competencies acquired through continuous training and development enable personnel to integrate technology into learning activities, administration, and organizational management. Conversely, limitations regarding digital literacy, infrastructure, and adaptability can hinder the impact of digital transformation. Thus, this conceptual model positions human resource development as the connecting mechanism between organizational readiness, technology utilization, and the effectiveness of digital transformation.

The conceptual model in Figure 1 shows that the implementation of human resource development begins with the HR planning stage, which is based on institutional needs. This stage is followed by an analysis of digital competency needs as a basis for determining the form of development programs that align with the demands of digital transformation. The development program is then implemented through various activities, such as training, workshops, the use of Learning Management Systems (LMS), and seminars aimed at improving the digital competency of educators and staff.



Figure 1. Conceptual Model of Human Resource Management Development Implementation in Islamic Educational Institutions in Digital Transformation

The improvement of digital competence further encourages the formation of an organizational culture that is more adaptive to the use of technology in learning and institutional administration. An adaptive organizational culture is the foundation for the implementation of comprehensive digital transformation, which ultimately contributes to improving the quality of Islamic educational institutions through learning effectiveness, administrative efficiency, and increased professionalism of human resources. Thus, this conceptual model emphasizes that human resource development is the main factor that connects organizational readiness with the success of digital transformation in Islamic educational institutions.

The integration of literature findings into a conceptual model demonstrates that human resource development in Islamic educational institutions in the digital era cannot be carried out in a fragmented manner, focusing solely on technological mastery. Digital competency development needs to be integrated with Islamic educational values so that digital transformation not only improves administrative and learning effectiveness but also maintains the identity, ethics, and character of Islamic education. Therefore, Islamic educational institutions require an integrative human resource development model that links technological competency with strengthening the spiritual, moral, and cultural values of Islamic organizations to face the dynamics of digital-era education.

4. Conclusion

Overall, this study demonstrates that human resource management development in Islamic educational institutions needs to be positioned as an integrated process within digital transformation. Human resource development encompasses competency needs assessment, training, mentoring, technology implementation, evaluation, and the development of an adaptive organizational culture. The findings indicate that successful digital transformation does not depend solely on the availability of technology but also on digital competency, organizational support, and the readiness of human resources to adapt to technological changes. Digital transformation provides opportunities to improve learning effectiveness, administrative efficiency, innovation, and the professionalism of human resources in Islamic educational institutions. However, several challenges remain, including limited digital literacy, inadequate technological infrastructure, and uneven levels of human resource adaptability. Therefore, human resource development should be conducted continuously through digital training, technology mentoring, competency evaluation, and the strengthening of an adaptive organizational culture. Practically, Islamic educational institutions need to develop human resource management strategies that integrate professional and digital competencies with Islamic values. This integrated approach can serve as a foundation for educational managers in designing human resource development programs that are responsive to technological changes while maintaining the ethical orientation, character formation, and fundamental objectives of Islamic education.

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