

Islamic Education Personnel Management in the Digital Era

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ABSTRACT

The development of digital technology has significantly transformed the educational landscape, including human resource management in Islamic educational institutions. Personnel management has become a strategic aspect because it is directly related to the quality of teaching and non-teaching staff, who play a key role in the success of learning and the formation of student character. The digital era demands that Islamic educational institutions transform their personnel management, from strengthening digital competencies and adjusting leadership roles to changing organizational culture to be more adaptive and innovative. A literature review indicates a paradigm shift from traditional administrative practices to a more technology-based personnel management approach, adaptive competencies, and professional ethics. However, this transformation also faces challenges such as a digital skills gap, limited infrastructure, and resistance to change. Therefore, an effective personnel management strategy must integrate technology with Islamic values and encourage increased professionalism through responsive policies, effective organizational communication, and a work culture that supports innovation. This research is expected to provide an overview of the direction of personnel management in Islamic education that is relevant to digital developments and the needs of the times.

Keywords : *Management, Personnel, Islamic Education, In the Digital Era*

INTRODUCTION

Personnel management is a fundamental aspect of Islamic education because it is directly related to the management of teaching and non-teaching staff, who are the spearhead of successful learning and the development of student character. In the digital era, technological developments bring new challenges and opportunities for Islamic educational institutions to transform their personnel management practices to remain relevant, adaptive, and effective. Digitalization not only impacts learning methods but also transforms the overall pattern of human resource management, including development strategies, organizational communication, and the formation of a work culture that can adapt to changing times.

Several studies have shown that the digitalization of education is driving a transformation in the personnel management function. Suci Hartati's study emphasizes that the role of Islamic education management in the digital era focuses not only on improving technological competency but also on developing strategies that adapt the planning, organization, implementation, and supervision functions of human resources to the context of globalization and digitalization. This study emphasizes the importance of balancing human resource technological capabilities with Islamic educational values to improve personnel quality while maintaining character.

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Furthermore, literature on *Human Resource Management of Islamic Education in the Digital Era* indicates a paradigm shift from traditional administrative practices toward adaptive and ethical competencies. This new paradigm requires personnel to be able to navigate the complexities of modern technology and the moral challenges that arise with digitalization. Integrating digital technology competencies into human resource management is a crucial step to support the professionalism of educators, strengthen the competitiveness of Islamic education, and meet the needs of students living amidst rapid technological change. However, the main challenges still faced are the digital skills gap among educators and the limited availability of adequate facilities in many Islamic educational institutions.

A literature review on educational human resource management in the digital era states that although technology offers various opportunities to accelerate managerial and learning processes, the digital literacy gap can be a major obstacle to optimizing personnel functions. This gap can hinder the active participation of educators in technology implementation and affect the effectiveness of communication, collaboration, and problem-solving in Islamic education environments. Therefore, a responsive and strategic managerial approach is needed to improve human resource readiness in facing digital change. Another study, "*Islamic Education Management Strategy in the Digital Era*," shows that digital transformation in Islamic education not only impacts the effectiveness of the teaching and learning process but also requires more planned human resource management focused on improving educational services. This study highlights how digitalization can be a driving force for structural innovation in Islamic education management if implemented strategically, such as in policy formulation, increasing access to education, and developing internal institutional competencies. On the other hand, the study also notes several significant challenges that need to be addressed, such as limited technological infrastructure and the unpreparedness of some educators to adopt technology.¹

Within the framework of Islamic education, adaptive personnel management in the digital era plays a crucial role in addressing the needs of educational transformation. Islamic education is not only geared toward producing academically competent graduates but also considers holistic aspects involving character development, spirituality, and professionalism grounded in religious values. Digital challenges compel Islamic educational institutions to comprehensively rethink their personnel management strategies, from competency development and organizational structure to leadership strategies that facilitate change without neglecting their Islamic identity.

Based on this description, it is crucial for Islamic educational institutions to develop effective personnel management in the digital era. Management that is responsive to technological transformation must be able to bridge the changing internal needs of human resources and the external demands of a constantly evolving global world, without sacrificing commitment to Islamic values. Therefore, research and serious attention to personnel management in the digital era are essential foundations for strengthening the quality of Islamic education in the future.

RESEARCH METHODS

This research employs a qualitative approach with a literature review design, aiming to comprehensively analyze the development of personnel management in Islamic education in the digital era. This approach was chosen because it allows researchers to examine, compare, and

¹ Yuliati A. S et al., "Islamic Education Management Strategy in the Digital Era: Governance Transformation to Increase Effectiveness and Accessibility," *International Journal of Islamic Educational Research* 1, no. 4 (2024): 27–44, <https://doi.org/10.61132/ijier.v1i4.67>.

synthesize various relevant scientific findings to obtain a complete conceptual picture of the transformation of human resource management in the context of digitalized Islamic education. The literature review serves not only as a summary of previous research but also as a means to identify emerging patterns, trends, challenges, and strategies in technology-based personnel management practices while maintaining Islamic values.

The research data consisted of secondary data sourced from national and international scientific journal articles, proceedings, and reference books relevant to the topics of Islamic education management and digital transformation. The literature was obtained through a systematic search of various scientific databases such as Google Scholar and accredited Islamic education journals. The selection process was carried out by establishing inclusion criteria, namely publications within the 2019–2026 period to ensure novelty, a focus on human resource management in Islamic education, and discussions of the integration of digital technology and Islamic values in managerial practice. Articles not directly relevant to the research focus were eliminated from the analysis process.

Data collection was conducted through documentation techniques with the stages of keyword identification, title and abstract selection, in-depth review of article content, and grouping based on main themes such as digital-based HR planning, online recruitment and selection, professional development through technology, digital system-based performance assessment, and the integration of Islamic values in personnel management. All selected literature was then analyzed using content analysis and thematic synthesis techniques to identify interrelationships between ideas, research gaps, and the direction of development of the concept of personnel management in Islamic education in the digital era.

To maintain the credibility and validity of the findings, this study employed source triangulation by comparing various research findings from different perspectives. Priority was given to sources published in reputable journals and with strong theoretical contributions in the fields of Islamic education management and digital transformation. Through this process of analysis and synthesis, this study seeks to formulate a more integrative conceptual picture of how Islamic education personnel management can adapt to technological developments without abandoning fundamental Islamic principles such as trustworthiness, justice, and *ihsan*, which serve as the ethical foundations of all managerial practices.

RESULTS AND DISCUSSION

Digital-Based Islamic Education Human Resources Planning

The development of digital technology has had a significant impact on various sectors of life, including education. Islamic education, traditionally known for its emphasis on religious values, character, and spirituality, is now faced with the challenge of adapting its management model to the dynamics of the digital era. Personnel or human resource (HR) management in Islamic educational institutions is no longer merely a matter of traditional administrative staff and teacher management but must also incorporate digital innovations that can strengthen the performance and competence of educators and administrative staff. Recent research and studies indicate that this HR approach requires the integration of technology, Islamic values, and adaptive professional development strategies.²

² Mainur Andriya, Pablo Sindo, and Syahril Yusuf, *Human Resource Management Of Islamic Education In The Digital Era Through The Integration Of Digital Literacy And Qurani Ethics : A Literature Review* , 14, no. 4 (2025): 4697–705.

In a literature review conducted by Andriya et al., digital transformation in Islamic education human resource management must involve *the integration of digital literacy and Quranic ethics*. This means that educators are required not only to master technological skills but also to apply Islamic moral and spiritual principles in their managerial practices. This integration aims to create educators who are not only technically competent but also steadfast in Islamic values.³

Furthermore, a study examining HRM innovation in Islamic education in the era of digital disruption found that innovation encompasses four main components. First, the use of technology for digital recruitment and selection based on Islamic ethics and artificial intelligence (AI); second, human resource development through digital learning such as *e-learning* and *blended learning* accompanied by *spiritual coaching*; third, performance assessments conducted through electronic systems with spiritual and professional indicators; and fourth, workforce retention strategies through a welfare system based on sharia principles. This approach demonstrates that human resource management is no longer static but dynamic and adaptive to the demands of digitalization.⁴

In terms of challenges and strategies, digital transformation creates new dynamics that Islamic educational institutions must address. According to a study by Toni Wijaya and Lukman Habibul Umam, the main challenges in managing Islamic education in the digital era include technology, curriculum, human resource skills, accessibility, information management, ethical use of technology, the role of teachers, and the availability of quality content. Proposed strategies to address these challenges include developing supportive technology policies, improving human resource skills through ongoing training, providing adequate digital infrastructure, and strengthening the role of teachers as facilitators of innovative and meaningful learning. These strategies not only increase the effectiveness and efficiency of institutions but also prepare students to face the demands of the modern era.⁵

Meanwhile, the application of technology in human resource management plays a crucial role in improving the quality of Islamic education itself. For example, research published in the journal *"Managerial: Journal of Educational Management and Supervision Innovation"* emphasizes that the application of technology in human resource management functions can optimize processes and support improvements in the quality of Islamic education. Technology is used to simplify administration, communication, monitoring, and evaluation of staff and educator performance. This technological integration helps Islamic educational institutions be more responsive to modern needs and enhances overall educational competitiveness.⁶

While digitalization brings many opportunities, the challenge of a digital skills gap among educators cannot be ignored. A literature review on human resource management in education in

³ Andriya, Sindo, and Yusuf, *Human Resource Management Of Islamic Education In The Digital Era Through The Integration Of Digital Literacy And Qurani Ethics: A Literature Review*.

⁴ MTABA Ardillah et al., "Innovation in Human Resource Management in Islamic Education in the Era of Digital Disruption: Integrating Islamic Values and Adaptive Technology," ... *of Islamic Education* ... 1 (2025): 196–202.

⁵ Toni Wijaya and Lukman Habibul Umam, "Challenges and Strategies of Islamic Education Management in the Digital Era," *AN-NAJAH Journal of Islamic Education and Social Religion* 03, no. 03 (2024): 35–40.

⁶ Sukron Jamil, Eva Dewi, and Sutarmo, *Online Journal System: <https://jurnalp4i.com/index.php/teaching>*, 5, no. 1 (2025): 366–74.

the digital era shows that the transformation from conventional to digital systems requires educators to adapt to new technologies quickly and effectively. This skills gap can impact the effectiveness of overall human resource management if not addressed through appropriate professional development programs.⁷

Furthermore, the new paradigm in Islamic education management based on digital transformation studied by Fatkurohim and colleagues emphasizes the importance of integrating digital organizational culture, spiritual transformational leadership, and data-driven evaluation. This model incorporates Islamic values into every digital process, enabling technology to be used not only as a tool but also as a medium for strengthening religious culture and Islamic work ethics. Thus, digitalization not only impacts managerial efficiency but also strengthens the spiritual foundation of educators and Islamic educational organizations as a whole.⁸

Another aspect that deserves attention is how a digital Islamic education approach can strengthen the role of teachers as both spiritual guides and professional educators. Unlike traditional approaches, the digital era offers a wealth of learning resources and performance assessment tools that can expand teaching and learning capacity. However, an effective personnel management strategy must strike a balance between the use of technology and the upholding of Islamic values in the learning process. Teachers are expected not only to be users of technology but also to utilize it as *a medium for contemplation and knowledge*, in accordance with Islamic educational principles.⁹

In its implementation, HR management in the digital era also emphasizes *performance appraisals*, which have been transformed into more measurable and transparent systems through digital systems. These digital assessments enable more objective evaluations based on clear data and performance indicators, and facilitate the provision of constructive feedback to educational staff. This ultimately supports continuous professional development oriented toward the strategic goals of Islamic educational institutions.¹⁰

Overall, Islamic education personnel management in the digital era is not simply a technological adaptation but a holistic transformation grounded in Islamic values. Digitalization offers significant opportunities to improve the quality and effectiveness of human resource management, but its successful implementation depends heavily on the ability of institutions and individuals to integrate technological principles with Islamic ethics and principles. With the right strategies, including digital training, an innovative work culture, and an Islamic digital-based evaluation system, Islamic education can develop professionally without losing its spiritual character.¹¹

Online Recruitment and Selection of Teaching Staff

⁷ Aulia Khairunisa, Dwi Nofika Sari, and Tiwa Junio Indrawan, *Literature Review : Management Human Resources Education in the Digital Era*, 10 (2026): 406–14.

⁸ Fatkurohim, Miftakul Arifin, and Nur Efendi, "Building New Paradigm : Islamic Education Management Model Based on Digital Transformation," *AKSI: Journal Islamic Education Management* 3, no. 3 (2025): 175–90, <https://doi.org/10.37348/aksi.v3i3.681>.

⁹ Muh Habibulloh and Himad Ali, "Islamic Education Strategies in the Digital Era," *JMPI: Jurnal Management, Education and Islamic Thought* 2, no. 2 (2024): 70–88, <https://doi.org/10.71305/jmpi.v2i2.27>.

¹⁰ Ardillah et al., "Innovation in Human Resource Management in Islamic Education in the Era of Digital Disruption: Integrating Islamic Values and Adaptive Technology."

¹¹ Andriya, Sindo, and Yusuf, *Human Resource Management Of Islamic Education In The Digital Era Through The Integration Of Digital Literacy And Qurani Ethics: A Literature Review*.

The development of digital technology has brought significant changes to various aspects of life, including Islamic education. Human resource management, which encompasses the development, evaluation, coaching, and maintenance of the quality of teaching and non-teaching staff, is inextricably linked to digital technology. In the context of Islamic education, digital-era human resource management requires the ability to integrate technological innovation with strong Islamic values, enabling Islamic educational institutions to respond to global challenges without losing their identity.¹²

The digital era has forced many Islamic educational institutions to shift their human resource management paradigm from traditional face-to-face and manual administration to a more adaptive, agile, and technology-based management system. This transformation has a direct impact on the professional development of educators, including how they are trained, provided with feedback, and coached to meet the demands of the 21st century. According to Suci Hartati, integrating managerial functions with strong Islamic principles is crucial to ensuring educators are not only technologically competent but also steadfast in their religious character.¹³

One crucial aspect of digital-era personnel management is the professional development and digital literacy of educators. A literature review by Andriya et al. shows that to be effective resources in the digital age, educators must possess adequate technological expertise and a strong understanding of Quranic ethics. This integration serves as a foundation for ensuring that technology use is not only efficient but also in line with Islamic values.¹⁴

Concurrently, other research indicates that technological skills challenges are a major issue. While many teachers possess basic skills, not all are prepared to optimally utilize technology for learning and personnel management. Challenges such as the digital divide, limited access to infrastructure, and a lack of ongoing training complicate the process of changing educator work patterns. A study examining the challenges of managing Islamic education in the digital era found that the digital skills gap is a significant obstacle to human resource development strategies.¹⁵

Furthermore, digital transformation in personnel management encompasses more than just technical skills, but also data- and competency-based performance assessments. Digitalization enables Islamic educational institutions to utilize more accurate and objective evaluation tools through human resource management information systems. For example, the use of integrated systems to track teacher professional development, automated feedback from students, and ongoing evaluations that measure pedagogical competence and adaptability to technology. Research by Jumiaty Sasmita and colleagues shows that Islamic education teacher performance measurement systems have undergone significant evolution thanks to digitalization, which now enables more dynamic and accurate competency-based assessments.¹⁶

However, performance assessment processes in the digital age must also consider Islamic values and educational humanism. A literature review on human resource management in

¹² Suci Hartati, "The Basic Role of Islamic Education Management in Human Resource Management in the Digital Era," *Journal of Research in Islamic Education* 7, no. 1 (2025): 59–72, <https://doi.org/10.25217/jrie.v7i1.3599>.

¹³ Suci Hartati, "The Basic Role of Islamic Education Management in Human Resource Management in the Digital Era."

¹⁴ Andriya, Sindo, and Yusuf, *Human Resource Management Of Islamic Education In The Digital Era Through The Integration Of Digital Literacy And Qurani Ethics: A Literature Review*.

¹⁵ Wijaya and Umam, "Challenges and Strategies for Islamic Education Management in the Digital Era."

¹⁶ Jumiaty Sasmita et al., "Evolution of the Islamic Education Teacher Performance Measurement System Based on Competence in the Digital Era: A Literature Review," *International Journal of Islamic Thought and Humanities* 4, no. 2 (2025): 343–53, <https://doi.org/10.54298/ijth.v4i2.493>.

education states that, in addition to efficiency, personnel management systems need to balance the use of technology with Islamic character development. This is crucial to avoid negative impacts such as dehumanization or an overly mechanistic approach to the relationship between institutions and educators.¹⁷

Another aspect receiving attention in the literature is technology-relevant career development strategies and ongoing training. Training extends beyond the use of digital tools to encompass digital pedagogical techniques, innovative approaches to Islamic learning, and the development of technology-based educational content. According to a study on Islamic Religious Education (PAI) teacher management strategies in the face of digital transformation, structured and ongoing training is key to enabling educators not only to adapt but also to lead innovation in digital learning without neglecting Islamic principles.¹⁸

The literature also highlights the importance of visionary and adaptive leadership in creating a work culture that supports digital transformation. Leadership in personnel management in the digital era must be able to facilitate innovation, provide support for human resource development, and create a flexible and change-responsive work environment. This aligns with the findings of Suci Hartati's study, which emphasized the need to integrate Islamic values into every aspect of management to develop educators with strong moral character and high digital competency.¹⁹

Furthermore, digitalization offers the opportunity to implement more personalized and measurable personal coaching models. For example, data-driven training allows institutions to identify the specific needs of each educator and design tailored coaching programs. This can improve overall learning effectiveness because each educator receives support relevant to their competencies and professional development needs.

However, digitalization in personnel management also faces significant challenges, including unequal access to technology and digital literacy. Many Islamic educational institutions in remote areas still lack adequate infrastructure to support digital management. This gap can lead to a disparity in quality between educational institutions in developed and less developed regions. This requires support from various parties, including the government and Islamic education stakeholders, to ensure equitable and sustainable access to technology and training.²⁰

Furthermore, digitalization raises ethical and data security issues. When personnel data, assessments, and educational information are managed digitally, data protection and ethical technology use become priorities. Personnel management systems need to be equipped with robust policies regarding privacy, data security, and the ethical use of digital technology. This is crucial to maintaining the trust and integrity of Islamic educational institutions as institutions that prioritize moral and ethical values.²¹

Equally important, digitalization offers significant opportunities for designing technology-based character development systems. Technology integration can be used to strengthen Islamic

¹⁷ Khairunisa, Sari, and Indrawan, *Literature Review : Management Human Resources Education in the Digital Era* .

¹⁸ Hikma Apriyani et al., "PAI Teacher Management Strategy in Facing Digital Transformation : Challenges and the Islamic Education System in Indonesia," *DIMAR: Journal of Islamic Education* 6, no. 2 (2025): 183–87, <https://doi.org/10.58577/dimar.v6i2.395>.

¹⁹ Suci Hartati, "The Basic Role of Islamic Education Management in Human Resource Management in the Digital Era."

²⁰ Wijaya and Umam, "Challenges and Strategies for Islamic Education Management in the Digital Era."

²¹ Khairunisa, Sari, and Indrawan, *Literature Review : Management Human Resources Education in the Digital Era* .

values through creative learning platforms, moral development applications, and digital media that connect formal learning in schools with students' digital lives outside the classroom. Thus, personnel management focuses not only on administrative aspects but also on the spiritual and moral development of educators and students.

Overall, Islamic education personnel management in the digital era is a comprehensive effort encompassing digital skills development, data-driven performance assessment, human resource development strategies, and the strengthening of Islamic values in every process. Technology integration is necessary to increase efficiency and effectiveness, but it must always be aligned with moral and spiritual principles to ensure Islamic education maintains its identity. Technology is a tool that can strengthen, not replace, the role of humans in educating a future generation that is competent, virtuous, and ready to face global challenges.

Human Resources Development and Training through Digital Technology

In the digital era, personnel management in Islamic educational institutions faces complex challenges and opportunities. Digital transformation not only impacts administration and learning but also demands innovation in how human resources are managed effectively and based on Islamic values. In this context, personnel management in Islamic education must balance the demands of technological change with the moral and spiritual principles that characterize Islamic education.

One crucial aspect of personnel management in the digital era is changing organizational culture. Recent studies have shown that digital transformation in Islamic education has had a significant impact on organizational culture and institutional leadership styles. Digitalization demands a leadership model that is adaptive and innovative, capable of leading change without sacrificing Islamic values, the institution's primary foundation. Spiritual leadership and collaborative management are necessary to create a system that is responsive to social and technological change.²²

In a literature review of innovation in human resource management in Islamic education, researchers emphasized that digital technology should not be viewed merely as an administrative tool, but as an integrated part of organizational strategy. Digitization enables the use of data in decision-making, increases transparency in management processes, and strengthens institutional accountability. However, technological adaptation still faces obstacles such as human resource readiness, cultural resistance to change, and limited infrastructure.²³

Furthermore, a major challenge in managing Islamic education personnel in the digital era is the disparity in digital literacy levels among educators. Many educators in Islamic education contexts still face difficulties in comprehensively adapting digital technology into their managerial and teaching practices. This imbalance poses challenges in creating uniform professional competencies across Islamic educational institutions, particularly in regions with underdeveloped digital infrastructure.²⁴

As technology becomes an integral part of management and administration, issues of ethics and Islamic values become a crucial focus. Integrating Islamic values into every digital personnel

²²Physical Jaosantia and Muwafiqus Shobri, *Management and Culture of Islamic Educational Organizations in the Era of Digital Transformation*, 4, no. 1 (2025): 58–71.

²³Ardillah et al., "Innovation in Human Resource Management in Islamic Education in the Era of Digital Disruption: Integrating Islamic Values and Adaptive Technology."

²⁴Abdul Mu'id, *Islamic Education Management in the Digital Era*, 4, no. 3 (2020): 2383–90, <https://doi.org/10.5220/0009943123832390>.

management policy and practice is a strategic necessity so that technology can support the educational process without eroding the character and morals of students and educators. Islamic educational institutions need to uphold values such as trustworthiness, goodness, and justice in every aspect of management, including when utilizing digital technology for evaluation purposes or strategic decision-making.²⁵

Furthermore, digital developments are also influencing how Islamic educational institutions formulate policies for evaluating educator performance. In a digital context, performance assessment can be conducted using a data-driven approach and measurable indicators. However, the assessment system must also reflect moral and spiritual values—not simply counting numbers but also considering educators' contributions to student character development. Integrating technology-based evaluation approaches with Islamic values helps ensure that the evaluation process remains holistic and relevant to the goals of Islamic education.²⁶

Digital transformation is also changing the role of decision-making in personnel management. Data has become a key resource in designing effective strategies to increase institutional productivity and effectiveness. For example, data analysis can help identify personnel competency development needs, objectively measure performance, and anticipate changing educational needs. This opens up opportunities for management to design policies that are more responsive to the institution's internal and external dynamics.²⁷

However, it cannot be ignored that there is still potential inequality in technology access across Islamic educational institutions, particularly in areas lacking adequate technological facilities. This inequality impacts the ability of personnel to adapt and utilize technology optimally. Therefore, strengthening digital infrastructure is a strategic step to ensure that Islamic educational institutions can equitably benefit from digital transformation.²⁸

To address these challenges, personnel management strategies in Islamic education must be not only technical but also encompass cultural and value aspects. Progressive leadership, inclusive policies, and an orientation toward strengthening Islamic values are key requirements for digital transformation to align with the holistic goals of Islamic education. Institutions that successfully combine digital strategies with Islamic values will gain a competitive advantage and produce professional, adaptable, and virtuous educators.²⁹

Overall, Islamic education personnel management in the digital era is a dynamic and complex process. Digital transformation offers significant opportunities to improve human resource quality, transparency, and managerial effectiveness. However, its successful implementation depends on the institution's ability to balance technological demands with Islamic values, ensuring that Islamic education remains relevant while remaining firmly rooted in the spiritual and moral traditions that underpin its foundation.³⁰

²⁵ Khairunisa, Sari, and Indrawan, *Literature Review : Management Human Resources Education in the Digital Era* .

²⁶ Suci Hartati, "The Basic Role of Islamic Education Management in Human Resource Management in the Digital Era."

²⁷ Jamil, Dewi, and Sutarmo, *Online Journal System: <https://jurnalp4i.com/index.php/teaching>* .

²⁸ A. Background, *DIGITAL-BASED ISLAMIC EDUCATION MANAGEMENT TO IMPROVE EFFECTIVENESS*, 6, no. 8 (2025): 1151–64.

²⁹ Jaosantia and Shobri, *Management and Culture of Islamic Educational Organizations in the Era of Digital Transformation* .

³⁰ Ardillah et al., "Innovation in Human Resource Management in Islamic Education in the Era of Digital Disruption: Integrating Islamic Values and Adaptive Technology."

Digital System-Based Educator Performance Assessment

In the digital era, Islamic educational institutions face significant challenges in managing human resources effectively while upholding the Islamic values that underpin the institution's foundation. Digitalization has fundamentally transformed personnel management practices, forcing institutions to find a balance between technological needs and Islamic moral and spiritual principles. Personnel management, in this context, is not merely about administration and routine arrangements, but also about how institutions incorporate Islamic values into every process of managing teaching and non-teaching staff. Recent research shows that integrating Islamic values into digital HRM can improve the loyalty, satisfaction, and overall work quality of Islamic educational staff.³¹

One crucial aspect of digital-era personnel management is the integration of Islamic values into HRM practices. A case study at Madrasah Aliyah Nurul Qarnain shows that human resource management based on Islamic values such as trustworthiness, justice, and excellence helps improve the performance and satisfaction of educators, despite ongoing challenges in digital literacy. This integration of Islamic values serves as an ethical foundation for addressing the rapid changes brought about by the digitalization of education.³²

The challenges facing educational personnel management in the digital era extend beyond technical skills to adapting to organizational culture. Digitalization often forces a shift from traditional work cultures to more technologically adaptive ones. This transformation requires leaders who are not only technologically savvy but also able to motivate and shape a work culture that is responsive to changing times without sacrificing Islamic values. Strong leadership is key to aligning an institution's strategic objectives with evolving digital challenges.³³

In a descriptive study, the literature on HRM in Islamic education in the digital era emphasizes the need for management that integrates digital literacy and Qur'anic ethics. This integration is crucial so that educators are not only able to use technology but also apply Islamic moral and ethical values when interacting with technology and their educational communities. This approach marks a paradigm shift from merely mastering technology to using technology with dignity and ethics for Islamic educational institutions.³⁴

Furthermore, unequal access to technology and a digital skills gap are real challenges still faced by many Islamic educational institutions, particularly those in areas with less developed infrastructure. These limitations can make personnel management less effective without strategies for improving facilities and adequate technological support. Unequal digital literacy hinders the ability of educators to adapt and contribute optimally to their institutions. Therefore, Islamic educational institutions need to develop policies that support equitable access to technology so that all personnel can develop professionally and spiritually.³⁵

Digital transformation also influences the formulation of managerial policies in Islamic education, encompassing various aspects such as career development, employment relationships, and employee welfare. These policies must be designed with digital challenges in mind and Islamic

³¹ Siti Maimunah and Qoidul Khoir, "Human Resource Management Based on Islamic Values at Madrasah Aliyah Nurul Qarnain In Facing The Challenges Of The Digital Era," *Journal of International Multidisciplinary Research* 2, no. 10 (2024): 60–66, <https://doi.org/10.62504/jimr919>.

³² Siti Maimunah and Qoidul Khoir, "Human Resource Management Based on Islamic Values at Madrasah Aliyah Nurul Qarnain In Facing The Challenges Of The Digital Era."

³³ Abdul Ramadhan, " Challenges in Islamic Education Management in the Digital Era," *Journal Educational Management* 11, no. 3 (2019): 100–115.

³⁴ Andriya, Sindo , and Yusuf, *Human Resource Management Of Islamic Education In The Digital Era Through The Integration Of Digital Literacy And Qurani Ethics: A Literature Review* .

³⁵ Khairunisa, Sari, and Indrawan , *Literature Review : Management Human Resources Education in the Digital Era* .

values, including justice, trustworthiness, and mutual respect. Research on Islamic education management emphasizes the importance of inclusive policies that support the development of professionalism while maintaining the institution's spiritual identity.³⁶

Furthermore, digitalization opens up opportunities for Islamic education to strengthen internal and external communication. Technology enables faster information exchange between educators, leaders, and other educational stakeholders. For example, digital communication systems can accelerate coordination between teachers and educational staff in the implementation of curriculum, policies, and religious development programs. However, this utilization must remain grounded in Islamic norms and ethics to ensure that communication is conducted responsibly and professionally.

In the context of personnel management, the well-being of educators and educational staff has also become a crucial focus in the digital era. Digitalization has broadened the spectrum of ways in which well-being can be improved—for example, through work flexibility, support for work-life balance, or the provision of contribution-based incentives. Effective management needs to consider these aspects of well-being, as they directly impact the motivation and professional sustainability of educators in Islamic education settings.

Finally, in facing the digital era, Islamic educational institutions need to consider a comprehensive HRM adaptation and innovation strategy. This strategy encompasses aspects of leadership, digital literacy, Islamic ethics, technological infrastructure, and policies that support holistic human resource development. This approach ensures that Islamic educational institutions are not only technically prepared for the digital era but also able to maintain their identity as institutions that instill spiritual and moral values in students and educators.³⁷

Overall, personnel management in Islamic education in the digital era must go hand in hand with the integration of technology and profound Islamic values. Digital transformation should be a momentum to strengthen the quality of educators and personnel professionally while maintaining the ethical, adaptive, and highly competitive character of Islamic education amidst changing times.

Digital Personnel Administration Management

Personnel management in Islamic educational institutions now faces significant demands arising from the development of digital technology. Digital transformation, in the context of HRM (*Human Resource Management*), is transforming the way Islamic institutions manage their teaching and administrative staff more strategically. These changes encompass leadership styles, building organizational culture, and integrating Islamic values in an effort to develop professional, adaptable, and character-driven personnel.³⁸

One crucial aspect of personnel management in the digital era is adaptive, visionary leadership grounded in Islamic values. Personnel management is no longer viewed as merely administrative, but as a strategic process requiring leaders with holistic perspectives. Leadership in Islamic educational institutions must be able to combine technological capabilities with spiritual values such as amanah (trust), justice, and ihsan (excellence). Such leadership helps create a work culture that is responsive to digital challenges while maintaining the institution's Islamic identity.³⁹

³⁶ F. Agus Rustamana , Magdalena, I., Khofifah, A., & Auliyah , “ Educational Scholars ,” *Educational Scholars* 2, no. 5 (2023): 10–20, <https://doi.org/10.8734/CAUSA.v1i2.365>.

³⁷ Suryaningtyas Puspa Wardhani , Fisman Bedi, and Tin Amalia Fitri, " Islamic Education Management in the Digital Era: Curriculum Strategy" Based on Islamic Values For ,” *Journal Islamic Education* 14, no. 02 (2024).

³⁸ Suci Hartati, "The Basic Role of Islamic Education Management in Human Resource Management in the Digital Era."

³⁹ Siti Maimunah and Qoidul Khoir, “Human Resource Management Based on Islamic Values at Madrasah Aliyah Nurul Qarnain In Facing The Challenges Of The Digital Era.”

Research on *Human Resource Management of Islamic Education in the Digital Era* shows that digital transformation should not be an excuse for organizations to abandon moral and religious values. Instead, the ability of personnel to adapt to technological advancements must be placed within a strong Quranic ethical framework. This is crucial to ensure that educators and staff adhere to Islamic moral principles when using technology in their daily duties.

Case studies at several Islamic educational institutions show that integrating Islamic values into human resource management can increase loyalty, job satisfaction, and professionalism among educators. For example, an approach emphasizing the values of trustworthiness, justice, and excellence was found to increase personnel motivation, despite persistent challenges in digital literacy. In a study at Madrasah Aliyah Nurul Qarnain, the integration of Islamic principles into human resource management practices significantly impacted educator performance and commitment.

However, while digitalization brings many opportunities, the challenge of the digital skills gap remains real. In many Islamic educational organizations, particularly in regions with limited access to technology, there is still an uneven distribution of digital skills among educators. This phenomenon affects the extent to which human resources can adapt to the demands of the digital era. Therefore, institutions need to design inclusive strategies that prioritize increasing digital literacy across the board, so that every educator and staff member can actively participate in the transformation of personnel management.

Furthermore, organizational culture is a crucial factor in successful personnel management in the digital age. Digital transformation often demands a shift from a traditional and rigid work culture to a more dynamic, collaborative, and innovative one. Resistance to cultural change is a major obstacle to implementing modern HRM strategies in many Islamic educational institutions. Therefore, creating an adaptive organizational culture is essential to balance technological demands with deeply held Islamic values.

It's also important to note that HRM strategies in Islamic education focus not only on technical and cultural aspects, but also on formulating HR policies that support institutional sustainability and personnel well-being. Policies that balance the demands of professionalism, ethics, and Islamic values will create a work environment that supports competency and spiritual growth. Institutions that can formulate such policies will be better prepared to face the dynamics of changing times without losing their Islamic character.

In an ever-changing global context, Islamic education personnel management must prepare personnel who are not only technologically prepared but also spiritually strong. This means that the HRM approach must encompass an integrated moral and ethical dimension, so that every managerial decision reflects Islamic values. In this way, the goal of Islamic education to produce a faithful, intelligent, and adaptive generation can be achieved in a balanced manner.

Overall, Islamic educational personnel management in the digital age is more than simply the use of technological tools; it is a comprehensive transformation process that encompasses character-based leadership, the formation of an adaptive organizational culture, the promotion of inclusive digital literacy, and the integration of Islamic values into managerial policies and practices. When all these elements are aligned, Islamic educational institutions are able to meet the challenges of the digital age without compromising their moral and spiritual principles.

Integration of Islamic Values in Digital Personnel Management

Personnel management in the context of Islamic education in the digital era faces unique dynamics and challenges due to the acceleration of technological developments, which impact various functions of educational organizations. Digital transformation has brought about changes in the way Islamic educational institutions carry out managerial functions, particularly in developing personnel strategies that can meet the demands of the times without losing their Islamic identity. Personnel management fundamentally involves strategic efforts to optimize the training of educators and educational staff so they can carry out their roles professionally and adaptively amidst social and technological changes.

A study in *Fitrah: Journal of Educational Studies* at Sunan Giri Bima Islamic Institute (STIT Sunan Giri Bima) in 2025 showed that the digitalization of education is not only about the use of technology in learning or administrative activities, but also about how digital literacy and ethics become an integral part of Islamic educational practices. For example, the study " *Digital Literacy Ethics in Learning Islamic Religious Education*" revealed the role of social media such as Facebook as an alternative space for Islamic Religious Education (PAI) teachers in delivering educational content and da'wah in the digital era. This finding emphasized that digital media can function as an interactive and flexible space for education if digital competencies and digital literacy ethics are properly developed among educators. This study showed many potentials and challenges when social media is used for educational purposes, such as the dissemination of provocative content that is not in accordance with Islamic teachings, even though it is considered a digital *peer learning process* by some communities.⁴⁰

Furthermore, digital transformation in Islamic education personnel management also demands adaptive and visionary leadership. In Islamic education management literature, leadership plays a crucial role in determining the direction of organizational change, including the institution's readiness to manage modern human resources while being firmly rooted in Islamic principles. Good leadership must be able to plan strategic change, build a vision that aligns technological developments with Islamic educational values, and motivate educators to remain responsive to changing times. Other Islamic education management studies analyzed in a digital context emphasize that the role of leaders is not merely administrative but also strategic in directing organizational cultural change.

Practically, a common challenge in managing digital-based personnel is the disparity in digital skills among educators and the level of preparedness of Islamic educational infrastructure. Several recent studies on Islamic education show that despite rapid technological advancements, not all Islamic educational institutions have access to adequate infrastructure, and even if the technology exists, many educators are not yet fully prepared to utilize it professionally. This gap has the potential to widen the gap in educational quality between institutions, particularly between those with technological support and those without. Therefore, strategies to improve digital literacy are key to enabling educators to maximize the opportunities offered by the digital era.

Furthermore, Islamic education management currently faces a tension between the need for digital innovation and the challenge of maintaining the core values of Islamic education. Digital transformation must be carried out carefully so as not to obscure the primary goal of Islamic education, which focuses on the holistic development of students' character, spirituality, and

⁴⁰ Umi Haryanti, Hermawansyah Hermawansyah , and Irma Indriani , "Digital Literacy Ethics in Learning Islamic Religious Education," *Fitrah: Journal of Educational Studies* 16, no. 2 (2025): 255–67, <https://doi.org/10.47625/fitrah.v16i2.1092>.

morals. In this context, various literature on digital Islamic education illustrates that HRM strategies must consider the sustainability of values and balance the demands of technological modernization with an emphasis on the distinctive religious mission of Islamic education.⁴¹

Particularly in terms of learning orientation and communication, the use of digital media in Islamic education carries socio-cultural implications that require attention from personnel management. Even when digital media like Facebook is used for preaching or learning, ethical challenges arise, and interaction dynamics are not always positive. Therefore, educators need to be equipped with robust digital literacy skills to minimize negative impacts such as the circulation of inaccurate content or unproductive debate. This suggests that personnel management must also be able to design a coaching approach relevant to the current digital context, including efforts to strengthen digital ethics awareness among teachers and staff.⁴²

Furthermore, the transformation of Islamic education management in the digital era also opens up opportunities for developing more inclusive and innovative strategies. Beyond technological challenges, recent literature also suggests that Islamic educational institutions can explore personnel management methods that are more responsive to the needs of the digital era, such as by expanding collaboration among educators, strengthening school community relationships, and utilizing leadership models that adapt to change. Focusing on adapting organizational culture to be more collaborative and innovative is also crucial for addressing digital challenges more strategically.⁴³

Overall, Islamic education personnel management in the digital era demands innovation in how institutions manage their human resources, including visionary leadership, digital skills development strategies, and approaches aligned with the mission of Islamic education. This transformation goes beyond the use of technology, but rather encompasses managerial adaptation and innovation to ensure Islamic educational institutions remain relevant and capable of producing professional, adaptive, and meaningful educators in the face of changing times.

CONCLUSION

Personnel management in Islamic education in the digital era has become crucial because it relates to the management of teaching and non-teaching staff, the spearhead of educational quality. Digitalization requires Islamic educational institutions to transform their personnel management functions to make them more relevant, adaptive, and effective. This change involves not only improving technological competency but also adjusting strategies for planning, organizing, implementing, and supervising human resources. The new paradigm in personnel management emphasizes adaptive and ethical competencies to address the complexities of modern technology. Integrating technology into human resource management is necessary to enhance the professionalism and competitiveness of Islamic education. However, challenges such as the digital skills gap and limited facilities must still be addressed for optimal personnel management transformation.

⁴¹ Yuliati A. S et al., "Islamic Education Management Strategy in the Digital Era: Governance Transformation to Increase Effectiveness and Accessibility."

⁴² Haryanti, Hermawansyah, and Indriani, "Digital Literacy Ethics in Learning Islamic Religious Education."

⁴³ Yuliati A. S et al., "Islamic Education Management Strategy in the Digital Era: Governance Transformation to Increase Effectiveness and Accessibility."

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