

Human Resources In An Islamic Perspective: Conceptual Framework And Implications For Educational Development In The Digital Age

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Abstract

This research aims to analyze the concept of human resources (HR) from an Islamic perspective, formulate its conceptual framework, and examine its implications for the development of education in the digital era. The background of this research is based on the importance of developing human resources who are not only intellectually superior, but also have character and integrity in the midst of globalization and digitalization challenges. The research method used is a descriptive qualitative approach with a type of literature study. Data is obtained from various sources such as scientific journals, books, and other relevant academic references, then analyzed using content analysis techniques. The results of the study show that the concept of human resources in an Islamic perspective emphasizes holistic human development which includes spiritual, intellectual, moral, and physical aspects. Humans are seen as creatures of Allah who have the role of abdullah (servant of Allah) and caliph on earth. The conceptual framework of Islamic human resources is built on the integration of faith, knowledge, and charity with the ultimate goal of forming kamil people. Superior human resources in Islam are characterized by noble morals, scientific competence and skills, social and spiritual responsibility, and the ability to adapt to change. In the context of the digital era, human resource development faces various challenges such as technological disruption, moral degradation, digital literacy gap, and the influence of globalization of values and culture. Therefore, the implications of the concept of Islamic human resources on education include the integration of Islamic values in the curriculum, strengthening digital-based character education, increasing the role of teachers as role models (uswah hasanah), and developing ethical digital literacy. In addition, technology-based education strategies must remain based on Islamic values in order to be able to create a generation that is not only academically intelligent, but also has strong moral and spiritual integrity.

Keywords: Islamic Human Resources, Islamic Education, Digital Era, Human Resources Development

INTRODUCTION

Human resources (HR) are the main factor in determining the success of a nation's development, including in the field of education. In today's digital era, the role of human resources has become increasingly strategic because the development of information and communication technology has changed the way humans learn, think, and interact. Education is no longer limited to conventional classrooms, but has transformed to be more flexible through various digital platforms. Therefore, the quality of superior, adaptive, and competitive human resources is a non-negotiable need in facing the dynamics of the times.

However, globalization and digitalization also present various complex challenges to the quality of human resources. The flow of information that is so fast and unlimited often has negative impacts, such as declining moral values, the emergence of individualistic behavior, and low ethical digital literacy. In addition, global competition requires human resources to have high competence, both in terms of knowledge, skills, and character. This condition shows that it is not

enough to focus on the intellectual aspect alone, but must also pay attention to moral and spiritual aspects (Fikri, 2025).

In this context, the Islamic perspective is very important as a foundation in building human resources with character and integrity. Islam views humans as creatures who have physical and spiritual dimensions that must be developed in a balanced manner. The concept of human beings in Islam is not only oriented towards intellectual intelligence, but also includes aspects of faith, morals, and social responsibility. Thus, the development of human resources in the Islamic perspective is directed to form people who are not only intellectually intelligent, but also have a noble personality (*insan kamil*) and are able to carry out their role as servants of Allah (*abdullah*) and caliphs on earth.

Based on this description, the formulation of the problem in this study is: (1) how is the concept of human resources in an Islamic perspective, (2) what is the conceptual framework of Islamic human resources, and (3) what are its implications for the development of education in the digital era. The formulation of this problem is important to be studied in order to provide a comprehensive understanding of the role of Islamic values in the development of the quality of human resources that are relevant to the demands of the times (Muhammad, 2025).

The purpose of this research is to analyze the concept of human resources from an Islamic perspective, examine the underlying conceptual framework, and identify its implications for the development of education in the digital era. With the achievement of this goal, it is hoped that this research can make a theoretical contribution to the scientific development of Islamic education, as well as become a practical reference for educators, educational institutions, and policy makers in formulating human resource development strategies based on Islamic values.

In addition, the benefits of this research are expected to enrich scientific treasures in the field of Islamic education, especially those related to human resource development in the digital era. Practically, this research can be a reference in designing an education system that is not only oriented towards mastery of technology, but also emphasizes the formation of character and spiritual values. Thus, it is hoped that a generation will be born that not only excels academically, but also has high moral integrity and social responsibility.

LITERATURE REVIEW

The Concept of Human Resources in General

Human resources (HR) are generally understood as individuals who have the ability, knowledge, skills, and potential that can be developed to achieve organizational and development goals. In the context of education, human resources does not only refer to students, but also includes educators, education staff, and all parties involved in the educational process. Human resources are the main assets that determine the quality of educational output and the success of an education system.

HR development is usually focused on improving quality through education, training, and work experience. This approach emphasizes the importance of competence, productivity, and adaptability to environmental changes. In the modern era, human resources are required to have 21st century skills such as critical thinking, creativity, collaboration, and communication. This shows that human resources are not only measured from cognitive aspects, but also from social and emotional abilities (Ismael, 2023).

In addition, the concept of human resources is also closely related to sustainable development. Quality human resources will be able to create innovations and solutions to various global problems. Therefore, investment in human resource development is a priority for many countries. In this perspective, education plays a role as the main means in producing superior, competitive, and capable human resources to face the challenges of globalization.

The Concept of Human Resources in an Islamic Perspective (Insan Kamil, Khalifah, and Abdullah)

In the Islamic perspective, human resources are seen as creatures created by Allah with perfect potential, both physically and spiritually. This concept is known as *insan kamil*, which is a perfect human being who has a balance between spiritual, intellectual, and moral aspects. Humane society is an ideal goal in the development of human resources according to Islam, where humans are not only intellectually intelligent, but also have noble morals (Dika, 2024). In addition, humans in Islam have a role as caliphs on earth, namely as leaders and managers of the universe. This role requires humans to have social responsibility, thinking skills, and skills in managing resources wisely. Thus, the development of human resources in Islam is not only oriented to individual interests, but also to the benefit of the ummah and the environment.

On the other hand, humans also function as *abdullah* (servants of Allah) who have an obligation to worship and submit to Him. This concept emphasizes that all human activities, including education and self-development, must be based on the values of faith and piety. Thus, human resources in the Islamic perspective are human beings who are balanced between the roles of servants and leaders, and are able to integrate spiritual values in every aspect of their lives.

Theory of Human Resources Development in Education

The theory of human resource development in education emphasizes the process of improving individual quality through continuous learning. One commonly used approach is the humanistic approach, which views humans as individuals who have the potential to develop optimally. In this approach, education not only aims to transfer knowledge, but also develop the personality and self-potential of students. In addition, there is also a competency approach that focuses on mastering certain skills that are relevant to the needs of the world of work and social life. This approach emphasizes the importance of a balance between knowledge, skills, and attitudes. In the context of modern education, human resource development is directed at the formation of individuals who are not only academically smart, but also have practical skills and a professional attitude (Siswahyuningsih, 2025).

Furthermore, constructivism theory also plays an important role in human resource development, where students are considered active subjects in the learning process. They build knowledge through experience and interaction with the environment. This encourages the creation of more contextual, creative, and innovative learning. Thus, human resource development in education must be able to integrate various approaches to produce holistic and adaptive individuals.

Islamic Education in the Digital Era

Islamic education in the digital era has undergone a significant transformation along with the development of information technology. The learning process is no longer limited to traditional methods, but has utilized various digital platforms such as e-learning, social media, and learning applications. This opens up wide opportunities for more flexible and inclusive access to

education, especially for people who previously had difficulty reaching formal education. However, behind these opportunities, there are challenges that must be faced, such as the misuse of technology, the dissemination of invalid information, and the potential degradation of moral values. Therefore, Islamic education has an important role in equipping students with digital literacy that is not only technically capable, but also ethical. Islamic values such as honesty, responsibility, and discipline must remain the foundation in the use of technology (Muzakki, 2026).

In addition, Islamic education in the digital era needs to integrate Islamic values with technological innovation in a balanced manner. Teachers are required to be able to become facilitators who not only master the material, but also learning technology. Thus, Islamic education can remain relevant and be able to produce a generation that not only excels in the field of technology, but also has strong character and spirituality.

RESEARCH METHODS

This study uses a type of descriptive qualitative research with a literature study approach. This approach was chosen because the research aims to understand and examine in depth the concept of human resources in an Islamic perspective and its implications for the development of education in the digital era. Through this method, the researcher does not collect field data, but analyzes various relevant written sources to obtain a comprehensive and systematic understanding. The data sources in this study come from various literature that has credibility and relevance to the research topic. Data was obtained from scientific journals, books, academic articles, and other sources related to the concept of human resources, Islamic education, and educational developments in the digital era. The selection of sources is carried out selectively by considering the quality, novelty, and suitability of the content with the focus of the research study.

The data collection technique used is documentation, which is by collecting and reviewing various written documents related to the research. The researcher searched, recorded, and grouped data from various references that had been selected. This process is carried out systematically so that the data obtained can support in-depth analysis and discussion. The data analysis technique used is content analysis, which is by identifying, interpreting, and compiling information contained in literature sources. The analysis is carried out by grouping data based on themes, then drawing conclusions that are relevant to the formulation of the research problem. Through this technique, it is hoped that the results of the research can provide a clear and structured picture of the concept of human resources from an Islamic perspective and its implications in the development of education in the digital era.

RESULTS AND DISCUSSION

The Basic Concept of Human Resources in an Islamic Perspective

The basic concept of human resources (HR) in an Islamic perspective departs from the understanding of the nature of human beings as creatures created by Allah who have multidimensional potential. Man is not only seen as a biological being, but also as a spiritual and intellectual being endowed with intellect, heart, and passion. These three elements are the main foundation in the development of balanced and holistic human resources in Islam. The nature of man as a creature of God shows that all the potential that humans have is a mandate that must be managed properly. In the Qur'an, humans are referred to as glorified creatures and are given advantages over other creatures. This glory lies in the ability to think, choose, and take responsibility for every action taken. Therefore, human resource development in Islam is not only

oriented towards improving abilities, but also on awareness of responsibility to the Creator (Rabiatul, 2025).

Apart from being a creature of Allah, humans also have the main function as caliphs on earth. As caliphs, humans are given the task of managing, maintaining, and utilizing nature wisely. This role requires humans to have knowledge, skills, and good leadership abilities. Thus, human resource development in Islam must be able to produce individuals who are not only intelligent, but also have social responsibility and concern for the environment. On the other hand, humans also play the role of abdullah or servants of Allah who have an obligation to worship and submit to Him. This role emphasizes that all human activities, including in the fields of education and work, must be based on the values of worship. Thus, the development of human resources in Islam is inseparable from efforts to improve the quality of faith and individual piety.

The balance between the role of caliph and abdullah is the main key in the concept of Islamic human resources. Humans are required to be able to carry out worldly tasks without forgetting the purpose of the hereafter. This reflects that Islam does not separate the spiritual and material aspects, but integrates the two into a whole. Therefore, human resource development must be directed at creating this balance. In addition, spiritual values are the main foundation in the development of Islamic human resources. Values such as faith, sincerity, and piety are the foundation of every human activity. These values function as self-control so that humans do not fall into behavior that is detrimental to themselves and others. With strong spiritual values, human resources will have high integrity and commitment in carrying out their duties (Kobandaha, 2025). No less important, moral and intellectual values are also an integral part of the concept of Islamic human resources. Moral values are reflected in noble morals, such as honesty, trustworthiness, and responsibility. Meanwhile, intellectual value is related to the ability to think critically, creatively, and innovatively. This combination of spiritual, moral, and intellectual values is what forms human resources that excel in the Islamic perspective, so that they are able to face the challenges of the times, including in the current digital era.

The Conceptual Framework of Human Resources in Islam

The conceptual framework of human resources (HR) in Islam is built on the foundation of monotheistic values that integrate all aspects of human life. In Islam, human resource development is not only oriented to worldly aspects, but also includes ukhrawi goals. Therefore, the concept of human resources in Islam is holistic, encompassing spiritual, intellectual, moral, and physical dimensions that are interconnected and inseparable. One of the main pillars in the conceptual framework of Islamic human resources is the integration between faith, knowledge, and charity. Faith is the main foundation that directs every human activity to be in accordance with divine values. Science functions as a tool to understand reality and develop one's potential, while charity is a real implementation of faith and knowledge in daily life. These three aspects must run in a balanced manner in order to create intact and quality human resources (Ruswandi, 2025).

The integration between faith, knowledge, and charity also reflects that in Islam there is no dichotomy between religious knowledge and general knowledge. All knowledge basically comes from Allah and must be used for good. Thus, the development of human resources in Islam requires harmony between religious understanding and mastery of science and technology, especially in facing the challenges of the digital era. In addition, the conceptual framework of human resources in Islam also leads to the formation of kamil people as the final goal. A kamil person is a perfect human being, namely an individual who has a balance between intellectual intelligence, spiritual strength, and emotional maturity. This concept is an indicator of success in

human resource development according to an Islamic perspective. In the context of education, the concept of human beings requires a learning process that not only emphasizes cognitive aspects, but also character formation and spirituality. Education must be able to form human beings who are not only academically intelligent, but also have noble morals and awareness of social responsibility. Thus, educational output not only produces competent individuals, but also has integrity.

Furthermore, the balance between the physical and spiritual aspects is also an important part of the conceptual framework of Islamic human resources. Islam views that human beings consist of body and soul, both of which must be developed in a balanced manner. Neglecting one aspect will lead to inequities in individual development, which can ultimately affect the overall quality of human resources. The development of the physical aspect is related to physical health, skills, and work ability, while the spiritual aspect is related to faith, morals, and inner peace. In Islam, these two aspects complement and support each other. Therefore, human resource education and training must be able to accommodate the needs of both proportionately (Khumaini, 2023). The conceptual framework of human resources in Islam emphasizes the importance of integrating spiritual, intellectual, and physical values in a harmonious unity. This approach is expected to be able to give birth to a generation that not only excels in the field of science and technology, but also has strong moral and spiritual strength, so that it is able to face various challenges in the digital era wisely and responsibly.

Characteristics of Superior Human Resources in Islam

Human resources (HR) excel in the Islamic perspective are individuals who are able to integrate spiritual, moral, and intellectual values in their lives. Human resource excellence is not only measured by academic ability or technical skills alone, but also by the quality of their personality and morals. In Islam, superior human resources are human beings who are able to carry out their roles as servants of Allah and caliphs on earth in a balanced manner. One of the main characteristics of superior human resources in Islam is having noble morals (*akhlaq al-karimah*). Morals are the main foundation in forming a good individual personality. Values such as honesty, trust, responsibility, discipline, and justice must be embedded in every individual. Good morals will be a controller in action, so that a person is not easily influenced by negative things, especially in the midst of such a rapid flow of information in the digital era (Muhammad, 2025).

Noble morals also play an important role in building harmonious social relationships. Individuals with good morals will be able to interact with others in a polite manner, respect differences, and uphold human values. This is very important in creating a conducive social environment, both in the world of education and the wider community. Thus, morality is not only a personal aspect, but also has a wide social impact. In addition to morals, superior human resources in Islam must also have adequate competence, both in terms of science and skills. Islam strongly emphasizes the importance of studying knowledge as part of worship. Science is the main provision for humans to understand life, solve problems, and contribute to development. Therefore, individuals are required to continue to learn and develop themselves throughout life.

Competence is not only limited to mastery of theory, but also includes practical abilities that can be applied in real life. In the context of the digital era, these competencies include digital literacy, critical thinking skills, creativity, and technological skills. By having good competencies, human resources will be able to compete globally and adapt to rapid changes. The next characteristic is to have social and spiritual responsibility. In Islam, every individual is not only responsible for himself, but also for his society and environment. Social responsibility is reflected

in concern for others, participation in social activities, and contribution to creating the common good. Meanwhile, spiritual responsibility is related to man's relationship with God, which is reflected in the obedience to worship and maintaining the values of faith.

This social and spiritual responsibility is a balance between worldly and ukhrawi interests. Individuals who have this awareness will be more careful in their actions and decisions, because they realize that every deed has consequences, both in this world and in the hereafter. This will encourage the creation of human resources who are not only productive, but also ethical and integrity (Benny, 2025). Superior human resources in Islam are required to be adaptive to change. The rapid development of the times, especially in the digital era, requires individuals to be able to adapt to various changes that occur. This adaptation includes the ability to learn new things, accept innovation, and think openly to technological developments. With an adaptive attitude, human resources will be able to survive and develop in the midst of changing global dynamics.

Challenges of Human Resources Development in the Digital Era

The development of the digital era has brought significant changes in various aspects of life, including in the development of human resources (HR). Advances in information and communication technology have created great opportunities in improving the quality of education and skills of individuals. However, on the other hand, these changes also present various complex challenges that must be faced wisely and strategically. One of the main challenges is technological disruption that fundamentally changes learning patterns and ways of obtaining information. The learning process that was previously conventional is now shifting to a more flexible and open digital system. This requires individuals to have independent learning skills, digital literacy, and skills in utilizing technology effectively. Without adequate readiness, human resources will find it difficult to keep up with such rapid developments (Fikri, 2025).

This change in learning patterns also has an impact on the role of educators and educational institutions. Teachers are no longer the only source of information, but rather act as facilitators in the learning process. Students are required to be more active, critical, and creative in processing information. Therefore, human resource development must be able to adapt to the needs of technology-based 21st century learning. In addition to technological disruption, another challenge that is no less important is the moral degradation due to digitalization. Unlimited access to information often opens up opportunities for the entry of negative content that can affect individual behavior, especially the younger generation. Values such as ethics, manners, and responsibility began to decline due to a lack of control in the use of technology.

This moral degradation is a serious concern in human resource development, because human quality is not only determined by intellectual intelligence, but also by his character and morals. Without the strengthening of moral and spiritual values, technological advances can actually become a threat to the development of individuals and society. Therefore, an approach that is able to integrate technology with character education is needed. The next challenge is the digital literacy gap in society. Not all individuals have the same access and ability to utilize digital technology. This difference can be caused by economic, geographical, or educational factors. As a result, there is an inequality in the mastery of technology that has an impact on the quality of human resources as a whole.

This digital literacy gap can hinder efforts to equalize education and human resource development. Individuals who have limited access to technology will be left behind in acquiring information and developing the skills needed in the digital age. Therefore, systematic efforts are

needed to improve digital literacy evenly through inclusive education and training (Muhammad, 2025). In addition, the globalization of values and culture is also a challenge in the development of human resources in the digital era. The global flow of information allows the entry of various foreign values and cultures that are not always in line with local values or religious teachings. This can affect an individual's identity and character if not addressed wisely. Therefore, strengthening Islamic values and local culture is very important so that human resources continue to have a strong identity in the midst of globalization.

Implications of the Islamic Human Resources Concept on Education Development

The concept of human resources (HR) in an Islamic perspective has significant implications for the development of education, especially in the digital era. Education not only serves as a means of transferring knowledge, but also as a medium for the formation of character and spiritual values. Therefore, the development of education must be able to integrate Islamic values comprehensively in every aspect of learning. One of the main implications is the importance of integrating Islamic values into the educational curriculum. The curriculum not only contains academic materials, but must also contain the values of faith, morals, and ethics that are the foundation of life. This integration can be done by associating each subject with Islamic values, so that students not only understand science theoretically, but are also able to apply it in daily life in accordance with Islamic teachings (Ismael, 2023).

In addition, strengthening digital-based character education is very important. In the digital era, students are exposed to a variety of information and influences that can shape their behavior. Therefore, character education must be developed by utilizing technology as a learning medium. Digital platforms can be used to instill values such as honesty, responsibility, and discipline through engaging and relevant educational content. The role of teachers as role models (*uswah hasanah*) is also a key factor in the development of education based on the concept of Islamic human resources. Teachers not only play the role of teachers, but also as mentors and examples for students. The attitude, behavior, and way of interacting teachers will be role models that students follow. Therefore, teachers are required to have moral integrity, professional competence, and the ability to utilize learning technology.

In addition, the development of ethical digital literacy is another important implication. Digital literacy includes not only the ability to use technology, but also the ability to filter information, understand digital ethics, and be responsible in the use of media. From an Islamic perspective, the use of technology must be based on moral values so as not to have a negative impact on oneself or others. Strengthening ethical digital literacy can be done through learning that emphasizes the values of honesty, responsibility, and awareness of the consequences of every action in the digital world. Students need to be equipped with an understanding that activities in cyberspace are also part of life that will be accounted for. Thus, they will be wiser in using technology. Furthermore, technology-based education strategies based on Islamic values need to be developed systematically. The use of technology in education must be directed to support an effective learning process while strengthening spiritual values. For example, the use of Islamic-based learning applications, digital media that contain educational value, and the development of an online learning system that still pays attention to ethical and moral aspects (Dika, 2024).

The implications of the concept of Islamic human resources on the development of education in the digital era require a balance between technological progress and the strengthening of Islamic values. Education must be able to produce a generation that is not only intelligent and

skilled in technology, but also has a strong character and is based on spiritual values. This is the key to facing global challenges while maintaining identity and integrity as a human being of faith.

CONCLUSIONS

The concept of human resources (HR) in an Islamic perspective emphasizes holistic human development that includes spiritual, intellectual, moral, and physical aspects. Humans are seen as creatures of Allah who have a dual role, namely as servants (abdullah) and caliphs on earth. Therefore, the development of human resources in Islam is not only oriented towards intellectual intelligence, but also on the formation of noble morals and social responsibility. The integration between faith, knowledge, and charity is the main foundation in forming superior and characterful human resources. In the digital era, human resource development faces various challenges such as technological disruption, moral degradation, digital literacy gap, and globalization of values and culture. This condition demands an approach that not only emphasizes the mastery of technology, but also the strengthening of spiritual and ethical values. In this case, the concept of Islamic human resources provides a solution through a balance between worldly and ukhrawi aspects, so as to be able to create individuals who are adaptive and have integrity.

The implications of the concept of Islamic human resources on the development of education show the importance of integrating Islamic values in the curriculum, strengthening digital-based character education, and the role of teachers as role models (uswah hasanah). In addition, the development of ethical digital literacy and technology-based education strategies based on Islamic values are the key to creating an education system that is relevant to the demands of the times. Thus, education is expected to be able to produce a generation that is not only academically intelligent, but also has a strong personality and is based on Islamic values. Based on these results, it is recommended to educators and educational institutions to integrate Islamic values more systematically in the learning process, either directly or through the use of digital technology. In addition, it is necessary to improve the competence of teachers in the field of technology and character education in order to be able to be an example for students. For future researchers, it is recommended to conduct empirical research to examine the implementation of the concept of Islamic human resources in educational practices in the digital era, so that it can make a more applicable and contextual contribution.

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