

Innovative Human Resource Development Strategies in Education Digital Transformation

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Abstract :

The advancement of digital technology has brought significant changes to the education system, requiring institutions to fully integrate technological innovations into teaching processes and school management. This article aims to examine innovative strategies in the development of human resources (HR) in education during the digital transformation era through a scoping review method. Literature from various national and international journals (2021-2025) was analyzed to map practices, challenges, and strategies for developing adaptive and competitive educational HR. The findings indicate that innovative strategies include strengthening educators' digital and pedagogical competencies, utilizing smart technologies such as e-learning, Learning Management Systems (LMS), webinars, as well as AI applications and VR/AR simulations, and fostering a collaborative and adaptive work culture through continuous training. This digital transformation enhances administrative efficiency, internal coordination, learning quality, and 21st-century competencies such as creativity, adaptability, critical thinking, and collaboration. However, implementing these strategies faces multidimensional challenges, including low digital literacy, limited infrastructure, resistance to change, disparities in technology-based pedagogical competencies, and data security risks. This study emphasizes that the development of educational HR in the era of disruption and Society 5.0 requires a systemic approach that combines individual competency enhancement, organizational culture strengthening, adaptive managerial policies, and optimal utilization of smart technologies. The findings provide insights for educational institutions to design innovative, sustainable HR strategies capable of addressing the complexities of 21st-century education.

Keywords: Human Resource Development, Digital Transformation, Innovative Strategies

INTRODUCTION

The development of digital technology has brought highly significant changes to the education system in Indonesia and globally. Digital transformation demands educational institutions to comprehensively integrate technology into learning processes and school management. The dynamics of the education world are currently in a phase known as the disruption era, a time when change occurs so rapidly and unpredictably (Gilead & Dishon, 2022). This era is likened to termites that slowly but surely erode a tree trunk until it eventually collapses, illustrating educational challenges that are often not visible on the surface yet have

great potential to weaken existing systems. In facing this situation, education is not only viewed as a knowledge transfer process but as a conscious and planned effort to shape dignified human beings with superior competencies.

The education world has now entered the Society 5.0 era, where human life merges with smart digital technology. In this phase, all aspects of human activity involve automation and integration of systems based on Artificial Intelligence (AI), Internet of Things (IoT), and robotics. This concept, first introduced by Japan, aims to create a balance between technological advancement and human welfare so that life becomes more comfortable and efficient (Tavares, Azevedo, & Marques, 2022). In the context of Islamic education, adaptation to the Society 5.0 era is not merely an alternative but a necessity (Sholeh, 2023). Islamic educational institutions are required to be able to transform their learning patterns to remain relevant and competitive amid rapid developments. Through innovative management strategies oriented toward technological advancement, Islamic educational institutions are expected to become excellent learning centers with global competitiveness and able to answer various future challenges with full readiness and conviction (Hidayah, Patimah, Subandi, & Makbulloh, 2023; Irfan Setia Permana W & Naomi Ainun Hasanah, 2024)

Furthermore, the success of educational institutions in facing the disruption era and Society 5.0 greatly depends on the quality of human resources (HR) they possess. Educational HR is the core of the entire educational delivery system, as humans are the ones who drive all other components such as curriculum, infrastructure, and learning activities. Without proper HR management through the application of appropriate educational management principles, the vision, mission, and goals of educational institutions will not be achieved optimally. Educational institutions are not solely determined by technological sophistication or facility availability but by human capabilities as the main drivers who combine material, intellectual, and spiritual aspects (Fatoni & Sukari, 2024). Although technology continues to develop, the human element remains the central factor in determining organizational success, as the essence of management is fundamentally the management of humans themselves. In this regard, HR plays a strategic role as a determinant of the direction and sustainability of educational development. Therefore, improving HR quality must be done systematically to be able to adapt to development demands and the needs of modern society (Ismunandar, 2025; Mukhuty, Upadhyay, & Rothwell, 2022).

Amid the demands of the disruption era and Society 5.0, the need to develop educational HR innovatively becomes increasingly urgent. Continuously developing technology requires educational institutions not only to enhance the technical capabilities of educational staff but also to strengthen adaptive, collaborative, creative abilities and critical thinking as the main competencies of the 21st century (Thornhill-Miller et al., 2023). Challenges such as low digital literacy, suboptimal use of technology, and organizational culture that is still conventional demand the presence of more progressive and relevant HR development strategies according to the needs of the times. Therefore, educational institutions need to implement various innovative approaches, such as digital-based training, talent management, strengthening digital

leadership, and integrating technology in enhancing professional competencies (Rasdiana et al., 2024). These strategies are important as efforts to ensure that educational HR can adapt, be competitive, and optimize the opportunities offered by digital transformation.

Research by Nasution & Purnama (2025) shows that educational HR development in the disruption era requires systematic managerial strategies to enhance teacher readiness toward technological advancement. Through systematic literature review, they found several issues such as low digital literacy, minimal supportive leadership, and weak digital work culture. The study emphasizes the importance of strengthening professional learning communities, transformational leadership, and technology-based training as efforts to increase educators' capacity to face rapid change.

Meanwhile, research by Farida & Rindaningsih (2024) reviews the process of training and improving teacher competencies in the digital era. Their findings show that various forms of online training including webinars, online workshops, digital microlearning, and LMS utilization have been widely used. However, their research also found obstacles in the form of low technology adaptation ability, limited digital facilities, and disparities in technology-based pedagogical competencies. Therefore, they recommend more innovative, integrated, and sustainable digital training designs.

On the other hand, Andini, Avira, Satya, & Darmansah, (2024) emphasize the importance of HR management strategies in creating innovative learning environments. The research highlights the need for continuous professional development, utilization of technology in learning, and strengthening collaborative culture. Their findings show that various innovations in HR management including digital training and developing teacher creativity are key factors in building a more adaptive educational ecosystem.

These three studies still focus on improving teacher competencies, digital training, or HR management strategies in a limited scope. There are not many studies that comprehensively examine innovative strategies for educational HR development in the context of digital transformation that combine managerial dimensions, digital competencies, organizational culture, and technology-based leadership. This condition indicates the need for broader literature review to understand how innovation strategies can be optimized to improve the quality of educational HR in the disruption era.

Therefore, this article aims to examine various innovative strategies in educational HR development in the digital transformation era. Specifically, this writing is directed to identify emerging forms of innovation, analyze opportunities and challenges in implementation, and synthesize previous findings to produce a more comprehensive understanding of adaptive and competitive HR development models amid technological advancement.

METODE

This research uses a Literature Review with a Scoping Review type, according to the explanation by Utami, Jahar, and Zulkifli, (2021) and following the

framework proposed by Mak and Thomas (2022). This method is conducted by comprehensively and systematically identifying literature to map research relevant to the study topic (Munn et al., 2018). The aim is to answer research questions through searching, selecting, grouping, and compiling articles into comprehensive synthesis.

Researchers utilized national and international databases such as ScienceDirect, PubMed, Scopus, and Google Scholar, with keywords: digital transformation, human resources, and education. Literature used as sources was limited to publications from the last 5 years (2021-2025) to keep data relevant and current. Through scoping review, this research aims to analyze digital transformation in educational human resource development, thus obtaining a comprehensive picture of trends, challenges, and HR development strategies in the digital era.

RESULT AND DISCUSSION

Impact of Digital Transformation on Educational HR

Digital transformation provides major changes to educational HR management, especially in work efficiency and effectiveness. Irfieh & Supendi (2024) show that administrative digitalization can accelerate work processes, reduce manual burden, and improve HR data accuracy. This finding aligns with Gunawan, Rizki, Anindya, Amalia, & Setiani (2025) who assert that information technology improves internal coordination and supports data-based decision-making, especially through digital-based school management systems (Selwyn, 2022).

Regarding educator competencies, (Haq, Rizkiah, & Andara, 2023) affirm that technology encourages increased teacher confidence and creativity in designing learning. Teachers gain broader access to digital learning resources and technology-based training, enabling them to produce more varied learning. Meanwhile, (Wakhidah, Sulaeman, Metris, Priambodo, & Prakoso, 2024) emphasize that artificial intelligence is beginning to help analyze student needs and formulate more personalized learning strategies. However, they remind that pedagogical functions such as emotional interaction and understanding student character still cannot be replaced by technology.

From all these findings, it appears that technology has great potential to improve educational HR quality, but its success greatly depends on institutional support, adaptive leadership, and the digital competency readiness of educators. Thus, optimization of digital transformation can only be achieved through a combination of technological innovation and strengthening the human role in the educational process.

Innovative Strategies for Educational Human Resource Development

According to Farida & Rindaningsih (2024) digital transformation in training and educational HR development presents major challenges because not all HR have adequate digital literacy, making technology-based training difficult to

follow. Additionally, many educational institutions do not yet have adequate technological infrastructure such as stable internet networks, hardware, and necessary software, so the effectiveness of digital training is often hindered (UNESCO, 2023). Other challenges arise from data security risks because digital training requires personal data management, potentially reducing participant trust if security is not guaranteed. Farida asserts that the success of digital training transformation depends not only on technology but on educational institutions' commitment to building an adaptive learning culture, strengthening digital security, and conducting continuous evaluation and improvement.

Innovative strategies for educational HR development in the digital era require institutions like Islamic Senior High School (*Madrasah Aliyah*) to comprehensively integrate technology in improving teacher competencies. Utilization of e-learning, LMS platforms, webinars, and even VR/AR Virtual Reality (VR) / Augmented Reality (AR) simulations plays an important role in accelerating the upskilling and reskilling process of educational staff. Firdaus and Kuswinarno, (2024) strengthen that technology enables data-based training personalization, emphasizing the importance of strengthening soft skills such as critical thinking, creativity, problem-solving, emotional intelligence, and collaboration as teachers' core competencies amid the complexity of modern learning. In the context of Islamic Senior High School (*Madrasah Aliyah*), this strategy appears through technology integration in HR management, from utilizing educational Human Resource Information Systems (HRIS), teacher performance analytics, to using AI to map competency needs, accompanied by strengthening collaborative digital work culture and building a more open learning ecosystem.

Listiyoningsih, Hidayati, & Winarti (2022) affirm that digital transformation encourages teachers to improve pedagogical and technological competencies through ICT training, professional workshops, and utilization of platforms such as Zoom, Google Meet, YouTube, and Canva. Although digitalization increases teacher motivation to innovate, obstacles such as signal limitations, inadequate devices, and weak student character formation during distance learning (PJJ) remain challenges requiring school support. In line with this, (Yanti, 2024) shows that digital transformation not only changes learning methods but also introduces new paradigms of educational management, including digital-based school administration, global collaboration, and more flexible and student-centered learning. Yanti also emphasizes that improving teacher professionalism, functional competencies, and competitiveness must be realized through continuous education and training.

At the higher education level, Rohida & Sudiantini (2025) assert that HR development in the Artificial Intelligence (AI) era needs to be directed toward AI integration in training, learning, and HR management to improve institutional adaptivity and efficiency. Implementation includes using AI in recruitment, lecturer performance evaluation, adaptive training based on smart platforms, hybrid and blended learning, and using academic chatbots. This transformation has proven to increase digital literacy and student data analysis capabilities, although challenges such as HR readiness, resistance to change, and data security still require attention. In line with this, Wakhidah et al. (2024) highlight that the main role of AI in education is

not to replace teachers but to strengthen learning effectiveness through material personalization, adaptive learning, automatic evaluation, educational data analysis, and providing broader information access. Wakhidah asserts that human creativity, ethics, empathy, and intuition remain competencies that cannot be replaced by AI, so teachers must be empowered to combine technological sophistication with their pedagogical role.

In other research, Ismunandar (2025) emphasizes that HR development in the digital era must be focused on educator adaptation abilities through strengthening digital competencies and utilizing learning applications. Irfieh & Supendi (2024) complement this view by emphasizing the importance of lifelong learning and continuous training as the basis for maintaining teacher professional quality. Differently from both, Wakhidah et al. (2024) show that digital transformation also presents new challenges such as digital literacy gaps, resistance to change, and infrastructure limitations, so HR development strategies must be comprehensive with adequate institutional support.

Meanwhile, Rahman (2025) highlights that strengthening superior HR in higher education requires planned technology-based educational transformation through industry internship programs, competency certification, *Merdeka Belajar Kampus Merdeka (MBKM)*, student start-ups, and digital training (Altbach et al., 2021). Challenges such as resistance to change and infrastructure limitations require universities to increase digital investment and strengthen cooperation with industry. In line with this, Shiri et al., (2023) affirm the importance of continuous professional development (CPD) through workshops, seminars, and routine training, as well as the importance of building collaborative and creative work culture with technology support, shared project spaces, and integration of digital applications to increase educator innovation.

Overall, based on several studies, it shows that innovative strategies for educational HR development in the digital era must combine three main aspects: (1) strengthening educators' digital and pedagogical competencies. (2) utilizing smart technology for management and learning, and (3) building collaborative and adaptive work culture supported by continuous training. Implementation of this strategy not only produces more competent and innovative HR but also improves learning quality, institutional management effectiveness, and the competitiveness of schools and universities amid the dynamics of 21st-century education.

Challenges in Educational Human Resource Development in the Digital Era

Educational HR development in the digital era faces various complex challenges, both in competency aspects, infrastructure, management, and data security (Nurani, Khuzaini, & Shaddiq, 2024). According to Firdaus & Kuswinarno (2024), the main challenge arises from educational staff's unreadiness in mastering digital technology and the existence of a digital skill gap between digitalization demands and still-limited teacher capabilities. Additionally, there is resistance to change, especially among educators who have long used conventional methods and are not ready to adapt to digital systems.

This finding aligns with Listiyoningsih et al. (2022), who explain that HR development challenges are not only related to teacher skills but are also influenced by digital infrastructure limitations, such as unstable internet networks, inadequate devices, and not-yet-optimal teacher ability in utilizing digital platforms. These limited infrastructures directly affect the effectiveness of technology-based learning processes, so digital transformation efforts have not been able to run optimally.

Meanwhile, Haq et al. (2023) emphasize that HR issues in the digital era also concern the mental readiness and character of educational staff, where some teachers still experience confusion in operating digital devices and do not yet have a work culture adaptive to technological developments. Haq also highlights that continuous use of technology without proper understanding can raise moral and character challenges in students, especially regarding self-control, discipline, and technology use ethics.

Ismunandar (2025) provides a more macro perspective by explaining that HR development challenges in the digital era include low digital literacy, lack of innovation ecosystems in educational institutions, and increased teacher workload due to demands to master various technology applications. According to him, many educational institutions do not yet have comprehensive strategies in building digital culture, so teachers often work individually without adequate system support.

On the other hand, Rogo and Radiana (2024) assert that educational HR digitalization also faces serious challenges regarding data security and digital privacy. Many schools have not yet implemented good cybersecurity standards, making them vulnerable to data breaches and information misuse. Additionally, Rogo mentions that considerable costs are needed to provide devices, networks, and training, so educational institutions with limited budgets experience obstacles in digital transformation.

Similar views are expressed by Farida and Rindaningsih (2024), who state that low digital literacy of teachers and students affects suboptimal technology utilization. Farida also emphasizes that lack of directed training and continuous mentoring systems causes some teachers to have difficulty improving their digital competencies. Additionally, Farida highlights increasingly large data security risks due to online learning activities not balanced with good digital security education.

Overall, findings from various articles show that educational HR development challenges in the digital era are multidimensional. Competency challenges arise from still-limited technological capabilities of staff. Infrastructure challenges are identified as factors hindering digitalization implementation effectiveness. Managerial and work culture challenges affirm the need for policy support, innovative ecosystems, and mindset changes in educational environments (Shafique, 2025). Meanwhile, data security aspects become major concerns that digitalization without strong data protection systems can pose great risks to educational institutions.

Thus, this discussion strengthens that educational HR development in the digital era not only requires individual competency improvement but also requires systemic support in the form of adequate infrastructure, adaptive managerial policies,

conducive digital ecosystems, and school readiness in implementing data security standards. All these challenges must be understood as an interconnected unity so that educational HR development in the digital era can be implemented comprehensively and sustainably (Riinawati & Noor, 2024; Sharma, 2024)

CONCLUSION

Based on the literature review results, it can be concluded that digital transformation has brought fundamental changes in educational human resource (HR) development, requiring institutions to comprehensively integrate technology in learning processes, school management, and educator competency development. Effective innovative strategies include strengthening teachers' digital and pedagogical competencies, utilizing smart technologies such as e-learning, Learning Management Systems (LMS), webinars, and AI applications and VR/AR simulations for training personalization, while building a collaborative and adaptive work culture through continuous training programs. This transformation not only improves administrative efficiency, internal coordination, and learning quality but also strengthens creativity, adaptive capabilities, critical thinking, and educator collaboration as 21st-century core competencies. Although technology provides significant opportunities, HR development success still depends on individual readiness, adaptive leadership, institutional support, and adequate data security systems.

This study also affirms multidimensional challenges faced, including low digital literacy, infrastructure limitations, resistance to change, disparities in technology-based pedagogical competencies, and data security risks. Therefore, educational HR development in the disruption era and Society 5.0 requires a systemic and comprehensive approach, combining individual competency improvement, organizational culture strengthening, adaptive managerial policy implementation, and optimal smart technology utilization, so that educational HR can adapt, innovate, be competitive, and ready to face 21st-century educational complexities sustainably.

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