



School Human Resource Management (HRM) Strategy Rooted in Culture and Oriented Towards Digital: Responding to Disruption Challenges in an Adaptive and Meaningful Way

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ABSTRACT

Digital transformation has fundamentally shifted the paradigm of human resource management (HRM) in the education sector, particularly within school administration, which must now adapt to the dynamics of technological disruption. This article explores a school HRM development strategy rooted in local cultural values and oriented toward digital technology as an adaptive and meaningful response to the demands of the Society 5.0 era. Through a comprehensive literature review and critical analysis, five key pillars are identified: strengthening digital competencies, cultivating a growth mindset, innovating work processes, fostering cross-sector collaboration, and implementing performance management systems based on digital platforms. The study highlights the importance of integrating local wisdom in shaping resilient and collaborative human resources while accelerating inclusive and context-sensitive technology adoption. The practical implications of this research offer strategic directions and policy recommendations for educational institutions and stakeholders aiming to build adaptive, innovative, and sustainable school governance in the face of ongoing disruption.

Keywords: Digital transformation; school HRM ; local culture; disruption adaptation; educational technology

ABSTRAK

Transformasi digital telah mengubah paradigma manajemen sumber daya manusia (MSDM) di sektor pendidikan, khususnya dalam konteks administrasi sekolah yang kini dituntut untuk beradaptasi secara cepat dan cerdas menghadapi disrupsi teknologi. Artikel ini mengkaji strategi pengembangan MSDM sekolah yang berakar pada nilai-nilai budaya lokal dan sekaligus berorientasi pada pemanfaatan teknologi digital, sebagai respons adaptif dan bermakna terhadap dinamika era Society 5.0. Melalui kajian literatur dan analisis kritis, ditemukan lima pilar utama yang harus diintegrasikan secara sinergis: penguatan kompetensi digital, pembentukan pola pikir berkembang (growth mindset), inovasi dalam proses kerja, kolaborasi lintas sektor, serta manajemen kinerja berbasis digital. Studi ini juga menekankan pentingnya integrasi kearifan lokal dalam membangun karakter SDM yang tangguh dan kolaboratif, serta mempercepat adopsi teknologi secara lebih inklusif dan kontekstual. Implikasi praktis dari temuan ini menawarkan arah kebijakan dan langkah strategis bagi lembaga pendidikan dan para pemangku kepentingan dalam mewujudkan tata kelola sekolah yang adaptif, inovatif, dan berkelanjutan.

di tengah tantangan disrupsi yang terus berkembang.

Kata Kunci: Transformasi digital, MSDM sekolah, budaya lokal, disrupsi, adaptasi, teknologi pendidikan, Society 5.0

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A. INTRODUCTION

Digital transformation has become a necessity in various aspects of life, including the field of education. The rapid and massive technological changes have created what is called the era of disruption—a condition where the old systems are no longer relevant and must be replaced by new approaches that are more innovative, adaptive, and efficient. In this context, educational institutions are required not only to adapt to technological developments but also to be able to comprehensively reform their structures and processes, including in terms of human resource management (HRM). According to the report by the International Institute for Management Development (IMD), Indonesia currently ranks 62nd in global digital competitiveness (Rogo & Radiana, 2024). This fact shows that Indonesia still has a significant amount of work to do in preparing human resources capable of competing globally within the digital ecosystem. One of the sectors most affected by this condition is education, where the readiness of human resources—especially school administrative staff—becomes one of the keys to the success of digital transformation (Plekhanov et al., 2023).

In the perspective of modern HR management, workforce management is not just about personnel administration, but must also encompass strategic aspects such as competency enhancement, career development, work culture, and results-oriented organizational planning (Yohana et al., 2024). In schools, administrative staff often serve as the frontline in data management, academic services, and inter-institutional communication. Therefore, the development of administrative human resources can no longer be taken lightly. However, the main challenge in the development of administrative human resources in schools does not only lie in the technical ability to operate digital technologies such as academic information systems, big data, IoT, and AI (Artificial Intelligence), but also in the mental, social, and cultural readiness to embrace change. Digital transformation is not just about technology but also about transforming the mindset and work culture that have been established in the school environment (Tahar et al., 2022).

In reality, many administrative HR personnel do not yet have adequate digital literacy. The lack of training, limited access to technology, and a still conventional work culture are the main obstacles. Moreover, HR management strategies in many schools are still administrative in nature and have not yet touched on aspects of organizational culture rooted in local social values such as mutual cooperation, deliberation, integrity, and a sense of shared responsibility. However, these local cultural values are important social capital in building teamwork and collective spirit in the era of change (Ismunandar, 2025). Major changes like digital transformation demand not only technical skills but also socio-cultural resilience. If the transformation is carried out top-down without considering the cultural values that are already embedded in the school organization, it is not unlikely that resistance, change anxiety,

or even silent rejection will emerge (Sihite et al., 2019). Therefore, a human resource management strategy is needed that is not only digitally oriented but also rooted in local culture, so that the transformation process runs more inclusively, humanely, and sustainably (Nurhayati & Mulyanti, 2025).

The strategy for developing school administration human resources ideally includes aspects of digital literacy, strengthening soft skills (communication, collaboration, time management), an adaptive work culture, and career planning based on self-directed learning. In addition, the strategy should also be designed participatively, involving all parties from school leaders, teachers, administrative staff, to external partners. Cross-sector collaboration between schools, the government, and the technology industry is one of the keys to success in addressing the challenges of educational digitalization (Widiawati et al., 2025). Therefore, this article is prepared as a literature review aimed at identifying strategic approaches in the development of school administration human resources that can bridge the gap between tradition and transformation, between local culture and digital innovation (Fauzi et al., 2024). With this adaptive and meaningful approach, it is hoped that educational institutions in Indonesia will not only be able to survive amidst the changing times but also continue to develop towards a more modern, inclusive, and highly competitive education system.

B. METHOD

This research uses the literature review method with a qualitative descriptive analysis approach. This approach was chosen to gain a deep understanding of the human resource development (HRD) strategies in school administration within the context of digital transformation, particularly those rooted in local socio-cultural values. The analysis was conducted by collecting, reviewing, and synthesizing various relevant scientific sources, including national and international journal articles, proceedings, research reports, and academic books. The literature used as study material is selected based on certain criteria, including: (1) published within the last five years (2019–2024), (2) having strong relevance to the themes of HR, education, and digitalization, and (3) originating from sources with academic credibility, such as journals indexed by SINTA, Scopus, or reputable academic institutions. The analysis stages are carried out through thematic classification and categorization processes. The collected literature was then classified into strategic themes that reflect important dimensions in the development of school administration human resources, such as: digital competence, growth mindset, innovation capability, technology adaptation, and the preservation of socio-cultural values within the organization. Each theme is analyzed to uncover best practices, challenges faced, and strategic recommendations that can be implemented in the context of educational institutions in Indonesia.

C. RESULT AND DISCUSSION

Result

The literature review conducted in this study reveals a number of complex challenges and paradoxes related to the development of human resources (HR) in school administration amidst the rapid ongoing digital transformation (Siagian, 2022). The main findings can be grouped into several strategic aspects, while also critically addressing the gap between theory

and practical application occurring in the field.

a. Digital Competency Gap

Although the literature emphasizes the importance of mastering digital competencies as the foundation of transformation, the reality shows that many school administrative staff still experience significant gaps in technology literacy (Tahar et al., 2022). Digital transformation is frequently introduced through top-down mandates, often lacking tailored and continuous support to increase digital literacy among administrative personnel. This suggests a misalignment between the ambitious digital policies and the practical readiness of HR at the operational level. Without adequate digital training that considers varying skill levels and roles, the potential of technology is not being maximized. As a result, the implementation of digital tools often leads to confusion, inefficiency, or even resistance, as staff are unable to fully utilize the platforms provided. Furthermore, this competency gap is not merely technical—it also reflects a lack of adaptive support structures, such as mentoring, hands-on practice, and time allocation for skill development (Hernandez et al., 2024). The failure to bridge this gap not only reduces the effectiveness of digital initiatives but also perpetuates a cycle where technology is underused and mistrusted, especially by older or less digitally literate staff.

b. Growth Mindset

The literature underlines the importance of cultivating a growth mindset to encourage adaptation and innovation within school administration (Yohana et al., 2024). However, actual conditions in many schools show that fixed mindsets and resistance to change remain dominant, particularly among senior HR personnel who are more accustomed to traditional working systems. Training and development programs, while often focusing on technical upskilling, tend to overlook the deeper psychological and cultural aspects of transformation. This makes it difficult to achieve true behavioral change. Without addressing belief systems, values, and attitudes, the promotion of a growth mindset risks becoming superficial jargon rather than a lived practice. Moreover, a growth mindset must be supported by an organizational culture that encourages experimentation, accepts failure as part of learning, and celebrates incremental progress. In many cases, rigid bureaucratic structures and a lack of psychological safety inhibit the emergence of such a culture, making the ideal of a growth mindset challenging to implement in meaningful ways.

c. Integration of Socio-Cultural Values

Another significant finding is the tension between deeply embedded socio-cultural values in school environments and the demands of digital modernization (Latifah, 2024). Traditional values such as *gotong royong* (mutual cooperation) and *musyawarah* (deliberation) are recognized as important social capital, but in practice, these values are often ignored when designing digitalization policies. This creates a cultural dissonance, as digital systems usually emphasize individual efficiency, speed, and automation—principles that may conflict with the collective work styles that schools have historically practiced. When HR managers neglect to incorporate these cultural norms into digital transformation efforts, it can result in resistance, alienation, and even innovation stagnation. In other words, without a culturally sensitive approach, digitalization can disrupt social harmony within the school ecosystem. The transformation may be seen as eroding collective identity and traditional practices, rather than enhancing them. As

Angkasawati (n.d.) notes, this misalignment between culture and technology creates long-term challenges that undermine the goals of innovation.

d. Transformational Leadership

Ideally, transformational leadership should serve as the main driver of change in schools, especially in times of disruption and innovation (Wijaya, 2023). However, many studies show that school principals are not yet optimally functioning as change agents capable of aligning digitalization with cultural values. School leaders are often still focused on administrative and bureaucratic duties, which limits their ability to champion visionary and progressive strategies. This administrative orientation stifles innovation and reduces staff participation in the digital transformation process. Leadership that does not actively support cultural integration or technological adaptation risks widening the gap between institutional vision and staff engagement. To overcome this, there is a clear need for leadership development programs that foster visionary thinking, emotional intelligence, and the ability to manage change in a participatory and inclusive manner.

e. Participation and Collaboration

The literature highlights the importance of active involvement from various stakeholders in the digital transformation process (Santoso et al., 2024). Yet, in actual practice, digital transformation in schools is still largely characterized by top-down and centralized policy implementation. Administrative staff and teachers are often not meaningfully involved in the design or execution of these changes. This lack of participation reduces the sense of ownership and commitment to change. It also limits the diversity of insights that could help make digital tools more relevant and user-friendly. When staff are excluded from decision-making processes, it fosters a passive relationship with innovation rather than a proactive, engaged one. Furthermore, the literature indicates that cross-sector collaboration—between schools, local government, the private sector, and community stakeholders—remains underutilized (Riinawati & Noor, 2024). This hinders efforts to build comprehensive support systems for digitalization, such as targeted training, infrastructure provision, and strategic planning. Without a collaborative ecosystem, digital transformation risks being fragmented and unsustainable.

f. The Limitations of Technology-First Strategies

Another recurring theme is that technology transfer alone is not sufficient to ensure successful HR development in school administration. Even when digital platforms and systems are introduced, without accompanying human resource strategies that address mental readiness, cultural values, and leadership support, transformation efforts are unlikely to succeed. Digital transformation that is partial and culturally detached risks creating feelings of alienation and resistance (Gamage et al., 2024). Staff may perceive technology not as an empowering tool, but as a burden or a threat to their role. Therefore, it is essential to understand digitalization not just as a technical shift, but as a deeply human and social process that must be approached holistically.

g. Toward a Holistic HRM Strategy

In light of the findings above, it becomes evident that HRM strategies in school settings must go beyond isolated technical training. A truly strategic approach should integrate cultural, psychological, and social dimensions to generate adaptive and meaningful

change. This includes the development of participatory policy synergies, the strengthening of transformational leadership capacity, and human resource programs that engage with deeper aspects of mentality and organizational identity. Plekhanov (2023) suggest, such strategies not only accelerate digital transformation but also foster an innovative, harmonious, and sustainable working ecosystem in the face of educational disruption.

D. Discussion

Digital transformation is a fundamental process that integrates virtualization technology, computing, and systems comprehensively within organizations, including the education sector (Listiyoningsih et al., 2022). In this 21st century era, the application of digital technology is no longer an option but a necessity that cannot be postponed. The processes of life that have been carried out manually and conventionally are gradually shifting towards digitalization, opening up new opportunities as well as challenges in the administration of education (Wahyudi et al., 2023). The rapid pace of technological change demands that educational institutions adapt quickly and accurately to avoid falling behind.

a. Challenges of School Administration HR in the Digital Era

School administrative staff face multidimensional challenges in dealing with digital transformation. Besides limited digital literacy, resistance to change remains a major obstacle that slows down the adoption of new technology in daily work systems (Fauzi et al., 2024). Many administrative staff are not yet accustomed to using digital applications such as e-office, Academic Information System (SIA), or online learning platforms, which are increasingly becoming basic necessities in school operations (Chairunnisa & Kadri, 2021). The lack of continuous training exacerbates the digital competency gap, thereby hindering work productivity and effectiveness. Furthermore, the disparity in access to technology in various regions, especially remote areas, adds to the complexity of this issue. The uneven technology infrastructure makes it difficult to implement administrative digitization comprehensively (Andita & Rafaela, 2023). In this context, digital transformation is not just a matter of technology, but also an issue of access justice and resource equity. Cultural resistance to change is still deeply rooted. Some educational staff and institutions show a lack of readiness and reluctance to adopt new technology, indicating an urgent need for a humanistic and strategic approach in human resource development (Sakir, 2024). This emphasizes that digital transformation must be accompanied by a change in mindset and an adaptive work culture. Zebua (2023) emphasizes that digital transformation is an inevitability that must be faced with comprehensive readiness. However, the majority of educational institutions in Indonesia still struggle to adapt quickly and comprehensively. In this regard, Tilaar (Suherman et al., 2024) outlines three main demands for educational human resources in the digital era: possessing superior competencies, an unending spirit of learning, and upholding local wisdom values. This approach rooted in local culture is crucial so that digital transformation does not merely become an adoption of mechanical technology, but rather a meaningful process that preserves identity while enhancing competitiveness.

b. Strategies for Developing School Administration Human Resources Rooted in Culture and Oriented Towards Digitalization

The development of school administration human resources must be carried out holistically and sustainably with strategies that combine the enhancement of digital

competencies and the strengthening of work culture (Latifah, 2024). Some key strategies that need to be implemented include:

1. **Improvement of digital competence based on structured training**
Continuous digital training based on real needs is crucial for administrative staff to be able to operate management information systems, digital administrative applications, and possess adequate technological literacy. This training must be designed not only to master technology but also to build critical and innovative thinking skills in utilizing technology.
2. **Development of growth mindset and adaptive culture**
Changing the mindset of human resources from static to dynamic and open to change is an important foundation. Administrative staff must be encouraged to keep learning, embrace challenges, and view failures as opportunities for growth, so they become resilient and innovative change agents.
3. **Innovation in work processes that prioritize efficiency and creativity**
Providing space for administrative staff to innovate in work processes, such as automating routine tasks, digitizing documentation, and using digital reporting applications, not only increases efficiency but also boosts work motivation.
4. **Approach based on local wisdom and professional ethics**
Human resource development must not overlook local values that shape character and work ethics. The integration of local wisdom in the digital context ensures sustainable transformation while preserving cultural identity, making digitalization a meaningful and contextual process.
5. **Development of equitable and affordable technology infrastructure**
The government and educational institutions must ensure the equitable distribution of technology and internet access so that digital transformation can be felt across all regions, reducing the digital divide that has existed so far.
6. **Strengthening the transparent digital performance management system**
The use of an information technology-based performance evaluation system allows for objective, real-time, and transparent assessments. This not only enhances accountability but also motivates administrative staff to continuously develop themselves according to clear standards.
7. **Sulti-party collaboration for synergy and technology transfef**
Collaboration between schools, the government, the private sector, and professional training institutions needs to be enhanced to accelerate technology transfer and comprehensive human resource capacity renewal. This collaborative approach enriches resources and encourages more creative innovations (Yanti & Radian, 2024).

c. Positive Impact of Strategies on Educational Transformation

The implementation of that strategy has a significantly positive impact on governance and the quality of education. The digitization of administration improves the efficiency and speed of work processes, allowing administrative staff to focus on strategic tasks that support the enhancement of educational quality (Rahayu & Hikmah Perkasa, 2024). Moreover, the use of technology in HR management creates better transparency and participation, increasing employee motivation and job satisfaction. The enhancement of digital competencies fosters an innovative and adaptive work environment, capable of quickly responding to technological changes . The use of digital platforms strengthens

internal communication and collaboration, reinforcing a collaborative and responsive work culture. Digital performance management systems also facilitate targeted career development planning, ensuring that the professional capacity of human resources is continuously maintained and developed (Sakir, 2024)

d. Strategic Implications for Schools in Indonesia

Digital transformation in the world of education is not just about technology, but rather a strategic agenda for institutional management reform. Strengthening the capacity of school administration human resources is the key to the success of this transformation. Therefore, comprehensive policies that support the digitalization of human resources are needed, starting from planning, budgeting, training, to infrastructure development. Strengthening cross-sector partnerships is crucial to accelerate technology transfer and the implementation of modern management best practices. With culturally rooted and digitally oriented human resources, schools are not only able to adaptively face disruptions but also actively play a role as agents of innovative and inclusive educational transformation. Holistic human resource development will foster a proactive work culture in adopting technology and innovating sustainably. This strengthens the school's competitiveness in facing global challenges, while also preparing educational institutions to be responsive to the needs of society in the Society 5.0 era — an era of harmonious integration of digital technology and humanity (Andita & Rafaela, 2023).

E. CONCLUSION

Digital transformation has become a catalyst for fundamental changes in human resource management (HRM) within school environments, particularly among administrative staff. In facing the challenges of rapid and dynamic technological disruption, HR development should not only focus on enhancing digital technical competencies but also be rooted in strong local cultural values and an adaptive, innovative, and collaborative mindset. This approach ensures that administrative human resources are not only capable of operating technology but can also play a strategic role in supporting a sustainable and meaningful educational vision. Literature review shows that the main challenges in HR management in the digital era include the acceleration of technological development, shifts in competency needs, organizational dynamics, and changes in the character of human resources. Therefore, HR development strategies must be directed towards five main pillars, namely: continuous improvement of digital competencies, fostering a growth mindset, innovation in work processes, strengthening cross-sector collaboration, and a transparent and accountable technology-based performance management system.

The implementation of these strategies has proven to have a significant impact, including increased work efficiency and effectiveness, enhanced employee satisfaction and engagement, the development of an innovation culture, and improved quality of communication and collaboration among stakeholders. International studies and best practices show that integrating technology into HR management not only increases productivity but also builds an adaptive and resilient work ecosystem to face changes. In the context of Indonesia, strengthening the HR strategy for school administration needs to be supported by comprehensive digitalization policies, equitable technological infrastructure improvements, ongoing training programs responsive to field needs, digitally measurable performance evaluations, and active collaboration with various external partners such as

universities, training institutions, and the technology sector. This approach not only optimizes the potential of human resources but also maintains the sustainability of cultural values as the foundation of character strength and integrity. By integrating cultural and technological aspects into HR development strategies, schools in Indonesia can respond to disruption challenges adaptively and meaningfully, strengthening the role of administrative staff as change agents capable of supporting the transformation of education towards the Society 5.0 era. Ultimately, administration human resources that are digitally proficient and culturally rooted will become the main driving force behind the creation of modern, inclusive, and highly competitive educational governance at both national and global levels.

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