



DIGITAL TRANSFORMATION OF EDUCATOR SELECTION AS AN EFFORT TO IMPROVE LEARNING QUALITY AT SD ANAK SALEH MALANG CITY

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Abstract

Effective teacher selection is a key factor in improving the quality of learning. Along with the development of technology, digitalization in the teacher selection process is a solution to increase transparency, objectivity, and efficiency of recruitment. This study is a case study that aims to analyze the implementation of a digital-based teacher selection system at SD Anak Saleh, Malang City. The research method used is qualitative with a case study approach, with data collection techniques through direct observation, in-depth interviews, and documentation. The results of the study indicate that the application of digitalization in the selection of teacher personnel at SD Anak Saleh includes the dissemination of digital-based information, an online registration system, the use of technology in the selection stage (document screening, interviews, and video-based microteaching), and collaboration with foundations in the assessment process. The implementation of digitalization has been proven to be able to increase selection efficiency, expand the reach of candidates, and strengthen objectivity in the evaluation of prospective teachers. However, this study also identified several challenges, such as the technical readiness of prospective teachers in facing digital-based selection and limitations in the integration of the selection system. Therefore, this study recommends the development of a more integrated selection system by utilizing AI-based candidate screening and a cloud-based database to monitor the performance of teacher personnel continuously.

Keywords: Digitalization; Educator Selection; Learning Management System (LMS)

1. Introduction

The quality of Education Human Resources is one of the keys in developing the quality of learning that exists in an educational institution. It cannot be denied that the quality of Indonesian education has a quality that is not yet satisfactory, various factors contribute to the cause of this, one of which is the lack of quality of teachers in Indonesia due to the lack of teacher perceptions of their fields, lack of teaching experience, lack of opportunities to develop professions and research and the discovery of ineffective and efficient teacher recruitment. The selection of educators who will enter an educational institution has a crucial influence in contributing to the progress of education in Indonesia, not without reason because this is closely related to improving the quality, competence, motivation and output of professional teachers since the educator selection process takes place. (Yuliani & Aliyyah, 2024).

The problem that often becomes a barrier when the selection process takes place is the occurrence of a less subjective assessment of prospective educators who come from internal and external as well as the lack of effectiveness of the selection of prospective educators who are carried out manually, namely by interview and file selection only. It often happens that the selection of prospective educators carried out through these two methods produces

educators who are less competent in the field of work due to incompatibility with their passions. This will have an impact on the quality of educators when conducting the learning process in the classroom with students, because competent educators are those who can adjust the needs of students with the times in order to produce learners with the times in order to produce quality students (Listanti & Nurhikmahyanti, 2024).

The development of the digital era has contributed to the selection process of educational human resources, which has changed the traditional HR selection process to the renewable technology of the digital era to face increasingly complex and dynamic educational challenges. In perspective of education, digitalization is able to provide a new face and opportunity to package education with a different atmosphere by utilizing existing resources and facilities. Digital selection strategies are needed as an effort to increase the professionalism of digital-based learning, this will also greatly impact the development of educator strategies to develop the mindset and quality of students as output in education (Suherman & Firmansyah, 2024).

Digitalization in the selection of educational human resources cannot be seen as a trend, but it can be seen as a necessity in creating a more effective, efficient and transparent selection system (Batubara, 2019). Digitalization in the selection process can be seen at SD Anak Saleh Malang City, which has utilized various platforms to disseminate selection information so that the reach of information becomes wider and can capture various sources of candidates that match the needs of the school. More than just disseminating information, the selection of educators at SD Anak Saleh Kota Malang also applies specific needs-based criteria that are in accordance with the needs and development of the digital era (Rahmadani et al., 2024).

By implementing a digital-based selection system, schools can ensure that recruited educators have competencies that are in line with the needs of modern education, both in terms of science, pedagogy and mastery of technology. One of the main impacts of digitizing selection is the selection of educators who are more qualified and in accordance with the specific needs of the school. In addition, digital-based selection also provides a more objective and measurable assessment through the interview and microteaching stages (Asmarika et al., 202). This process allows schools and foundations to see firsthand the pedagogical abilities, teaching strategies, and interactions of prospective educators with students. digitalization of selection also contributes to the professionalism of educators. With more rigorous and technology-based selection standards, selected educators have higher motivation and readiness to face increasingly complex educational challenges (Purwantih et al., 2020).

Digital-based selection systems are effectively able to improve the quality of educators, which can be analyzed from several main aspects, such as accuracy in candidate selection, time efficiency, and increased professionalism standards (Darmawan et al., 2023). Utilizing technology not only expands the search network for suitable candidates but also enables more accurate assessment of academic competence, pedagogical skills, and mastery of technology as a suggestion for digital-based learning innovation (Prasetyo & Sianturi, 2025). It can also streamline the selection process compared to conventional methods that often take longer and are prone to subjective tendencies. From a professionalism perspective, educators who pass the digital selection tend to be better prepared to face the demands of 21st century learning because they have gone through a more rigorous and data-based assessment stage. Thus, digitizing selection not only ensures the improvement of educator quality, but also creates a

learning environment that is more adaptive, innovative, and relevant to the needs of modern education (Pare&Sihotang, 2023).

2. Method

This research uses a qualitative approach with a case study method, which aims to analyze the implementation of educator selection digitalization at SD Anak Saleh Malang City. The case study was chosen because this research focuses on a specific phenomenon that occurs in a particular context, namely the digital-based educator selection system implemented by the school. The data obtained were analyzed using thematic analysis techniques, namely by identifying the main patterns in the digital selection process, factors that contribute to the success of the implementation, and obstacles faced. To ensure the validity of the data, this study applied source triangulation, comparing the results of observations, interviews and written documents to obtain more accurate and objective findings.

Qualitative research involves in-depth exploration with scientific procedures to obtain narrative and sustainable conclusions, both orally and in writing, based on specific data analysis (Fadli, 2021). Data collection is also supported by searching and analyzing information from various references such as books, journals, and articles, which are then analyzed systematically and structured. The main issues discussed in this article will be carefully organized in order to produce a strong conclusion and a well-rounded analysis. In writing articles, the process of inclusion and exclusion is very important (Arief & Sugiarti, 2022). Researchers set inclusion and exclusion criteria to narrow down the number of relevant articles and ensure that the articles used have similar characteristics. The inclusion criteria in this article include the type of article that is still current, which is published within the last five years (2020- 2025) and in accordance with the topic discussed, namely the selection of educators' human resources. Meanwhile, the exclusion criteria included articles published more than five years ago (before 2020) as well as those that did not fit the research topic.

Data collection techniques were conducted through direct observation, in-depth interviews, and documentation. Observations were conducted to see how the digital-based selection system is implemented, including the use of digital platforms in the recruitment process, candidate screening, and assessment of prospective educators. In-depth interviews were conducted with the Vice Principal for Student Affairs and the foundation to gain further understanding of the selection mechanism, assessment criteria, and challenges in implementing digital selection. Documentation was used as supporting data, in the form of selection policy documents, digital recruitment flyers, and recordings of the interview and microteaching process of prospective educators (Herdayatai & Syahrial, 2020).

3. Results and Discussion

3.1 Result

Based on the results of interviews with the Head of Student Affairs of SD Anak Saleh Malang City, in the selection of prospective educators there are certain criteria oriented to the needs of schools and students, besides that the selection process has complex and structured stages. The evaluation and assessment process of the results of the selection of prospective educators applies the principle of collaboration with the Anak Saleh foundation.

3.1.1 Educator Selection Process at SD Anak Saleh Malang City

SD Anak Saleh Malang has implemented digitalization in educator selection as an effort to improve the efficiency and effectiveness of the educator recruitment process. The first step in this digital selection system is the dissemination of selection information through digital media owned by SD Anak Saleh Kota Malang, which allows schools to reach potential candidates with a wider and more targeted reach. Digital flyers are used as a form of means in disseminating selection information through various social media platforms, the school's official website and various other supporting informative facilities. Through this method, the information provided can be accessed in real-time by prospective educators who need and meet the criteria required by the school.

Not only in information dissemination, digitization is also applied in the registration and initial selection process of prospective educators, where prospective educators can upload various administrative requirement documents, portfolios, as well as evidence or certificates and the like regarding the competencies they have in the digital system that has been provided. The use of this system makes it easier for prospective educators and schools to carry out their duties, schools are greatly helped in conducting initial screening by ensuring that every candidate who passes the next stage has met the academic standards and basic skills set according to school needs. In addition, digitization also allows a faster and more transparent document verification process in the assessment system, reducing administrative errors and increasing objectivity in selection.

The next stages in the selection of prospective educators at SD Anak Saleh Malang City are interviews and microteaching using a technology-based approach. At this stage, prospective educators can take advantage of the microteaching opportunities provided by SD Anak Saleh to show the best competencies in accordance with the criteria needed. Microteaching is carried out as an effort to see the competencies possessed by prospective educators who make the selection. In some cases, prospective educators can upload their microteaching videos first, which are then assessed by the school selection team and the foundation. This allows the assessment process to be more flexible, systematic and data-driven, as schools can evaluate various aspects of prospective educators' competencies in depth, ranging from mastery of material, teaching methods, interaction with students, to innovation in learning.

3.1.2 Collaboration of School and Foundation Assessment Process in Educator Candidate Selection Process

The foundation's role in the selection process is an important element of the sustainability of the digital-based selection system. Collaborative assessment conducted between the school and the foundation is used to ensure that the assessment carried out has applied comprehensive and objective principles, after all stages of the selection are completed, the assessment results from the school will be submitted to the foundation which will then be further negotiated together before the final decision is taken. With this system, transparency in the selection process can be better maintained, and can reduce subjectivity and can continue to increase credibility in the selection of competent educators with the flexibility to meet the needs of the times.

The assessment process carried out by the school and the foundation will certainly not be separated from the selection criteria and assessment system in it. The selection criteria for educators at SD Anak Saleh Malang City are specifically designed with the aim of ensuring that every educator recruited has competence in accordance with educational needs. At SD Anak Saleh Malang, there are 3 types of teachers who help the learning process at school with different selection criteria and stages, namely GPQ (Qur'an Companion Teacher), GPK (Special Companion Teacher) and GP (Classroom Companion Teacher). This selection process does not only consider academic qualifications but also oriented to pedagogical skills, skills in mastering technology and the ability to align the digitization- based education process with the values prevailing in the school.

Each type of teacher has specific requirements that must be met in order to optimize their role in educating students. Qur'anic Companion Teachers (GPQ), for example, are required to have a Quranic certificate with certain conditions as a form of competency standards in tahsin and tahfidz coaching. This requirement aims to ensure that educators not only have a good understanding of the Qur'an, but are also able to teach it with effective methods and in accordance with the correct reading standards. Regarding the need for a Qur'an Companion Teacher (GPQ), it prioritizes prospective educators who still have suitability in the field of teaching, in other words, the needs of SD Anak Saleh in the Qur'an Companion Teacher (GPQ) prioritize those who come from religious undergraduate graduates.

The Special Assistant Teacher (GPK), SD Anak Saleh stipulates that candidates must have a background in special education. This requirement is based on the school's need to provide educators who have an in-depth understanding of inclusive education, and are able to provide optimal assistance for students with special needs. With educators who have expertise in special education, schools can ensure that each learner receives educational services that are in accordance with their needs and potential. As part of the school's efforts to implement equitable education for all learners, including those with inclusivity, the school provides two special assistant teachers in one inclusive class to provide assistance in the learning process that is oriented to the needs of learners.

For Classroom Assistance Teachers (GP Kelas), the school provides requirements for the linearity of the major or the suitability of the major with the field of expertise to be taught, this means that teacher candidates must come from an educational background that is relevant to the level and field being taught. In addition, there is added value for candidates who have mastery of foreign languages and technological skills. The ability to speak foreign languages is one of the aspects considered to support digital-based learning programs while maintaining the school's cultural values, while mastery of technology is an indicator of educators' readiness to adopt digital learning methods and implement innovations in the teaching process.



Figure 1: Stages of Selection of Digital-Based Educators at SD Anak Saleh Malang City

Source: Author's Document

3.1.3 Innovation in Digitalization of Educator Selection

The implementation of digitalization in educator selection at SD Anak Saleh Malang not only impacts the efficiency of recruitment, but also directly contributes to improving the quality of learning. With a more systematic, transparent and technology-based selection process, the school can ensure that the educators it accepts truly have the required competencies. One of the main impacts of digitizing selection is to improve educator quality standards. With a more rigorous, transparent, and specific needs- based selection system, schools can screen prospective educators who have academic competence, pedagogical skills, and compatibility with school values. In addition, the use of digital-based selection methods, such as CV screening, technology-based interviews, and video-based microteaching, allows schools to conduct more objective and measurable assessments, so that the selected educators truly meet the set quality standards.

The presence of qualified educators also directly increases the effectiveness of the learning process. Educators who have passed the digital-based selection have higher readiness to face the challenges of modern education, including the application of technology-based learning strategies. This way, the learning process in the classroom can be more innovative, interactive and in line with the times, which in turn can increase students' engagement and understanding in learning. Furthermore, digital-based educator selection also contributes to improving school competitiveness. By recruiting educators who are more professional, adaptive, and have the ability to utilize educational technology, SD Anak Saleh Malang City is able to build an image as a quality educational institution that is ready to face the challenges of education in the digital era. This not only increases public trust in the school, but also attracts prospective students and educators who want to join an institution that has a good selection system and HR management.

Technological developments have made it possible to apply and innovate artificial intelligence (AI) in the educator recruitment process as an innovative step in digital-based selection. SD Anak Saleh Malang City can utilize an AI-based recruitment platform to conduct an initial competency analysis of prospective educators based on their CVs, teaching experience, and microteaching videos submitted. With this system, schools can screen candidates more quickly and objectively based on predetermined criteria. In addition, The use of AI-based candidate screening can also reduce the potential for bias in the selection process, so that every prospective educator gets a fair chance based on their competencies. This is also done as a form of time efficiency and selection process for prospective educators.

Data management of teaching staff also needs to be optimized through the creation of a cloud-based database that can be accessed by schools and foundations. This database serves as a system for monitoring the performance of educators on an ongoing basis, starting from the selection stage to performance evaluation after being accepted as educators at SD Anak Saleh. With this system, the foundation can monitor the development of educators' competencies based on documented data, such as training results, performance evaluations, and involvement in professional development. The system also allows schools to identify the capacity building needs of educators, so that more targeted training programs can be developed. With various innovations in digitizing educator selection, SD Anak Saleh Malang can create a more effective, transparent and sustainable recruitment system. Utilizing technology in the selection process not only helps in attracting more competent educators, but also ensures that educators continue to develop according to the needs of the times. Thus, the quality of learning in the school can be continuously improved, in line with the school's vision of creating a professional, innovative and Islamic values-based educational environment.

3.2 Discussion

3.2.1 Human Resource Planning for Education

Planning needs before selecting prospective educators is very necessary, this is done as a preventive effort in estimating the needs of human resources that will be used. In general, planning is an understanding that is very often found in the discipline of educational management. Planning itself is one of the functions that is in the first order before Organizing, Actuating, and Controlling. (Usman in Ulfatin and Triwiyanto, 2022) Suggests that planning is an activity carried out to prepare for the future in an effort to achieve predetermined goals. The essence of the planning activity itself is the making of a decision, which is obtained from a gradual process starting with understanding the needs that are being needed, analyzing existing problems and then looking for solutions, determining the process of developing a plan in order to create an active action based on the plan. (Ulfatin and Triwiyanto, 2022).

Planning human resource needs in the context of education is not only a strategic first step, but also the basis for realizing an effective and sustainable learning system (Saerang & Tuerah, 2021). At SD Anak Saleh Malang City, the selection process of prospective educators begins with the identification of specific needs, starting from the type of teacher needed such as the Qur'an Companion Teacher (GPQ), Special Companion Teacher (GPK), to Classroom Companion Teacher (Classroom GP). This shows that the school has understood the importance of planning as part of strategic management in determining the direction of the selection policy. As affirmed by Prabowo & Aimah (2020), human resource planning is a

process to ensure that the organization has the right number, quality, and placement of people at the right time. In this case, SD Anak Saleh able to design a selection process that not only adapts to the internal needs of the school, but is also relevant to the increasingly dynamic development of the global education world.

Planning is the first step in implementing strategies in achieving predetermined goals, the next stage after determining planning in human resources in the field of education in schools, namely prospective educators, is to determine the analysis of human resource needs needed, followed by determining certain limits to the actions taken (Fujiah & Andriani, 2023). This can also be called policy determination, the roles and responsibilities in this process are the involvement of various educational sectors ranging from local governments, school administrators, to the roles and responsibilities of school committees in the selection process of prospective educators, the last stage of planning implementation is to determine the source of candidates needed, the source of candidates or prospective applicants can come from internal sources, namely from internal organizations by transferring (transfer) or auctioning positions (job posting) the second source of prospective applicants through external sources, if the results of the needs analysis show the results of recruitment from internal sources are less likely (Darmansah & Ritonga, 2024). Then the way that can be done is by (1) collaborating with universities (alumni organizations), (2) Cooperation with village training centers, (3) Cooperation with professional organizations, and various other supporting methods (Jafar & Istiqfari, 2024).

3.2.2 Implementation of Digitalization in Education Human Resource Management

Changes to an absolute necessity such as technology cannot be abandoned, especially in the development of technology which is currently spread throughout life (Hakim & Yulia, 2024). Education, especially schools, of course, is also one of the elements of life affected by the development of education, not without reason because education that insists and does not want to develop following the current technological developments will become irrelevant to the needs of the times. All elements of life will continue to develop following the current digitalization, if one element cannot keep up with technological developments then that element will be left behind and lose its level of relevance in an ecosystem that is increasingly dependent on digital innovation. Education is determined by two main components namely learning environment and learning process. Since all connected devices are technology-based, the learning environment does not mean a completely physical environment but can also be virtual, online or remote (Fangestu&Syahrizal, 2023).

The selection process to fill strategic positions in Education Human Resource Management (HRM) through digitization-based selection has a huge impact, especially on time efficiency, target range, and transparency of assessment. Through selective planning, it will provide solutions and improvements to existing problems in the selection process of human resources in the field of education as an effort to increase competence based on microlearning and habituation. Both approaches in the perspective of digital-based educator selection do not only focus on administrative standards, but are also oriented towards skills and adaptability to school culture (Lestari et al., 2023). Microlearning, with the concept of short and structured module-based learning, can be applied in a Learning Management System (LMS) system to provide initial training for prospective educators, so that they can understand the curriculum,

learning methods, and values applied in schools before they are actually accepted. Meanwhile, habituation in this context means that selection is not only a momentary administrative process, but part of a long-term strategy to form educators who are oriented towards innovation, have mental readiness and professionalism in carrying out their duties (Dini, 2022).

3.2.3 The Urgency of Using Digitalization in Education

Digital technology in recent decades has become central and part of the culture of society. Digital media has become one of the bridges of life for many people regardless of their age, from the young to the elderly. Skills and the ability to master technology accompanied by digital literacy skills is the foundation in maintaining community culture so that it is not dragged down by the current times and can maintain its originality (Setiani & Barokah, 2021). Digitalization in the view of education is interpreted as an ability to make flexible changes following the flow of digitalization by being oriented towards the needs of the education sector for the better. Technology can change human behavior and mindset to be better, therefore it is necessary to develop a process in its implementation so that education can continue to adapt to changes but still maintain the validity of the science (Isma & Jamin, 2022).

In the era of rapid technological development, the role of education is central because education is needed to be able to provide a deep understanding of each scientific field to lead the Indonesian nation towards a more advanced civilization and support the achievement of the golden Indonesia 2045 (Savira, 2023). In the world of education, the use of technology is growing in the era of globalization because it plays an important role in supporting the learning process and advancing science. Technology is also an effective communication tool between educators and students. However, on the other hand, cultural globalization also brings negative impacts, such as increasing individualism. This can weaken the nation's cultural resilience and cause moral degradation and noble values. This challenge requires serious attention from various parties so that it can be overcome properly (Syahrin, 2023).

Technological developments in the era of digital transformation require educational institutions to immediately adjust, both in resource management and in the implementation of the learning process (Darwanto & Putri, 2020). These adjustments include the implementation of digital systems in school administration, the use of online learning platforms, and the integration of technology in teaching methods. With optimal utilization of technology, educational institutions can improve management efficiency, expand access to learning resources, and create a more interactive and innovative learning environment. In addition, digital transformation also requires educators and students to develop digital literacy in order to utilize technology wisely and effectively in supporting the teaching and learning process. However, in this adaptation process, educational institutions also face various challenges, such as infrastructure readiness, limited access to technology in some areas, and gaps in digital capabilities between educators and students (Jesika & Hidayati, 2024). Therefore, a comprehensive strategy is needed, such as continuous training for teachers, procurement of adequate technology facilities, and strengthening digital-based education policies. In addition, collaboration between the government, educational institutions, and the private sector is an important factor in supporting the success of digital transformation in education. With good cooperation, not only does the quality of learning improve, but also an inclusive and equitable education ecosystem is created for all learners, without exception (Sihotang, 2025).

3.2.4 Challenges and Solutions in Implementing Selection Digitalization

The main challenge in implementing the digitalization of educator selection is the limited technological literacy, both on the part of applicants and internal school parties. Not all prospective educators have experience in using digital platforms, such as the Learning Management System (LMS) or the online document upload system that is part of the selection. This challenge is also often encountered in terms of the uneven quality of digital devices and internet connections. As a result, the selection process can be hampered and does not fully reflect the ability of prospective educators objectively (Rohmatika & Syahrani, 2024).

In addition, the limited budget and digital infrastructure in private secondary schools are also barriers to selection digitization. The implementation of systems such as cloud databases, online microteaching platforms, or Artificial Intelligence (AI)-based recruitment requires a lot of investment. On the other hand, if not accompanied by careful HR planning, the digitalization process will stop as a technological formality. This can lead to a gap between the desire for modernization and the real capacity in the management of educational resources (Putra, 2025).

As a solution, schools can start by building the stages of digitalization gradually and based on real needs. Internal training for the selection team and socialization to prospective educators can be the first step to improve the readiness of all parties. Schools can also work with third parties, such as education startups or universities, to support infrastructure and digital-based selection systems. With strategic collaboration and an inclusive approach, digitizing selection is not just a symbol of progress, but is truly able to improve the quality of the recruitment process of professional and adaptive educators (Nahdi & Cahyaningsih, 2022).

4. Conclusion

This research explores the application of digitalization in the educator selection process at SD Anak Saleh Malang City as a measure to improve the efficiency, transparency and objectivity of recruitment. The results indicate that the school's digital selection system includes several key stages, such as online information dissemination, digital registration process, candidate screening through a technology-based system, and evaluation through digital interviews and microteaching. The implementation of this method helps the school to attract more qualified educators who are in line with the needs of modern education. In addition, cooperation with the foundation in the selection assessment stage contributes to increased accountability and the quality of decisions made.

The study also found that digitizing selection provides significant benefits in improving recruitment efficiency, broadening the scope of the candidate search, and minimizing subjectivity in the assessment process. However, there are a number of obstacles faced, including the technical readiness of prospective educators to participate in digital selection, limited access to technology for some applicants, and the lack of integration of the selection system with educator management in schools.

As a solution to these challenges, this research recommends the development of a more comprehensive selection system by adopting AI-based candidate screening technology to increase objectivity in selection as well as the utilization of a cloud-based database to monitor the progress of educators' performance on an ongoing basis. By maximizing the use of technology in the selection process, it is expected that schools can continue to improve the

quality of educators and support their professionalism in facing the dynamics of education in the digital era.

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