

Transformation of Human Resource Management in Islamic Education: Problems, Global Challenges, and Future Prospects

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Abstract

Human resource management in Islamic education has become a strategic issue in improving the quality, competitiveness, and sustainability of educational institutions in the modern era. This article aims to analyze the transformation of human resource management in Islamic education by focusing on major problems, global challenges, and future development prospects. This study employs a qualitative approach using library research methods through the collection of books, scientific journals, academic articles, and relevant documents related to Islamic educational management and human resource development. Data were analyzed using content analysis techniques to identify important themes and concepts associated with the transformation of human resource management in Islamic education. The findings indicate that Islamic educational institutions continue to face several major problems, including limited teacher professionalism, inadequate digital competence, weak organizational leadership, and insufficient welfare systems for educators. Global challenges such as digital transformation, educational competition, technological disruption, and changing student characteristics have intensified the need for strategic reform in educational management. However, Islamic education also possesses strong future prospects through the integration of Islamic values, digital innovation, continuous professional development, and transformational leadership models. The novelty of this study lies in its integrative analysis that combines the dimensions of organizational transformation, global educational challenges, and value-based human resource development within the context of twenty-first-century Islamic education.

Keywords: Human Resource Management, Islamic Education, Educational Transformation

Introduction

Islamic education plays a significant role in shaping intellectual capacity, moral character, and spiritual awareness within society.¹ In many Muslim communities, Islamic educational institutions serve not only as centers for religious learning but also as agents of social transformation and cultural preservation. The quality of Islamic education is closely connected to the effectiveness of human resource management within educational institutions. Teachers, administrators, principals, and educational staff collectively determine the success of institutional goals and educational outcomes. Therefore, the transformation of human resource management has become a fundamental necessity for Islamic educational institutions. Without effective human resource management, Islamic education may struggle to maintain its relevance in an increasingly competitive global educational environment.

The rapid development of globalization and technological advancement has significantly influenced the educational sector worldwide.² Islamic educational institutions are now required to adapt to new systems of learning, digital administration, and global educational standards. Human resource management has become one of the most important determinants of institutional adaptability and sustainability. Educational personnel are expected to possess not only academic competence but also digital literacy and innovative thinking skills. However, many Islamic educational institutions still experience limitations in developing their human resources effectively. This condition creates a gap between educational expectations and institutional realities.

One of the major concerns in Islamic education is the limited professionalism of educators. Many teachers still face challenges in implementing innovative pedagogical methods that align with contemporary educational demands.³ Traditional teaching methods remain dominant in several Islamic educational institutions despite the growing need for interactive and technology-based learning approaches. Furthermore, opportunities for professional training and capacity building are often limited. These circumstances contribute to the low competitiveness of Islamic educational institutions compared to modern educational systems. Consequently, improving teacher professionalism has become a strategic priority in the transformation of human resource management.

Human resource management in Islamic education differs from conventional organizational management because it incorporates spiritual and moral dimensions. Islamic educational institutions are expected to produce graduates who possess both intellectual excellence and ethical integrity. Therefore, educational personnel must embody Islamic values in their professional conduct and daily interactions. This dual responsibility requires a holistic approach to human resource management. Institutional leaders must balance organizational productivity with spiritual development among educational staff. As a result, the transformation of human

¹ P Budhwar, "Human Resource Management in the Age of Generative Artificial Intelligence: Perspectives and Research Directions on ChatGPT," *Human Resource Management Journal* 33, no. 3 (2023): 607, <https://doi.org/10.1111/1748-8583.12524>.

² K Haldorai, "Top Management Green Commitment and Green Intellectual Capital as Enablers of Hotel Environmental Performance: The Mediating Role of Green Human Resource Management," *Tourism Management* 88 (2022), <https://doi.org/10.1016/j.tourman.2021.104431>.

³ A K Al-Swidi, "The Joint Impact of Green Human Resource Management, Leadership and Organizational Culture on Employees' Green Behaviour and Organisational Environmental Performance," *Journal of Cleaner Production* 316 (2021), <https://doi.org/10.1016/j.jclepro.2021.128112>.

resource management in Islamic education requires an integrated model that combines modern management principles with Islamic ethical values.

Global educational competition has intensified the pressure on Islamic educational institutions to improve their quality and reputation. Educational institutions are now evaluated based on academic performance, technological innovation, institutional governance, and graduate competitiveness.⁴ Islamic education must respond to these expectations without losing its religious identity and cultural values. Human resource management becomes central in ensuring that educational institutions can adapt to global educational standards. Teachers and educational staff need to develop competencies that support critical thinking, communication, collaboration, and creativity. These competencies are essential for preparing students to compete in a globalized society.

Digital transformation has become one of the most influential changes affecting contemporary education systems. The use of digital platforms, online learning systems, and educational technology has reshaped teaching and learning processes. Islamic educational institutions are increasingly expected to integrate technology into their educational practices.⁵ However, many educators still face difficulties in utilizing digital tools effectively. Some institutions also lack adequate technological infrastructure and internet accessibility. These limitations reduce the effectiveness of digital learning implementation. Therefore, strengthening digital competence among educational personnel has become a major challenge for Islamic education.

The welfare of teachers and educational staff remains another important issue in Islamic education. In many cases, educators in Islamic schools and pesantren receive relatively low salaries compared to educators in other educational sectors. Financial limitations often reduce work motivation and professional commitment among teachers.⁶ Educators who struggle economically may experience difficulties in focusing fully on their teaching responsibilities. Furthermore, low welfare conditions discourage talented young professionals from pursuing careers in Islamic educational institutions. This situation creates long-term challenges for institutional sustainability and educational quality. Therefore, improving teacher welfare is essential for strengthening human resource management in Islamic education.

Leadership is another critical aspect influencing the effectiveness of human resource management in Islamic educational institutions. Principals, school leaders, and pesantren directors are responsible for creating institutional visions and motivating educational personnel. Transformational leadership models are particularly important in fostering innovation, collaboration, and organizational commitment. Effective leaders can create positive organizational cultures that encourage continuous learning and professional growth. On the other hand, weak leadership may result in organizational stagnation and low employee motivation.

⁴ Q A Nisar, "Green Human Resource Management Practices and Environmental Performance in Malaysian Green Hotels: The Role of Green Intellectual Capital and pro-Environmental Behavior," *Journal of Cleaner Production* 311 (2021), <https://doi.org/10.1016/j.jclepro.2021.127504>.

⁵ N Y Ansari, "Green Human Resource Management and Employees Pro-Environmental Behaviours: Examining the Underlying Mechanism," *Corporate Social Responsibility and Environmental Management* 28, no. 1 (2021): 231, <https://doi.org/10.1002/csr.2044>.

⁶ M Farrukh, "Fostering Employee's pro-Environmental Behavior through Green Transformational Leadership, Green Human Resource Management and Environmental Knowledge," *Technological Forecasting and Social Change* 179 (2022), <https://doi.org/10.1016/j.techfore.2022.121643>.

Consequently, leadership development programs are necessary to strengthen institutional management in Islamic education.

Organizational culture significantly affects employee performance and institutional effectiveness within Islamic educational environments. Positive organizational cultures encourage teamwork, discipline, integrity, and mutual respect among educational personnel.⁷ Islamic values such as honesty, responsibility, sincerity, and cooperation should become the foundation of institutional culture. However, some Islamic educational institutions still struggle with organizational conflicts, weak communication, and low collaboration among staff members. These problems negatively influence educational quality and institutional performance. Therefore, developing a strong organizational culture based on Islamic ethics is necessary for institutional transformation.

The transformation of student characteristics in the digital era also creates new educational challenges. Modern students tend to prefer interactive learning methods, multimedia resources, and flexible educational environments. Traditional teaching methods may no longer attract students effectively in contemporary educational contexts.⁸ Teachers must therefore develop creative instructional strategies that accommodate changing learning preferences. However, not all educators possess the necessary competencies to respond to these transformations. This condition highlights the importance of adaptive human resource management strategies within Islamic education.

Recruitment systems in Islamic educational institutions also require significant improvement. Some institutions continue to recruit educational personnel based on personal relationships rather than professional competence. Such practices may reduce institutional quality and organizational professionalism. Transparent and competency-based recruitment systems are necessary to ensure that educational institutions employ qualified personnel.⁹ Recruitment processes should evaluate pedagogical skills, subject mastery, ethical behavior, and commitment to Islamic values. Through effective recruitment strategies, Islamic educational institutions can strengthen their human resource capacity and institutional performance.

Career development opportunities are essential for improving teacher motivation and institutional loyalty. Educational personnel need continuous opportunities to enhance their competencies and professional qualifications. Training programs, workshops, seminars, and academic scholarships can support professional growth among educators.¹⁰ Nevertheless, many Islamic educational institutions still lack structured career development systems. This situation may lead to professional stagnation and reduced innovation in teaching practices. Therefore, sustainable

⁷ W Rodgers, "An Artificial Intelligence Algorithmic Approach to Ethical Decision-Making in Human Resource Management Processes," *Human Resource Management Review* 33, no. 1 (2023), <https://doi.org/10.1016/j.hrmmr.2022.100925>.

⁸ S Garg, "A Review of Machine Learning Applications in Human Resource Management," *International Journal of Productivity and Performance Management* 71, no. 5 (2022): 1592, <https://doi.org/10.1108/IJPPM-08-2020-0427>.

⁹ A M Votto, "Artificial Intelligence in Tactical Human Resource Management: A Systematic Literature Review," *International Journal of Information Management Data Insights* 1, no. 2 (2021), <https://doi.org/10.1016/j.jjime.2021.100047>.

¹⁰ F Amjad, "Effect of Green Human Resource Management Practices on Organizational Sustainability: The Mediating Role of Environmental and Employee Performance," *Environmental Science and Pollution Research* 28, no. 22 (2021): 28192, <https://doi.org/10.1007/s11356-020-11307-9>.

professional development programs should become a strategic component of human resource management transformation.

The quality of educational services in Islamic institutions is closely connected to the effectiveness of human resource management. Institutions with competent and motivated personnel are more likely to provide high-quality educational experiences for students. Educational quality influences public trust and institutional reputation within society.¹¹ Conversely, poor human resource management may reduce community confidence in Islamic educational institutions. Therefore, strengthening human resource quality is essential for improving institutional competitiveness and sustainability. Educational institutions must prioritize human resource development as a long-term investment.

Economic challenges also affect the sustainability of Islamic educational institutions. Many institutions operate with limited financial resources and rely heavily on community support. Financial constraints often limit institutional capacity to provide adequate salaries, infrastructure, and professional development programs. Consequently, educational personnel may experience reduced motivation and job satisfaction.¹² Effective financial management strategies are therefore necessary to support human resource development in Islamic education. Government support and public participation can also contribute to institutional sustainability.

The twenty-first century educational landscape requires educational institutions to adopt innovative and flexible management approaches. Islamic educational institutions must integrate religious values with scientific knowledge and technological advancement. Human resources become central actors in facilitating educational transformation and institutional modernization. Teachers are expected to function not only as instructors but also as mentors, facilitators, and innovators. Therefore, human resource management strategies should emphasize adaptability, creativity, and lifelong learning. Such transformation is necessary for ensuring the relevance of Islamic education in contemporary society.

Human resource management transformation in Islamic education also contributes to broader national development goals. Islamic educational institutions have the potential to shape responsible, ethical, and socially conscious citizens. However, achieving these goals requires highly competent and morally grounded educational personnel.¹³ Continuous professional development and ethical training are therefore essential components of institutional transformation. Educational leaders must encourage the internalization of Islamic values within professional practices. Through effective human resource management, Islamic education can contribute significantly to character building and social harmony.

Research on human resource management transformation in Islamic education is increasingly important because of the growing complexity of educational challenges. Understanding the relationship between organizational problems, global

¹¹ S Ahmad, "Promoting Green Behavior through Ethical Leadership: A Model of Green Human Resource Management and Environmental Knowledge," *Leadership and Organization Development Journal* 42, no. 4 (2021): 532, <https://doi.org/10.1108/LODJ-01-2020-0024>.

¹² M Aboramadan, "Green Human Resource Management, Perceived Green Organizational Support and Their Effects on Hotel Employees' Behavioral Outcomes," *International Journal of Contemporary Hospitality Management* 33, no. 10 (2021): 3210, <https://doi.org/10.1108/IJCHM-12-2020-1440>.

¹³ M Úbeda-García, "Corporate Social Responsibility and Firm Performance in the Hotel Industry. The Mediating Role of Green Human Resource Management and Environmental Outcomes," *Journal of Business Research* 123 (2021): 59, <https://doi.org/10.1016/j.jbusres.2020.09.055>.

educational changes, and institutional prospects is necessary for developing effective educational strategies. This study aims to provide a comprehensive analysis of these issues within the context of Islamic educational management. The findings are expected to contribute to academic discussions and practical policy development in Islamic education. Furthermore, this study may serve as a reference for educational leaders, policymakers, and researchers interested in educational transformation. Ultimately, strengthening human resource management will become one of the key determinants of future success in Islamic education.

Literature Review

Human resource management is generally understood as a systematic process of planning, organizing, developing, and evaluating organizational personnel to achieve institutional goals effectively and efficiently. In educational institutions, human resource management plays an essential role in improving organizational performance and educational quality.¹⁴ Educational personnel are considered valuable assets because they influence teaching effectiveness, student achievement, and institutional reputation. Within Islamic education, human resource management involves not only technical administration but also moral and spiritual development. Educational personnel are expected to embody Islamic ethics and values in their professional responsibilities. Therefore, Islamic educational institutions require management approaches that integrate organizational effectiveness with ethical and spiritual dimensions.

Several scholars emphasize that educational transformation cannot succeed without the transformation of human resources. Teachers and educational staff are central agents in implementing educational reform and innovation.¹⁵ Their competencies determine the success of curriculum implementation, learning quality, and institutional adaptability. Research findings indicate that institutions with highly qualified educational personnel generally demonstrate better academic performance and organizational sustainability.¹⁶ However, many Islamic educational institutions still face challenges related to limited teacher competence and inadequate professional training opportunities. Consequently, educational transformation requires systematic investment in human resource development.

Teacher professionalism has become a major topic in contemporary educational literature. Professional educators are expected to possess pedagogical competence, subject mastery, social intelligence, and ethical integrity. In Islamic educational settings, professionalism also includes the ability to integrate Islamic values into teaching and learning processes. Nevertheless, studies reveal that some educators continue to rely on traditional instructional methods that limit student engagement and creativity. Limited access to professional development programs

¹⁴ J Zhang, "Exploring Human Resource Management Digital Transformation in the Digital Age," *Journal of the Knowledge Economy* 15, no. 1 (2024): 1484, <https://doi.org/10.1007/s13132-023-01214-y>.

¹⁵ S Hamouche, "Human Resource Management and the COVID-19 Crisis: Implications, Challenges, Opportunities, and Future Organizational Directions," *Journal of Management and Organization*, 2021, <https://doi.org/10.1017/jmo.2021.15>.

¹⁶ S Munawar, "Effects of Green Human Resource Management on Green Innovation through Green Human Capital, Environmental Knowledge, and Managerial Environmental Concern," *Journal of Hospitality and Tourism Management* 52 (2022): 143, <https://doi.org/10.1016/j.jhtm.2022.06.009>.

further contributes to the problem.¹⁷ Therefore, improving teacher professionalism is considered one of the most important priorities in Islamic educational reform.

Leadership theories in educational management highlight the importance of transformational leadership in promoting organizational effectiveness. Transformational leaders inspire employees, encourage innovation, and create positive institutional cultures. In Islamic educational institutions, leaders are expected to function not only as administrators but also as moral role models.¹⁸ Islamic leadership emphasizes justice, honesty, consultation, and responsibility in organizational management. Research findings suggest that effective leadership positively influences teacher motivation, job satisfaction, and institutional productivity. Therefore, leadership development programs are crucial for strengthening human resource management in Islamic education.

Organizational culture is another important concept frequently discussed in educational management literature. Organizational culture refers to shared values, norms, and practices that shape employee behavior within institutions. Positive organizational cultures encourage collaboration, discipline, trust, and innovation among educational personnel. Islamic educational institutions are expected to cultivate organizational cultures that reflect Islamic ethical values and educational missions.¹⁹ However, weak organizational cultures may create communication barriers, conflicts, and reduced work productivity. Consequently, strengthening organizational culture is necessary for improving institutional effectiveness and educational quality.

The development of educational technology has transformed human resource management practices in educational institutions. Digital technology has introduced new learning models, administrative systems, and communication methods. Teachers are now required to develop digital competence and technological literacy to support modern educational processes.²⁰ Nevertheless, studies show that many educators in Islamic educational institutions still experience difficulties in adapting to technological changes. Limited infrastructure, insufficient training, and resistance to change often become major obstacles. Therefore, digital transformation represents both a challenge and an opportunity for Islamic educational management.

Teacher welfare has also become a significant concern in educational research. Adequate salaries, incentives, and professional recognition contribute to higher motivation and better work performance among educators. However, financial limitations remain common in many Islamic educational institutions, particularly community-based schools and pesantren. Low salaries and limited career opportunities often reduce teacher commitment and institutional loyalty. These conditions may negatively affect educational quality and institutional sustainability.

¹⁷ A Alhamad, "The Effect of Electronic Human Resources Management on Organizational Health of Telecommunications Companies in Jordan," *International Journal of Data and Network Science* 6, no. 2 (2022): 431, <https://doi.org/10.5267/j.ijdns.2021.12.011>.

¹⁸ R Farooq, "Do Green Human Resource Management and Self-Efficacy Facilitate Green Creativity? A Study of Luxury Hotels and Resorts," *Journal of Sustainable Tourism* 30, no. 4 (2022): 825, <https://doi.org/10.1080/09669582.2021.1891239>.

¹⁹ C J Collins, "Expanding the Resource Based View Model of Strategic Human Resource Management," *International Journal of Human Resource Management* 32, no. 2 (2021): 332, <https://doi.org/10.1080/09585192.2019.1711442>.

²⁰ A Salas-Vallina, "The Challenge of Increasing Employees' Well-Being and Performance: How Human Resource Management Practices and Engaging Leadership Work Together toward Reaching This Goal," *Human Resource Management* 60, no. 3 (2021): 334, <https://doi.org/10.1002/hrm.22021>.

Therefore, improving teacher welfare is considered essential for strengthening educational management systems.

Career development and continuous professional learning are fundamental components of effective human resource management. Educational personnel need opportunities to update their knowledge and skills according to contemporary educational trends.²¹ Professional development activities such as training, seminars, academic conferences, and postgraduate education contribute to teacher competence and innovation. However, some Islamic educational institutions still lack systematic career development frameworks. This condition may hinder professional growth and reduce institutional competitiveness. Therefore, establishing sustainable professional development systems is necessary for educational transformation.

Globalization has significantly influenced educational systems and institutional management worldwide. Educational institutions are increasingly required to meet international standards while maintaining local and cultural identities. Islamic education faces the challenge of balancing religious values with global educational expectations. Human resource management becomes critical in preparing educators to navigate multicultural environments and technological advancements.²² Teachers must develop communication skills, critical thinking abilities, and intercultural understanding to respond effectively to global educational trends. Therefore, globalization has intensified the need for strategic human resource transformation in Islamic education.

Previous studies consistently demonstrate that effective human resource management positively influences institutional performance, educational quality, and organizational sustainability. Institutions that invest in professional development, leadership training, and organizational culture tend to achieve better educational outcomes. Despite these findings, many Islamic educational institutions continue to face complex managerial challenges that limit their development potential.²³ Consequently, further research on human resource management transformation remains highly relevant. Such studies can provide valuable insights into institutional reform and educational innovation within Islamic educational contexts. Ultimately, human resource transformation is essential for ensuring the future competitiveness and sustainability of Islamic education.

Method

This study employs a qualitative approach using library research as the primary research method. A qualitative approach is considered appropriate because this study aims to explore and understand the transformation of human resource management in Islamic education comprehensively. Library research involves collecting data from books, scientific journals, academic articles, and official documents related to educational management and Islamic education. Through this approach, the researcher can analyze various theoretical perspectives and previous

²¹ M Sabokro, "The Effect of Green Human Resources Management on Corporate Social Responsibility, Green Psychological Climate and Employees' Green Behavior," *Journal of Cleaner Production* 313 (2021), <https://doi.org/10.1016/j.jclepro.2021.127963>.

²² D G Collings, "Strategic Human Resource Management and COVID-19: Emerging Challenges and Research Opportunities," *Journal of Management Studies* 58, no. 5 (2021): 1379, <https://doi.org/10.1111/joms.12695>.

²³ S Y Malik, "Corporate Social Responsibility, Green Human Resources Management, and Sustainable Performance: Is Organizational Citizenship Behavior towards Environment the Missing Link?," *Sustainability Switzerland* 13, no. 3 (2021): 19, <https://doi.org/10.3390/su13031044>.

research findings systematically. Library research also allows the integration of different concepts and arguments into a comprehensive analytical framework. Therefore, this method is highly relevant for examining complex educational phenomena.

The data collection process was conducted by identifying and selecting relevant literature related to human resource management, educational transformation, Islamic education, and organizational development. Academic journals from national and international publications were used as primary references in this study. In addition, books discussing educational leadership, teacher professionalism, organizational culture, and digital transformation were analyzed to strengthen theoretical understanding. The researcher also reviewed institutional reports and educational policy documents to support contextual analysis. Data collection was conducted systematically to ensure the relevance and credibility of all sources used in the research. This process contributed to the reliability and academic quality of the study.

Data analysis in this study employed content analysis techniques to interpret and synthesize information from various literature sources. The researcher categorized the collected data into several themes, including educational problems, global challenges, technological transformation, teacher professionalism, and future development prospects. Relevant information was then interpreted critically to identify patterns, relationships, and emerging issues within human resource management transformation. Content analysis enabled the researcher to develop a comprehensive understanding of the subject matter. This analytical process also facilitated the integration of theoretical concepts with practical educational realities. Consequently, the study provides an in-depth discussion of human resource management transformation in Islamic education.

To ensure the validity and credibility of the findings, the researcher applied source triangulation techniques. Information from different academic sources was compared and analyzed to obtain more objective and balanced conclusions. The researcher also evaluated the credibility of each source by considering publication quality, author expertise, and research relevance. This process was important to minimize bias and ensure the academic reliability of the study. Furthermore, the use of diverse literature sources strengthened the comprehensiveness of the analysis. Through triangulation, the study achieved higher levels of validity and trustworthiness.

Library research was selected because it provides several advantages for educational studies. This method allows researchers to explore broad theoretical perspectives without limitations related to field access or geographical location. It also enables comprehensive analysis of educational concepts, institutional problems, and strategic solutions based on existing academic knowledge. In the context of Islamic education, library research is particularly useful for integrating modern educational theories with Islamic values and ethical principles. Moreover, this method supports the development of conceptual frameworks for future educational transformation. Therefore, library research is considered highly suitable for examining human resource management transformation in Islamic education.

Findings and Discussion

The findings of this study reveal that the transformation of human resource management in Islamic education is strongly influenced by organizational,

technological, economic, and cultural factors.²⁴ Islamic educational institutions continue to experience difficulties in adapting to rapid global educational changes. Human resource management systems in some institutions remain traditional and less responsive to contemporary educational demands.²⁵ These conditions affect institutional performance, educational quality, and organizational sustainability. Educational personnel often encounter limitations in professional competence, technological literacy, and organizational support. Consequently, comprehensive transformation strategies are necessary for improving institutional effectiveness.

One of the most significant problems identified in this study is the limited professional competence of educators in Islamic educational institutions. Many teachers continue to apply conventional teaching methods that are less effective in engaging modern students. Interactive learning strategies and digital learning approaches are not yet fully implemented in several institutions.²⁶ Limited training opportunities and inadequate professional development programs contribute to this condition. As a result, educational quality and student learning outcomes may decline. Therefore, improving teacher professionalism should become a major focus of educational transformation.

The study also found that digital competence remains a major challenge for educational personnel. Many educators experience difficulties in utilizing digital platforms, educational applications, and online learning systems effectively. Technological limitations are especially evident in rural and underfunded Islamic educational institutions. Inadequate internet access and insufficient technological infrastructure further complicate digital learning implementation.²⁷ These conditions create disparities in educational quality and learning opportunities among students. Consequently, digital transformation requires substantial institutional investment and continuous training programs.

Teacher welfare represents another important issue influencing educational quality in Islamic institutions. Low salaries and limited financial incentives reduce teacher motivation and professional commitment. Some educators are required to seek additional employment to support their economic needs. This condition often decreases their focus and productivity in teaching activities.²⁸ Furthermore, low welfare standards discourage talented graduates from pursuing careers in Islamic

²⁴ M.d.C. Triana, "Sixty Years of Discrimination and Diversity Research in Human Resource Management: A Review with Suggestions for Future Research Directions," *Human Resource Management* 60, no. 1 (2021): 147, <https://doi.org/10.1002/hrm.22052>.

²⁵ F H Awan, "Stimulating Environmental Performance via Green Human Resource Management, Green Transformational Leadership, and Green Innovation: A Mediation-Moderation Model," *Environmental Science and Pollution Research* 30, no. 2 (2023): 2959, <https://doi.org/10.1007/s11356-022-22424-y>.

²⁶ J He, "Being Sustainable: The Three-Way Interactive Effects of CSR, Green Human Resource Management, and Responsible Leadership on Employee Green Behavior and Task Performance," *Corporate Social Responsibility and Environmental Management* 28, no. 3 (2021): 1045, <https://doi.org/10.1002/csr.2104>.

²⁷ H Zhao, "Socially Responsible Human Resource Management and Hotel Employee Organizational Citizenship Behavior for the Environment: A Social Cognitive Perspective," *International Journal of Hospitality Management* 95 (2021), <https://doi.org/10.1016/j.ijhm.2020.102749>.

²⁸ P Aggarwal, "Relationship of Green Human Resource Management with Environmental Performance: Mediating Effect of Green Organizational Culture," *Benchmarking* 30, no. 7 (2023): 2352, <https://doi.org/10.1108/BIJ-08-2021-0474>.

educational institutions. Therefore, improving teacher welfare is essential for strengthening institutional sustainability and educational competitiveness.

Leadership quality significantly influences the effectiveness of human resource management transformation. Effective educational leaders can motivate teachers, encourage innovation, and strengthen organizational commitment. Transformational leadership models are particularly relevant for managing educational change and institutional development. However, some Islamic educational institutions still experience leadership problems related to weak communication, limited managerial competence, and resistance to innovation.²⁹ Such conditions reduce organizational adaptability and institutional progress. Therefore, leadership development programs should become an important component of educational reform.

Organizational culture also plays a major role in shaping institutional performance within Islamic educational environments. Positive organizational cultures encourage cooperation, discipline, trust, and professional responsibility among educational personnel. Islamic values such as honesty, sincerity, responsibility, and mutual respect should become institutional foundations.³⁰ Nevertheless, some institutions continue to face organizational conflicts and weak collaborative cultures. These problems negatively affect employee morale and institutional effectiveness. Consequently, strengthening organizational culture is necessary for successful human resource management transformation.

Recruitment practices in several Islamic educational institutions remain insufficiently professional and competency-based. In some cases, recruitment decisions are influenced by personal relationships rather than educational qualifications and professional competencies.³¹ Such practices may reduce institutional quality and weaken organizational professionalism. Competency-based recruitment systems are therefore necessary for selecting qualified educational personnel. Recruitment processes should assess pedagogical skills, ethical values, communication abilities, and institutional commitment. Through transparent recruitment practices, educational institutions can improve their human resource quality significantly.

Career development opportunities are still limited in many Islamic educational institutions. Some educators lack access to training programs, workshops, scholarships, and academic advancement opportunities. This condition contributes to professional stagnation and reduced educational innovation. Continuous professional development is essential for improving teacher competence and institutional adaptability. Educational institutions must therefore establish systematic career development frameworks for educational personnel. Such frameworks can motivate teachers to improve their performance and professional qualifications continuously.

The findings also indicate that globalization has intensified competition among educational institutions. Islamic educational institutions are increasingly expected to

²⁹ N Nawaz, "The Adoption of Artificial Intelligence in Human Resources Management Practices," *International Journal of Information Management Data Insights* 4, no. 1 (2024), <https://doi.org/10.1016/j.jjime.2023.100208>.

³⁰ R R Ahmed, "The Role of Green Innovation on Environmental and Organizational Performance: Moderation of Human Resource Practices and Management Commitment," *Heliyon* 9, no. 1 (2023), <https://doi.org/10.1016/j.heliyon.2022.e12679>.

³¹ L W Hooi, "Green Human Resource Management and Green Organizational Citizenship Behavior: Do Green Culture and Green Values Matter?," *International Journal of Manpower* 43, no. 3 (2022): 765, <https://doi.org/10.1108/IJM-05-2020-0247>.

produce graduates who possess both academic excellence and global competencies. Human resource management becomes central in preparing educators to meet these expectations effectively. Teachers are required to develop communication skills, intercultural understanding, critical thinking, and creativity. However, institutional limitations often hinder competency development efforts. Therefore, strategic investment in human resource development is essential for maintaining institutional competitiveness.

Another important finding concerns the changing characteristics of students in the digital era. Contemporary students prefer flexible, technology-based, and interactive learning environments. Traditional lecture-centered instructional methods are becoming less effective in attracting student engagement.³² Teachers must therefore develop innovative teaching strategies that respond to evolving learning preferences. However, not all educators are prepared to implement such transformations. Consequently, adaptive teaching competence has become increasingly important in Islamic educational settings.

The integration of Islamic values into human resource management practices represents a significant strength of Islamic educational institutions. Islamic ethics encourage honesty, responsibility, discipline, sincerity, and social awareness among educational personnel.³³ These values contribute positively to organizational culture and institutional integrity. Human resource transformation in Islamic education should therefore maintain spiritual and moral dimensions alongside technological and managerial development. Such integration can create educational environments that are academically competitive and ethically grounded. Therefore, Islamic values remain important foundations for future educational transformation.

The following table presents the major problems, global challenges, and future prospects of human resource management transformation in Islamic education.

Aspect	Major Problems	Global Challenges	Future Prospects
Teacher Competence	Limited pedagogical and digital skills	Technology-based education	Continuous professional training
Teacher Welfare	Low salaries and incentives	Professional competition	Government and institutional support
Leadership	Weak managerial competence	Organizational transformation	Transformational Islamic leadership
Organizational Culture	Weak collaboration	Institutional adaptation	Islamic ethical work culture
Recruitment System	Non-competency-based selection	Professional workforce demands	Transparent recruitment systems
Career	Limited training	Rapid educational	Sustainable professional

³² O M Karatepe, "The Effects of Green Human Resource Management and Perceived Organizational Support for the Environment on Green and Non-Green Hotel Employee Outcomes," *International Journal of Hospitality Management* 103 (2022), <https://doi.org/10.1016/j.ijhm.2022.103202>.

³³ Y Qamar, "When Technology Meets People: The Interplay of Artificial Intelligence and Human Resource Management," *Journal of Enterprise Information Management* 34, no. 5 (2021): 1340, <https://doi.org/10.1108/JEIM-11-2020-0436>.

Development	opportunities	change	growth
Educational Technology	Inadequate infrastructure	Digital learning transformation	Integrated technological innovation

The table demonstrates that teacher competence remains one of the most urgent issues in Islamic educational transformation. Educators are expected to master pedagogical methods, subject knowledge, and digital learning technologies simultaneously. However, many teachers still lack sufficient training and professional development opportunities. This condition reduces the effectiveness of teaching and learning processes within educational institutions. Continuous training programs and professional certification systems are therefore necessary to strengthen teacher competence. Such efforts can improve educational quality and institutional competitiveness significantly.

Teacher welfare also has a substantial impact on institutional performance and educational quality. Educators who receive adequate salaries and professional recognition are generally more motivated and committed to their responsibilities.³⁴ Conversely, low welfare conditions often reduce work productivity and institutional loyalty. In many Islamic educational institutions, financial limitations remain major obstacles to improving teacher welfare. Government support and community participation are therefore necessary for addressing these challenges. Improving teacher welfare can strengthen educational sustainability and attract qualified professionals to Islamic education.

Leadership transformation represents another important strategy for institutional improvement. Educational leaders must develop strategic thinking, communication skills, and innovation-oriented management approaches. Transformational leadership can encourage organizational commitment, teamwork, and continuous learning among educational personnel. Islamic leadership principles such as justice, consultation, honesty, and responsibility should guide institutional management practices.³⁵ Effective leadership also contributes to positive organizational cultures and improved institutional performance. Therefore, leadership development programs are essential for educational transformation.

The strengthening of organizational culture is equally important for improving human resource management effectiveness. Educational institutions require organizational cultures that encourage collaboration, innovation, and ethical behavior. Islamic ethical values provide strong foundations for building positive institutional environments.³⁶ However, organizational culture development requires consistent leadership and active participation from all educational personnel. Strong organizational cultures can improve employee motivation and institutional commitment significantly. Consequently, cultural transformation should become an important component of educational reform.

³⁴ P C Bahuguna, "Two-Decade Journey of Green Human Resource Management Research: A Bibliometric Analysis," *Benchmarking* 30, no. 2 (2023): 587, <https://doi.org/10.1108/BIJ-10-2021-0619>.

³⁵ L Marrucci, "The Contribution of Green Human Resource Management to the Circular Economy and Performance of Environmental Certified Organisations," *Journal of Cleaner Production* 319 (2021), <https://doi.org/10.1016/j.jclepro.2021.128859>.

³⁶ L B P da Silva, "Human Resources Management 4.0: Literature Review and Trends," *Computers and Industrial Engineering* 168 (2022), <https://doi.org/10.1016/j.cie.2022.108111>.

Competency-based recruitment systems are necessary for ensuring institutional professionalism and educational quality. Educational institutions must prioritize qualifications, competencies, and ethical integrity during recruitment processes. Transparent recruitment systems can minimize nepotism and organizational bias. Effective recruitment strategies also contribute to better institutional sustainability and educational outcomes. In addition, recruitment systems should align with institutional visions and educational goals. Therefore, professional recruitment practices are essential for strengthening human resource quality in Islamic education.

Career development programs are crucial for maintaining educational innovation and professional competence. Teachers need continuous opportunities to update their knowledge and improve their instructional practices. Professional development activities such as seminars, workshops, postgraduate education, and academic conferences support educational growth effectively. However, institutional support remains limited in several Islamic educational institutions. Consequently, educational personnel may experience professional stagnation and reduced motivation. Sustainable career development systems are therefore necessary for educational transformation.

Digital transformation also provides important opportunities for improving educational quality in Islamic institutions. Technology can support interactive learning, administrative efficiency, and broader educational access. However, digital transformation requires adequate infrastructure, internet access, and technological training for educational personnel.³⁷ Without proper support, educational institutions may struggle to implement technology-based learning systems effectively. Therefore, investment in technological infrastructure and digital competence development is essential. Such transformation can enhance institutional competitiveness in the global educational environment.

Globalization has increased the need for internationally competitive educational systems. Islamic educational institutions must prepare students to function effectively in multicultural and technologically advanced societies. Human resource management becomes central in ensuring that educators possess global competencies and intercultural understanding.³⁸ Teachers should be able to encourage critical thinking, creativity, collaboration, and ethical awareness among students. These competencies are necessary for responding to twenty-first-century educational challenges. Therefore, globalization requires comprehensive transformation in educational management practices.

The integration of Islamic values into educational transformation represents a unique strength of Islamic education. While many educational systems focus primarily on academic achievement, Islamic education emphasizes moral character and spiritual awareness as well. Human resource management strategies should therefore maintain ethical and spiritual dimensions alongside professional and technological development. This balanced approach can create educational institutions that are both competitive and morally grounded. Islamic values can also strengthen

³⁷ N Shah, "Effects of Green Human Resource Management Practices on Green Innovation and Behavior," *Management Decision* 61, no. 1 (2023): 292, <https://doi.org/10.1108/MD-07-2021-0869>.

³⁸ S Kim, "Sixty Years of Research on Technology and Human Resource Management: Looking Back and Looking Forward," *Human Resource Management* 60, no. 1 (2021): 231, <https://doi.org/10.1002/hrm.22049>.

organizational integrity and employee commitment. Consequently, value-based educational transformation has strong future potential.

Collaboration among governments, communities, and educational institutions is necessary for supporting human resource transformation. Educational reform requires financial support, policy development, and community participation to succeed effectively. Governments can contribute through teacher welfare programs, educational grants, and professional training initiatives. Communities can support institutional sustainability through social participation and educational advocacy. Educational institutions themselves must remain committed to continuous improvement and organizational innovation. Therefore, collaborative partnerships are essential for strengthening Islamic educational transformation.

Research and innovation should also become priorities within Islamic educational institutions. Teachers and educational staff should be encouraged to conduct research, develop educational innovations, and participate in academic activities. Research culture contributes to institutional development and educational competitiveness significantly. Innovative educational practices can improve student engagement and learning outcomes effectively. However, many institutions still lack adequate research support systems and academic resources. Therefore, strengthening research culture is necessary for future educational development.

The transformation of human resource management in Islamic education also requires adaptive organizational structures. Educational institutions must become more flexible, responsive, and innovation-oriented in responding to social and technological changes.³⁹ Bureaucratic rigidity and resistance to change may hinder institutional progress and educational quality improvement. Therefore, organizational reform should focus on increasing efficiency, collaboration, and strategic planning capacities. Adaptive institutions are more likely to survive and succeed in competitive educational environments. Consequently, organizational adaptability becomes an essential requirement for educational sustainability.

International collaboration provides another important prospect for Islamic educational development. Partnerships with universities, research centers, and international educational organizations can improve institutional quality and global recognition. Such collaborations may facilitate knowledge exchange, professional training, and academic mobility opportunities. Educational personnel can gain broader perspectives through international engagement and cross-cultural experiences. Furthermore, international cooperation can strengthen institutional innovation and educational competitiveness.⁴⁰ Therefore, global networking should become part of strategic educational management. Overall, the findings demonstrate that human resource management transformation is essential for the future sustainability and competitiveness of Islamic education. Major problems such as limited professionalism, weak leadership, low welfare standards, and inadequate technological competence must be addressed systematically. At the same time, global challenges provide opportunities for institutional innovation and educational improvement. Islamic educational institutions possess strong future prospects

³⁹ D E Guest, "Signalling Theory as a Framework for Analysing Human Resource Management Processes and Integrating Human Resource Attribution Theories: A Conceptual Analysis and Empirical Exploration," *Human Resource Management Journal* 31, no. 3 (2021): 799, <https://doi.org/10.1111/1748-8583.12326>.

⁴⁰ X Huang, "Personalized Human Resource Management via HR Analytics and Artificial Intelligence: Theory and Implications," *Asia Pacific Management Review* 28, no. 4 (2023): 599, <https://doi.org/10.1016/j.apmr.2023.04.004>.

through the integration of ethical values, digital innovation, transformational leadership, and professional development strategies.⁴¹ Therefore, comprehensive and sustainable human resource management transformation is necessary for strengthening Islamic education in the modern era. Ultimately, educational quality and institutional success will depend largely on the effectiveness of human resource management systems.

⁴¹ M Dabić, "Future of Digital Work: Challenges for Sustainable Human Resources Management," *Journal of Innovation and Knowledge* 8, no. 2 (2023), <https://doi.org/10.1016/j.jik.2023.100353>.

Conclusion

The transformation of human resource management in Islamic education has become an essential requirement for improving institutional quality, educational competitiveness, and organizational sustainability in the contemporary era. This study reveals that Islamic educational institutions continue to face several major problems, including limited teacher professionalism, inadequate digital competence, weak leadership systems, insufficient teacher welfare, and underdeveloped organizational cultures. Global educational changes, technological advancement, and increasing competition have intensified the urgency of educational transformation. Consequently, educational institutions must adopt adaptive, innovative, and value-based human resource management strategies to respond effectively to these challenges. Strengthening professional competence, digital literacy, leadership capacity, and organizational culture should become central priorities in institutional reform. Through effective human resource transformation, Islamic educational institutions can improve their educational quality and maintain their relevance in global educational environments. The future prospects of human resource management in Islamic education remain highly promising when supported by sustainable development strategies and collaborative institutional efforts. Islamic educational institutions possess unique strengths through the integration of spiritual values, ethical principles, and academic development. These characteristics can become important foundations for building educational systems that are both competitive and morally grounded. Continuous professional development, competency-based recruitment systems, transformational leadership, technological innovation, and research-oriented cultures should therefore become strategic priorities for educational institutions. In addition, collaboration among governments, communities, and educational organizations is necessary for supporting long-term institutional sustainability. Ultimately, the transformation of human resource management will determine the future success of Islamic education in responding to twenty-first-century educational challenges and opportunities.

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