



The Basic Role of Islamic Education Management in Human Resource Management in the Digital Era

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Abstract

In the digital era, Islamic educational management plays a fundamental role in developing human resources (HR) who are not only technologically competent but also uphold Islamic values. The digital transformation in education requires HR management that can integrate Islamic principles with digital skills suited to today's educators. This study aims to analyze the fundamental role of Islamic educational management in planning, organizing, implementing, and supervising HR management in the digital era, as well as to identify relevant strategies for achieving a balance between technology and Islamic values. The methodology used is a qualitative approach through a literature review that includes examining Islamic educational management theories and analyzing the application of modern management approaches, such as the hierarchy of needs, contingency theory, and transformational leadership. The results indicate that integrating management functions with Islamic principles effectively supports the development of educators who possess both technological competencies and Islamic character. Flexible organization, technology-based training planning, and ethics-based supervision have proven effective in shaping HR that is adaptable to digital changes. The implications of this study suggest that Islamic educational institutions can strengthen HR quality through management strategies that balance technological skill development with character-building. This approach not only enhances educational effectiveness in the digital era but also reinforces the Islamic values embedded in every aspect of HR management.

INTRODUCTION

Very drastic technological changes require someone to change quickly and precisely. Technological changes can provide increased productivity, cost reduction, and innovation that also affect digital transformation. Digital transformation not only results in changes in an industry but also has an impact on society (Zuhdi, 2022). Therefore, the importance of digital transformation becomes clearer. Technology is considered a major driver of digital transformation and has social and institutional implications. The potential of technology that enables digitalization and facilitates digital transformation plays an important role in these changes (Rahmawati, Ruslan, & Bandarsyah, 2021). Human resource (HR) management in the digital era has a very important role in supporting the

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sustainability and growth of a change. In the midst of rapid changes triggered by the technological revolution, HR is a key factor in helping schools adapt and compete. Digital technology has changed the way we work, communicate, and collaborate, so HR needs to be managed with a modern and flexible approach (Carayannis et al., 2022). HR management in the digital era does not only focus on developing technical skills, but also on improving soft skills, such as adaptability, creativity, and critical thinking which are very much needed in a dynamic work environment (McLain, 2022).

In addition, digital systems allow schools to implement various sophisticated performance management tools, such as HR data analytics, to make more accurate decisions regarding recruitment, training, and empowerment of educators. This not only improves operational efficiency but also increases the satisfaction and involvement of educators in managing HR appropriately. Thus, schools can create a work environment that supports innovation and superior collaboration in global competition (Miskiah, Suryono, & Sudrajat, 2019). The basic role of management in managing human resources (HR) in the digital era is very important for building effective, productive, and innovative teams, especially in the technology and education sectors. The STEM (Science, Technology, Engineering and Mathematics)-based educational approach is also one of the strategic alternatives in developing future HR, especially in increasing students' interest in learning from an early age (Sukmana, 2018). As a component of education, the digital era requires a human resource management (HR) approach that focuses on optimizing individual and team capabilities in order to be able to compete in an ever-changing environment (Sudiantini et al., 2023). Management plays an important role in planning HR needs, where they analyze the competencies and skills needed to achieve short-term and long-term goals in education (Isnaen & Albastiah, 2021). In addition, the organizing function carried out by management ensures that each individual is placed according to their expertise and abilities, so that each team member can contribute optimally in their respective roles (Amran, Sahabuddin, & Muslimin, 2018). The direction given by management includes aspects of motivation, empowerment, training, and ongoing development so that educators are able to keep up with the latest technological developments. Thus, the basic role of management in HR management in the digital era is not only aimed at operational efficiency, but also to create a work environment that supports innovation, productivity, and career development of educators (Mulyaningsih, 2020).

This study is also relevant to the results of a study conducted by Amarullah entitled "Human Resource Development in the Digital Era Through Competency Certification Training at the Muhammadiyah University of Tangerang." This study focuses on how to develop digital era Human Resources that focus on competency certification (Amarullah, Imaniah, & Muthmainnah, 2023). The next study is Dian Susanti's study on the Use of Technology in Human Resource Management in the Current Digital Era. This study resulted in the use of technology can improve a person's abilities in the digital era (Sudiantini et al., 2023). The difference between this study and previous studies is that this study is more on the role of Islamic education management itself in realizing superior Human Resources in the Digitalization era.

METHOD

The method used in this study is library research. Library research is a research method that uses literature or materials available in the library to collect data and information (Arief, 2002). Kartiningsih explained that the library research method is a series of activities related to collecting library data, reading, recording, and managing research materials (Sari & Asmendri, 2020). Kartiningsih added that library research is carried out by every researcher with the main objective of finding a basis/foundation to obtain and build a theoretical basis, framework of thought, and determine temporary assumptions or also called research hypotheses (Sandelowski, 2001). So that researchers can group, allocate, organize, and use variations of libraries in their fields.

RESULTS AND DISCUSSION

The findings in this study are the results of a study of various literature obtained by researchers, either through research results, journal studies, books, or other newspapers. The results and discussions in this study can be described as follows:

1. Human Resources in the Digital Era

Human Resources (HR) in the digital era has become an important topic that has a major impact on the success of organizations in various industries. In this era, digitalization affects almost all aspects of HR management, from recruitment to empowerment and development of educators (Sinaga, 2023). Technologies, such as artificial intelligence (AI), data analytics, and automation, provide new opportunities for HR managers to optimize efficiency, increase educator engagement, and support

innovation that continues to grow in the world of work. However, this digital transformation also poses new challenges, such as the need to have a balance of technical and non-technical skills, as well as the importance of adapting to more dynamic and technology-based work patterns. The role of HR in the digital era is increasingly complex due to the demands to not only manage educators, but also help schools adapt to change quickly (Siti & Nurizzati, 2018). HR plays a role in supporting digital business strategies and preparing organizations to be able to compete in the global market. In this era, HR must be able to identify the digital skills needed, such as data analysis, technology-based project management, and the ability to communicate through digital platforms. HR also needs to facilitate ongoing training for educators to ensure they are always ready with the latest skills that are relevant to community needs (Isnaen & Albastiah, 2023).

Digital technology also enables a more effective approach to the recruitment and selection process. (Suprayekti, 2011) With the help of algorithms and data analytics, recruitment becomes more focused and can find the most suitable candidates based on skills, experience, and cultural fit (Ngafifi, 2014). This method also helps schools speed up the recruitment process and reduce the possibility of bias in assessment. A more accurate selection process allows schools to get talents who are not only qualified but also have the potential to grow within the organization. Educator development in the digital era no longer only focuses on technical skills, but also on the soft skills needed to collaborate in a digitally connected work environment (Suweta, 2023). Skills such as digital communication, adaptability, and critical thinking are becoming increasingly important. Many schools are now utilizing e-learning platforms, online courses, and technology-based simulations to provide ongoing training to educators. This approach is not only efficient in terms of time and cost, but also allows educators to learn at their own pace and time (Salsabila, Fitrah, & Nursangadah, 2020). In addition, educator performance management in the digital era is more measurable and transparent. Data-based performance management platforms allow HR managers to track educator progress and achievements in real-time. This data helps managers provide more objective and accurate feedback, thereby supporting improved individual and team performance. This approach also makes it easier for schools to identify educators who need additional assistance or training, and to reward those who excel (Astuti et al., 2023).

On the other hand, the digital era also brings challenges in the form of changes in educators' expectations of schools. Educators now want greater work flexibility, such as the ability to work remotely or have flexible working hours (Arribathi et al., 2021). Schools must be able to respond to these changes in order to continue to attract and retain the best talent. HR must develop policies and infrastructure that support flexible work patterns, without sacrificing team productivity and collaboration. Data privacy and security issues are also major concerns in HR management in the digital era. In a work environment that relies on data, schools must ensure that educator information is well protected to prevent the risk of data leakage or misuse of information (Fredriansyah, 2023). This requires a careful approach to the use of technology, as well as strict enforcement of privacy and security policies. HR also needs to increase educator awareness of the importance of data security, especially when using technology in everyday work (Hadiawati, Prafitasari, & Priantari, 2024). Technology adaptation must also be balanced with strategies that focus on the educator experience. Employee experience is one of the keys to retaining educators, because satisfied and supported educators tend to be more productive and loyal. To achieve this, many schools develop internal applications, communication portals, and collaboration platforms that make it easier for educators to access information, communicate with colleagues, and get support from management (Fika Ariani Thovawira et al., 2021).

The importance of organizational culture should also not be overlooked in this digital transformation. HR must ensure that the organizational culture supports innovation, collaboration, and change (Yetti Hidayatillah, Agus Wahdian, and Muhammad Misbahudholam, 2022). Developing an inclusive digital culture will help educators feel comfortable adapting to technology and encourage them to contribute optimally. This positive culture will also be an attraction for new talents looking for a work environment that supports personal and professional development. Overall, the role of HR in the digital era is very strategic and is not limited to educator administration alone. HR must be able to act as a strategic partner for management, helping schools plan and execute strategies that utilize technology to achieve business goals (Sinaga, 2019). With proper management, digital era HR not only supports school productivity and efficiency, but also ensures that the organization is able to compete amidst rapid change and build a workforce that is ready to face future challenges (Iqbal Faza Ahmad and Sukiman, 2019).

2. Basics of Islamic Education Management

The basis of Islamic education management plays an important role in managing Islamic-based educational institutions to achieve educational goals that are in accordance with Islamic teachings. Islamic education management is the process of planning, organizing, implementing, and supervising educational institutions based on Islamic values to produce people with noble character and broad knowledge (Deli Saputra, 2021). This basic principle includes educational goals that not only focus on academic achievement, but also on character formation and spirituality in accordance with Islamic teachings. Islamic education aims to form people who believe and fear Allah and have useful knowledge (Khairul Umam, 2019). Therefore, the basis of Islamic education management must be based on the Qur'an and Hadith as the main sources in managing education. This foundation provides a clear direction in setting educational goals, strategies, and activities that focus not only on worldly knowledge, but also on the afterlife. Thus, every activity in Islamic education is expected to bring blessings and form superior individuals both in knowledge and in moral and ethical aspects (Moh. Solikul Hadi, M. Sayyidul Abrori, and Dwi Noviatul Zahra, 2020).

Islamic education management also emphasizes the importance of careful planning in achieving educational goals. The planning process in Islamic education involves setting short-term and long-term goals that are in line with the mission of the educational institution (Muhammad Talhah Ajmain et al., 2019). This planning includes developing a curriculum that is in accordance with Islamic teachings, effective learning methods, and strategies to create a conducive learning environment. In Islamic education, planning not only aims to improve students' academic achievement but also educates them to understand and practice Islamic values in their daily lives. Organization is an important element in Islamic education management (M. Sayyidul Abrori and Moh. Solikul Hadi, 2020). Organization in this context includes a clear division of tasks and responsibilities among teaching staff and staff. Each individual in an Islamic educational institution must understand their roles and responsibilities and carry out their duties with integrity and full responsibility. Organization also includes the formation of a structure that allows for good cooperation and coordination, so that educational goals can be achieved effectively (Lili Sholehuddin Badri, 2023).

Implementation or application in Islamic education management focuses on how educational activities can be carried out according to the established plan.

Implementation in Islamic education involves teaching, moral development, and providing exemplary examples by educators. Here, the role of teachers or educators is very important as role models for students in practicing Islamic values in everyday life (Luthfiansyah Hadi Ismail, 2022). The implementation of education must also be supported by adequate facilities and infrastructure, as well as a learning environment that supports the spiritual and intellectual development of students. Supervision is the final aspect in the Islamic education management cycle which aims to ensure that all activities run according to plan and achieve the expected goals. Supervision in Islamic education not only focuses on academic achievement, but also on the formation of Islamic morals and values (Moh. Solikul Hadi, 2024). This supervision can be carried out through periodic evaluations, observations of the learning process, and assessments of the application of Islamic values by students. With effective supervision, educational institutions can identify and correct deficiencies and improve the quality of education provided.

In addition to the basic elements of management, Islamic ethics and values are important foundations in Islamic education management. The management implemented must be based on honesty, justice, and responsibility. All management activities must be carried out with a sincere intention to educate the next generation of Muslims and maintain the mandate given by Allah. This ethic is important so that every decision and action in education management remains oriented towards the values of truth and goodness (M. Sayyidul Abrori, Moh. Solikul Hadi, and Muhammad Nuril Anam, 2021). Islamic education management also encourages the importance of collaboration between schools, families, and communities in supporting education. Islamic education sees that the learning process does not only take place in schools, but must also be supported by the family and community environment which play a role in shaping the child's personality. Therefore, Islamic educational institutions need to build harmonious relationships with parents and the community to create a conducive environment for the spiritual and intellectual development of students (Andi Hidayat, Sopyan Hadi, and Syamsul Marlin, 2021).

In Islamic education management, it is also important to pay attention to the welfare of teachers and education staff. As individuals tasked with guiding and teaching students with Islamic values, teachers need to receive adequate support and development (Jamaludin Hadi Kusuma and Sulistiyono Susilo, 2020). Islamic

educational institutions must provide appropriate training programs so that teachers have adequate competence in delivering religious and general education materials. Teacher welfare also includes awards and appreciation that are in line with the contributions they make in education. Overall, the basis of Islamic education management aims to create holistic and integrated education between knowledge and spirituality. With good management, Islamic educational institutions can provide education that not only improves students' intellectual abilities but also strengthens their faith and morals. The implementation of this effective management is expected to produce a generation that is able to contribute positively to society and has a faithful, pious, and responsible soul (Lisnawati and Desi Erawati, 2019).

3. The Basic Role of Islamic Education Management in Human Resource Management in the Digital Era

The basic role of Islamic education management in managing human resources (HR) in the digital era is very important to ensure the development of quality educators and staff, in accordance with Islamic values and the needs of modern technology (Sudiantini et al.). Islamic education management that focuses on religious values, ethics, and morals aims to develop HR who are not only competent, but also have high moral integrity. According to the classical management theory developed by Henry Fayol, the main functions of management such as planning, organizing, implementing, and supervising become very relevant in managing HR in Islamic educational institutions in the digital era, where every aspect of this function requires adaptation to technology without abandoning the basic principles of Islam (Setyabudhi, Syamsuddin, & Hanifuddin, 2020). In terms of planning, Islamic education management needs to plan HR development strategies that integrate technology with moral development. Abraham Maslow's theory of the hierarchy of needs is also very relevant, because Islamic education planning must meet the basic needs of teachers and staff before planning further technological development (Rudiarta, 2022). In the digital era, the need for technological skills is very important for the professional development of teachers and staff. However, Islamic education management must ensure that this development is based on Islamic values that prioritize the development of character and moral commitment of educators (Asiyah et al., 2019).

In terms of organization, Islamic educational institutions need to create a flexible structure to easily adapt to digital changes. Contingency theory in management that emphasizes organizational adaptation to changes in the external environment is very relevant to apply. The organizational structure in Islamic educational institutions must support collaboration between divisions, both offline and through digital platforms, so that strong synergy is created in the work team (Muchlis, 2020). Flexible organization allows Islamic educational institutions to remain responsive to technological changes and the demands of digital learning. Furthermore, the role of management in implementing educational activities must support the use of technology in teaching, but still pay attention to aspects of moral development (Sholeh, 2023). Based on transformational leadership theory, Islamic educational leaders need to be role models in the use of technology that is ethical and beneficial for the learning process. Transformational leadership in the context of Islamic education helps educators to utilize technology as an innovative learning tool, while maintaining Islamic values in the process (Munir & Su'ada, 2024). Transformational leaders inspire educators to see technology as a tool that helps achieve educational goals, not as an end in itself. Supervision or control is also an important function in Islamic education management in the digital era, especially to ensure that every use of technology is in line with Islamic values and educational ethics. Robert J. Mockler's control theory, which emphasizes objective-based control and feedback, is very relevant to apply. With supervision based on periodic evaluation, educational institutions can assess the effectiveness of technology implementation in HR management. This supervision also allows Islamic educational institutions to ensure that every educator applies Islamic principles in the use of technology in the classroom and in interactions with students (Maisura et al., 2023).

In the digital era, the importance of developing competencies and training of human resources in accordance with technological needs is essential. Leonard Nadler's theory of human resource development emphasizes that human resource training and development must be continuous to meet evolving needs. In Islamic education, continuous training programs must include technological skills as well as spiritual development materials, so that educators can provide balanced education between science and Islamic values (Budiman, 2017). Technology-based training also makes it easier for educational institutions to provide more effective and efficient teaching.

Overall, the basis of Islamic education management in managing human resources in the digital era aims to create a work environment that supports the development of professional and moral competencies of educators. By combining modern management theories with basic Islamic principles, human resource management in Islamic education in the digital era can run optimally, forming a generation of educators who are professional and have high ethics. The principles of Islam applied in Islamic education management provide a solid foundation for human resource development amidst rapid technological developments, creating a balance between digital innovation and Islamic morals in education (Rambe, Waharjani, & Perawironegoro, 2023).

CONCLUSION

The basic role of Islamic education management in managing human resources in the digital era is very important to build professional and moral educators according to Islamic values. By integrating management functions such as planning, organizing, implementing, and supervising, Islamic educational institutions can design HR development strategies that are relevant to digital demands without abandoning Islamic principles. Modern management theories such as the hierarchy of needs, contingency theory, transformational leadership, and sustainable HR development enrich the approach of Islamic education management in facing the digital era. Through proper supervision and training, Islamic educational institutions are not only able to improve the technological competence of educators but also maintain their moral integrity. Overall, Islamic education management in the digital era plays a role in creating a balance between technological progress and moral development, so as to form a superior and ethical generation of educators.

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