

# Human Resource Management Strategy in Facing the Educational Transformation of the Society Era 5.0 in Islamic Boarding Schools

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**Background** - Islamic boarding schools as one of the educational institutions based on Islamic values have a strategic role in the development of human resources in Indonesia. However, in the era of Society 5.0—which is characterized by the convergence of digital technology and human life—Islamic boarding schools face great challenges in adapting their learning systems and approaches. This condition requires adaptive and innovative human resource management (HR) in order to be able to respond to the demands of the times.

**Purpose** - This research aims to analyze the role of human resource management in facing the dynamics and challenges of the world of education in the era of Society 5.0, with a case study on the Al-Furqan Islamic Boarding School Banjarmasin.

**Method/approach** - This study uses a qualitative approach with data collection methods through observation, in-depth interviews, and documentation studies.

**Findings** - The results of the study show that human resource management in this Islamic boarding school is carried out through a selective recruitment process, continuous training, teacher competency development, a structured performance evaluation system, and motivational awarding. Islamic boarding schools also integrate technology in learning and organize digital literacy training for educators in response to the challenges of the Society 5.0 era.

**Conclusions** - The conclusion of this study states that responsive and strategic human resource management is the main key in maintaining the sustainability of the quality of education in Islamic boarding schools.

**Novelty/Originality/Value** - The novelty of this study lies in the identification of the specific role of human resource management in the context of traditional educational institutions (Islamic boarding schools) that are undergoing digital transformation in the era of Society 5.0—a perspective that is still rarely explored in academic studies.

**Keywords:** Human Resource Management; Society 5.0; Islamic Boarding Schools

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## INTRODUCTION

This era presents a new paradigm that encourages educational institutions to not only become centers of knowledge transfer, but also as agents of social change that are adaptive to technological developments and cultural values (Ulfah, 2024; Tripitasari, 2024). This is increasingly relevant for Islamic-based educational institutions such as Islamic boarding schools, which bear the strategic responsibility of producing superior human resources (HR) without losing their Islamic identity.

The digital transformation that has occurred in the Society 5.0 era is not only the integration of technology in various aspects of life, but also the emphasis on humanistic values and local wisdom. In the context of education, educational institutions, especially those based on Islam such as Islamic boarding schools, are expected to function not only as a place for knowledge transfer, but also as agents of social change that are adaptive to technological changes and cultural values. This educational institution has a strategic role in producing superior human resources (HR) while maintaining Islamic identity (Rahman & Husin, 2022; Widodo et al., 2024). The Society 5.0 era encourages educational institutions to adopt methods that utilize digital technology to improve the way of learning. This approach is expected to be able to overcome challenges and problems that arise due to technological advances and help the younger generation prepare for an increasingly complex world (Ardiansyah & Basuki, 2023; Adeoye et al., 2024).

Islamic-based education, especially Islamic boarding schools, has a great responsibility in providing education that is not only of quality in terms of academics but also character and morals. The implementation of social piety values and character in this era is a must to maintain the integrity and excellence of the religious spirit in the midst of rapid technological advances. In line with the principles of Society 5.0, education must integrate with local culture and existing wisdom, so as to be able to produce individuals who are not only intellectually capable but also uphold moral principles (Rahman & Husin, 2022; Saiful, 2023). This is in line with research that shows the importance of developing pedagogic competencies in this context, where teachers and instructors in Islamic boarding schools need to have qualified skills in educating (Sapdi, 2023; Muslikah et al., 2024).

In facing the challenges of education in the Society 5.0 era, educational institutions such as Islamic boarding schools must be able to adjust their curriculum to suit the times, including in terms of technology-based learning and digitalization (Bungawati, 2022; Lestari et al., 2023). The Independent Curriculum, which emphasizes flexibility and creativity in learning, is one of the strategic steps that can be taken to provide more relevant education (Lestari et al., 2023). With this approach, it is hoped that Islamic boarding schools can improve the quality of education that not only excels in religious science but also in general knowledge and science, so that students can contribute effectively in an increasingly modern society (Suryana & Muhtar, 2022).

Historically, Islamic boarding schools have functioned as educational institutions that not only teach religious knowledge but also play an important role in shaping the character and morals of the nation. With an educational approach based on religious values and local wisdom, pesantren has succeeded in conveying Islamic teachings and strengthening the cultural identity of the community. The community has high expectations for Islamic boarding schools to produce a young generation who have noble character, are knowledgeable, and are able to contribute positively to the development of the nation. However, with the emergence of the era of digitalization and rapid social change, the challenges for Islamic boarding schools are increasingly complex. The existence of digital and information technology has changed the way of learning and teaching, triggering the emergence of the need to improve the quality of education to remain relevant in the midst of a fast-changing world (Ardiansyah & Basuki, 2023).

In the midst of these challenges, one of the crucial aspects that must be considered by Islamic boarding schools is the management and development of human resources, especially educators. Educators who have the ability to adapt to the changing times and are able to utilize technology effectively are one of the keys to the success of Islamic boarding schools in welcoming the future. For this reason, the development of teacher professionalism in Islamic boarding schools must be prioritized, including in terms of training to master information technology and innovative learning methods. Research conducted by Syafrizal et al. (2024) shows that increasing teachers' capacity in the use of educational technology greatly affects more effective learning management. Moreover, educators need to be equipped with extensive knowledge of pedagogical and psychological concepts to support a quality educational process (Rahman & Husin, 2022).

Furthermore, Islamic boarding schools need to create an adaptive and innovative educational environment to produce competitive graduates. This includes the development of a curriculum relevant to the demands of the times, where technology and character education go hand in hand. Suherman et al. (2024) stated that the relevance of the curriculum must be ensured to be able to combine Islamic values with the needs

of modern society. In this context, Islamic boarding schools must not only strive to meet formal education standards, but also must adhere to the Islamic values that are their identity. Thus, Islamic boarding schools are expected to produce a young generation who are not only technologically literate but also have noble morals and are ready to face global challenges in the future (Saiful, 2023).

In the context of education management, educators play a key role in determining the quality of the learning process and outcomes. Therefore, HR management strategies that include recruitment processes, ongoing training, career development, performance evaluation, and reward systems are important aspects that cannot be ignored (Mutaqin & Izzati, 2024). When the strategy is not designed adaptively to technological changes and the needs of 21st century students, the quality of pesantren education can be threatened with stagnation and even lagging.

Previous studies have discussed the challenges of digitizing education in Islamic boarding schools, according to Tanzil and Sahri, the success of the implementation of educational values in Islamic boarding schools is highly determined by how a peaceful pesantren culture can support management strategies and teacher competency development in facing the challenges of modernization Tanzil & Sahri (2019). This shows the need for integration between curriculum digitalization and educator competency development.

Research by Maksum on tolerance education in Islamic boarding schools also highlights the importance of equipping educators with appropriate perspectives and skills (Mun'im et al., 2021). Educators must be prepared holistically in order to educate students in a way that is in line with Islamic values, while adopting new technologies. Research by Susanto et al. further emphasizes the understanding of decision-making in educator human resource management as a vital aspect that needs to be improved to improve the quality of education in Islamic boarding schools (Maksum, 2016). Proper decision-making will facilitate effective HR management, which in turn contributes to the success of digital transformation.

Furthermore, research by Riswanto et al. that implemented the PRINCE2 method on the management of competencies and bureaucratic professionalism of Islamic boarding school organizations showed that the application of structured management methodologies can improve the quality of educational organizations in Islamic boarding schools (Susanto et al., 2024). This contributes significantly to forming a more effective managerial system in the pesantren environment, which can ultimately support the expected digital transformation.

In an effort to strengthen the human resources of educators in Islamic boarding schools in order to face digital changes, it is important to look at entrepreneurship education as explained by Arviansyah Riswanto et al. (2020) and in the context of strengthening santripreneurs as explained by Sriani (Arviansyah, 2021). This entrepreneurship education not only provides academic lessons but also equips students to be proactive in dealing with existing changes, including in the implementation of new technologies.

This study aims to identify and analyze the strategies for developing the human resources of educators in Islamic boarding schools in facing the challenges of the Society 5.0 era, as well as formulate an HR management model that is relevant to the characteristics of Islamic boarding school institutions. The urgency of this research lies in the importance of creating an Islamic boarding school education system that is able to transform digitally without losing the essence of Islamic values. The theoretical contribution of this research is to enrich the study of cultural and religious-based education management, while the practical contribution is to provide policy recommendations and managerial strategies that can be implemented by pesantren managers. The contribution of this research not only strengthens the competitiveness of pesantren education in the digital era but also makes it a model of value-based and technology-based educational institutions that are able to adapt to the times.

## RESEARCH METHODS

### Research design

To explore the dynamics and challenges in human resource management in Islamic boarding schools that are being digitally transformed, this study uses a qualitative approach.

### Data collection techniques

Data collection was carried out through field observations, in-depth interviews with managers and educators, and documentation studies related to HR recruitment and training policies (Ulfah, 2024) The qualitative method was chosen because it allows researchers to uncover subjective perspectives, practical experiences, and narratives of holistic HR management implementation in the context of digital transformation in the era of Society 5.0 (Triptasari, 2024).

**Data validity**

To ensure data validity, this study employed triangulation techniques, including source triangulation (cross-checking information from different respondents), method triangulation (comparing data from interviews, observations, and documentation), and theoretical triangulation (comparing findings with existing theories and previous studies). Member checking was also carried out by asking respondents to verify the accuracy of interview transcripts and interpretations. These steps aim to enhance the credibility, dependability, and confirmability of the findings.

**Data Analysis**

Data analysis in this study was carried out through four interactive stages, aligned with the research focus on human resource management strategies to address educational transformation in Islamic boarding schools during the Society 5.0 era. First, data collection gathered various qualitative data through observations, interviews with pesantren managers and educators, and document analysis of HR policies. Second, data reduction was conducted by selecting and focusing on information directly related to the adaptation of HR practices in facing technological integration and educational challenges. Third, data display categorized findings into themes such as recruitment innovation, continuous digital competency training, performance evaluation, and motivation strategies that reflect the pesantren's readiness for Society 5.0. Finally, conclusion drawing and verification involved synthesizing key patterns, confirming interpretations with participants, and triangulating with existing theories to validate strategic models of HR management suitable for Islamic educational institutions undergoing digital transformation.

**RESULTS AND DISCUSSION**

The results of observations at the Al-Furqan Islamic Boarding School Banjarmasin show that HR management is implemented through several strategic stages. First, the recruitment process is carried out selectively to obtain educators who are not only academically competent but also have high adaptability to digital technology, in accordance with the selection and recruitment recommendations that have been identified in the educational human resources literature. Furthermore, training and competency development are carried out on an ongoing basis through digital literacy programs, workshops, and internal seminars, which are in line with the findings that the integration of technology in learning is an important aspect in the absorption of the Society 5.0 era (Suherman et al., 2024; Jannah et al., 2024). Structured performance evaluation is also implemented to ensure that each educator is able to implement innovations in the learning environment, strengthening the synergy between Islamic values and digital progress (Syafrizal et al., 2024).

In addition, awarding and recognizing performance plays a role in creating motivation and loyalty, an aspect that is increasingly essential in maintaining the quality of human resources in the midst of modern learning dynamics (Tripitasari, 2024). This approach not only focuses on the technical aspects of mastering technology, but also facilitates a responsive, collaborative, and innovative organizational culture, so that it is able to face the challenges of globalization and digitalization in the realm of traditional education (Ulfah, 2024).

**Selective recruitment**

Selective recruitment is a crucial element in human resource (HR) management in an organization, serving to ensure that qualified individuals who are in accordance with the needs of the organization are acquired. This process is closely related to the business goal of achieving a competitive advantage. Bangura Bangura (2024) explains that formal policies in recruitment can significantly increase organizational credibility and encourage diversity in the workplace, thereby creating a more inclusive and productive environment. The research shows that a clear structure in the hiring process is not only beneficial for the development of the individual but also for the organization as a whole.

This is in line with the guidance presented by Collins and Kehoe (Derous & Fruyt, 2016), which emphasizes that a systematic recruitment and selection procedure must take into account not only the candidate's technical skills, but also their characteristics and social abilities. This comprehensive approach guarantees that recruits are not only technically qualified, but also able to adapt and collaborate in a dynamic social environment in the workplace.

In the context of education, Usman et al. Girsang et al. (2023) emphasize the importance of integrated competency development in the educator selection process, reinforcing the need to clearly understand the skills required. This is crucial, especially in the education sector where the quality of teaching is highly dependent on the ability and knowledge of educators. Thus, an approach that combines the evaluation of skills, individual

character, and the potential to contribute to the organization's culture is a step that needs to be implemented simultaneously and consistently.

Broader references to recruitment and selection practices also suggest that the application of electronic systems in recruitment—e-recruitment—can improve the cost and time efficiency required to acquire the right candidates, contributing to the profitability of companies, as expressed by Bans-Akutey et al. (Bans-Akutey et al., 2021). Their research indicates that the use of technology in the hiring process not only increases effectiveness but can also improve employee satisfaction and retention.

In addition, attention to the measurement of the results of this process cannot be ignored. Hewage Hewage (2023) emphasizes how a good hiring process positively impacts employee performance and the overall outcome of the organization, illustrating the need for a good match between candidates and the position offered. As such, the entire recruitment and selection process should be seen as an interconnected strategic step and should be designed to achieve the organization's long-term goals.

### **Continuous training**

Continuous training is a vital aspect of teacher competency development, which plays an important role in their readiness to face challenges in the classroom. Rapid changes in curriculum and teaching methods require teachers to constantly make adjustments and improvements in competencies. Xu Sodikin (2022) shows that the improvement of teachers' social and emotional competence has a significant impact on their intrinsic motivation and willingness to continue to develop professionally. In this context, teachers are not only required to have academic knowledge, but also good interpersonal skills to create a constructive learning atmosphere.

Furthermore, Yuniasih and Susanti Yuniasih & Susanti (2024) emphasized that teachers must have professional and pedagogical competencies to improve the quality of education, especially in the context of inclusive education. In this case, continuous training serves as an important means of developing these competencies. A comprehensive approach to this training can include workshops, seminars, and coaching programs designed to hone skills and provide teachers with up-to-date knowledge. With continuous training, teachers will be better prepared to interact with students and overcome problems that arise in the classroom.

Zeke et al. Zeke et al. (2021) report that systematic education and training have a positive impact on teacher performance. This study shows that when teachers attend 32-hour lesson training designed to improve their competence, there is a clear improvement in their performance in the classroom. This shows the urgency of adopting continuous training as part of the strategy for developing teacher professionalism.

Thus, continuous training is not just a means, but a fundamental need to ensure that teachers can adapt to the changing needs of education. The implementation of this diverse competency-focused training will be critical in improving the quality of education and providing long-term benefits to students as well as educational institutions as a whole.

### **Teacher competency development**

The development of a structured performance evaluation system plays an important role in assessing teachers' effectiveness and supporting their professional development. A good evaluation system aims not only to provide an accurate assessment of teacher performance, but also to generate information that is useful for managerial decision-making. Bartram Yansyah et al. (2023) stated that evaluations in various organizations, including education, must be systematically and planned to produce quality information, referring to the importance of standards and flexibility in the process.

One approach that has proven effective in developing a performance evaluation system is the application of data-based modeling methods. Rahayaan and Purnomo Rahayaan & Purnomo (2024) developed a system that uses the Simple Additive Weighting (SAW) method that successfully provides accurate and systematic performance assessments for teachers. Their research shows that this system not only assists school management in decision-making but also provides constructive feedback that supports teachers' professional development efforts. With this strategy, performance evaluation not only serves as a tool for assessing but also as a means to improve the quality of teaching.

Furthermore, Alif and Ahmadi Alif & Ahmadi (2024) found that the quality of feedback provided in the evaluation system was positively correlated with teacher motivation. These findings indicate that a holistic performance evaluation system, which integrates technology and aspects of human interaction, is essential for creating sustainable motivation. This is consistent with other research that shows that systematic evaluation can create a better working atmosphere and support effectiveness in teaching (Jati & Wibowo, 2022).

Thus, the development of a structured performance evaluation system is an important step to improve the quality of education. The system not only provides an accurate assessment of teacher performance but also



serves as a tool to support professional growth, which will ultimately have a positive impact on educational outcomes for students.

### **Structured performance evaluation system**

Evaluation of good performance in an educational environment cannot be narrowly defined only in academic aspects or teaching output. According to Choi and Park Choi & Park (2016), evaluation not only involves the teacher's academic abilities but also other dimensions such as interpersonal abilities and communication skills that are important for building positive relationships with students. These interpersonal skills are essential in creating a supportive learning atmosphere, and teachers who are able to interact effectively with students can increase student motivation and engagement, ultimately impacting better learning outcomes.

In addition, technological advancements have made significant contributions to performance evaluation methods. Na Na (2024) emphasized that the use of artificial intelligence (AI) in performance analysis can provide deeper and more objective insights into teacher competence. Artificial intelligence can analyze teacher performance data from a variety of perspectives, considering factors that might have gone unnoticed in traditional evaluations. By integrating advanced data analytics, education management can get a clearer picture of teachers' strengths and weaknesses, as well as design professional development programs that better suit individual needs and improve teaching effectiveness.

The use of artificial intelligence in evaluations not only improves assessment accuracy but also allows for fairer and more consistent performance comparisons among teachers. Therefore, a good performance evaluation system must combine traditional and modern techniques, including the use of AI, to create a more productive learning environment. With this integrated approach, it is hoped that teacher performance evaluations can function not only as an assessment tool, but also as a means for continuous professional development that is in line with the goals of educational institutions.

### **Rewarding motivation**

Rewarding motivation is a key factor in creating a productive work environment. Recognizing good performance not only serves as an incentive, but also reflects the organization's values, reinforces commitment, and boosts morale among educators. Sabatini et al. Sabatini et al. (2020) explain that the implementation of a fair and transparent reward system can attract greater involvement from teachers in the process of educational development and innovation. This shows the importance of creating a fair mechanism for awarding awards, which in turn can increase job satisfaction and a higher commitment to the organization's mission.

In the context of education, the implementation of an effective reward system is essential to motivate teachers to continuously improve the quality of their teaching. Wibisono et al. Wibisono et al. (2019) stated that ranking the best lecturers as a form of appreciation can be a trigger for improving teaching quality. By giving clear awards to outstanding teachers, the school not only appreciates their contributions, but also creates a healthy competitive atmosphere, which encourages all educators to improve their performance.

Furthermore, awarding can serve as a tool to build a culture of appreciation within educational organizations. Suwondo et al. Suwondo et al. (2023) show that teachers' motivation to work better can increase when they feel recognized and rewarded for their efforts and achievements. Therefore, it is crucial for educational institutions to design and implement rewards programs that are not only fair but also in accordance with teachers' aspirations and expectations.

Overall, an effective reward system can create motivation, increase job satisfaction, and strengthen educators' involvement in the educational development process. In an effort to create a productive work environment, it is important for educational institutions to consider awards as a strategic means in achieving broader educational goals.

## **CONCLUSION**

Overall, the results of the study show that strategic and responsive human resource management is the main key to maintaining and improving the quality of education in Islamic boarding schools in the Society 5.0 era. Selective implementation of recruitment, ongoing training, systematic performance evaluation, and adequate reward has proven effective in addressing digital transformation challenges. This holistic approach affirms that the integration between technology and Islamic values can create an innovative, adaptive, and. Therefore, strategic policies and targeted training planning are highly recommended as an effort to optimize the performance of human resources in Islamic boarding schools, as well as prepare a superior generation of Muslims in this digital era.

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