

Strategies for Recruiting and Developing Islamic Religious Education Teachers in the Digital Era

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DOI: <http://dx.doi.org/10.30605/jiem.v1i1.12345>

Received: 13 Oktober 2025

Revised: 30 November 2025

Accepted: 5 Desember 2025

Abstrak:

This study examines the recruitment strategies and professional development processes of Islamic Education (PAI) teachers in the digital era. The main issue identified is the limited use of technology in teacher selection and training, which results in learning quality that has not fully met 21st-century demands. The purpose of this study is to analyze digital-based recruitment strategies for PAI teachers and to explore effective forms of professional development in responding to educational transformation. Using a library research method, this study reviews literature on digital recruitment, teacher professionalism, and technology integration in Islamic education. The findings show that digital recruitment—through online platforms, technology-based assessments, and virtual interviews—enhances the efficiency and objectivity of the selection process and ensures that candidates possess sufficient pedagogical competence and digital literacy. Furthermore, continuous professional development involving technology training, learning communities, self-evaluation, and spiritual reinforcement contributes significantly to improving the quality of PAI teachers. The study implies that Islamic educational institutions must integrate technology throughout their human resource management processes to prepare adaptive, professional, and values-driven PAI teachers capable of meeting the challenges of the digital era.

Keyword: *Digital recruitment, PAI teachers, Professional development, Digital transformation*

INTRODUCTION

Islamic education management plays an essential role in ensuring the implementation of effective and high-quality educational processes (Badrun, 2024; Sahri et al., 2023; Sodikin et al., 2024). One of the most vital aspects of education management is human resource management, particularly the management of Islamic Education (PAI) teachers who serve as the forefront in shaping students' character (Hartati, 2025a; Ifrohan & Rohman, 2025; Islamiyah, 2025). PAI teachers are required not only to master religious knowledge but also to possess pedagogical, social, and professional competencies that align with contemporary developments. The digital era presents both challenges and opportunities for

enhancing the quality of educators (Alenezi et al., 2023; Sahri et al., 2023; Seeletso, 2022). Technology has become an integral part of teaching, administrative management, and educational communication. Therefore, the recruitment and development of PAI teachers must be adjusted to meet the needs of the digital era. This transformation demands effective and comprehensive strategies so Islamic educational institutions can produce graduates with superior and competitive character.

As educators responsible for internalizing Islamic values, PAI teachers must be able to keep pace with advances in information technology (Mun'im Amaly et al., 2022; Muslim, 2024). The use of digital media in PAI learning has become an unavoidable necessity. Teachers must master digital tools and platforms to create more engaging, interactive learning experiences that suit the characteristics of the digital generation (Rathnasekara et al., 2025). Strengthening digital competence is now an integral part of PAI teacher development. Furthermore, the recruitment process should include technological adaptability as one of the indicators of selection (Sari, 2024). The quality of teachers recruited will determine the overall quality of Islamic education. Thus, the recruitment and development of PAI teachers should focus on strengthening 21st-century skills and digital literacy.

Changes in learning patterns and school management require Islamic educational institutions to undergo transformation in managing their human resources (Amet, 2023; Hartati, 2025b). Conventional recruitment that focuses only on academic aspects is no longer sufficient to meet the challenges of the digital era. Islamic educational institutions need to apply selection systems that prioritize professionalism, creativity, and innovative abilities in PAI teachers. Continuous professional development is also necessary to ensure teachers can adapt to changes. Implementing technology-based training can significantly improve the quality of learning. Therefore, teacher recruitment and development strategies must be carried out simultaneously, systematically, and measurably. These efforts will lead Islamic educational institutions to become adaptive and competitive.

Despite the increasing demand for digitally competent PAI teachers, many Islamic educational institutions still face obstacles in recruitment and HR development. Some schools still lack PAI teachers with adequate technological skills. Digital training has not been implemented optimally or sustainably. In addition, teacher recruitment is often conducted without clear competency standards aligned with digital-era needs. The low utilization of Learning Management Systems (LMS) in learning also indicates a lack of digital readiness. Limited facilities and insufficient policy support further exacerbate the situation. These issues contribute to the low quality of PAI learning in various educational institutions. Therefore, strategies for PAI teacher recruitment and development require more serious attention.

Research conducted by Lundeto (2023) shows that the empowerment of Islamic education teachers can be enhanced through structured and sustainable professional development programs. The study also confirms that teachers still face various challenges, such as limited facilities, a high workload, and a lack of institutional support in developing their competencies (Lundeto, 2023). Research conducted by Hidayat, Fatimah, and Rosidin (2021) shows that Islamic educational institutions face serious challenges in the digital era, such as limitations in technological infrastructure, human resource readiness, and curriculum adaptation. However, the study also emphasizes the significant prospects for the sustainability of these institutions through digital innovation, strengthening teacher competencies, and optimizing online learning platforms (Hidayat et al., 2021).

Research conducted by Aqsha, Ondeng, and Kamaluddin (2025) found that the teaching of Islamic Religious Education in public universities still faces various problems, such as a lack of innovative teaching methods, low student engagement, and limited materials relevant to the current context. The study also recommended improvement strategies through enhancing lecturer competencies, developing adaptive curricula, and utilizing learning technology more effectively (Aqsha et al., 2025). Research conducted by Julhadi and Mahyudin (2023) shows that effective human resource management in Islamic educational institutions is a key factor in enhancing competitiveness in the Society 5.0 era. The study emphasizes the importance of developing teacher competencies, digitalizing management, and strengthening organizational culture as main strategies to improve the quality and relevance of Islamic educational institutions (Julhadi & Mahyudin, 2023).

However, previous studies mostly focused on one aspect—either competency development or recruitment separately. Few studies explore integrated strategies for both recruitment and development of PAI teachers in the digital era. There is also a lack of research addressing digital competency strengthening as a core component of Islamic education HR management. A more comprehensive approach is needed to formulate managerial strategies that respond to educational challenges in the technological age. Therefore, this study is expected to offer new perspectives on integrating PAI teacher recruitment and development strategies. It also presents management approaches more relevant to contemporary changes. Hence, this research offers novelty in terms of focus and approach to Islamic education HR management.

This study aims to analyze recruitment and development strategies for Islamic Education (PAI) teachers in the digital era in a more comprehensive manner. It identifies the digital competency requirements for PAI teachers as part of the educator selection process. In addition, it examines effective professional development efforts to improve the quality of PAI teachers in Islamic educational institutions. The study also seeks to understand the challenges and opportunities

in managing human resources for Islamic education today. The results are expected to provide relevant and applicable strategic recommendations for Islamic educational institutions. Ultimately, this research aims to contribute to improving the quality of Islamic education and strengthening the role of PAI teachers as professional educators ready to compete in the era of digital transformation.

RESEARCH METHOD

This study employs a library research approach, focusing on the critical analysis of various literature sources related to recruitment and development strategies for Islamic Education (PAI) teachers in the digital era (Andan et al., 2022). Library research is conducted by examining concepts, theories, and previous research findings to obtain comprehensive knowledge regarding the research focus. This approach does not involve direct field data collection; instead, it relies entirely on written data and information. Through literature review, the researcher is able to understand historically and conceptually the dynamics of human resource management in Islamic education, particularly in relation to the challenges of digitalization. This study emphasizes descriptive-qualitative analysis in explaining the phenomena under investigation. Thus, the findings are expected to provide an in-depth theoretical understanding and offer strategic direction for the management of PAI teachers in Islamic educational institutions.

The data sources in this study consist of secondary data obtained from documents, academic books, reputable national and international journals, conference proceedings, research reports, and government regulations related to Islamic education management (Moleong, 2017). Data collection techniques are carried out through documentation, namely gathering relevant literature sources which are then classified based on themes and research variables, specifically recruitment and development strategies for PAI teachers in the digital era. The researcher utilizes various academic databases such as Google Scholar, DOAJ, Sinta, and university journal portals. The criteria for selecting literature include topic relevance, data completeness, and publication recency, particularly within the last ten years to ensure alignment with the context of digital transformation. The collected data are examined systematically to obtain accurate and comprehensive insights.

Data analysis in this study uses content analysis techniques by reviewing, reading, interpreting, and drawing conclusions from each selected source. The researcher performs data reduction to filter important information related to recruitment and development strategies for PAI teachers in the context of the digital era (Kusumastuti & Khoiron, 2019). The next step involves categorizing data based on key concepts such as digital competence, teacher professionalism, Islamic education policies, and institutional managerial strategies. The reduced data are then presented narratively and critically analyzed to identify patterns, relevance,

and relationships among concepts. Through this analytical process, the study is expected to produce strong conceptual findings and contribute to the advancement of Islamic education management, particularly in developing HR strategies for PAI teachers who are adaptive to technological developments.

RESULTS AND DISCUSSION

RESULT

A. Islamic Education Management

Islamic education management is a process of managing educational institutions based on the values of Islamic teachings. Essentially, this management encompasses planning, organizing, implementing, and supervising, all carried out in a structured and systematic manner. These processes are directed toward achieving the goals of Islamic education, namely forming individuals who are faithful, possess noble character, and have competencies aligned with contemporary demands. Islamic education management does not only emphasize administrative governance but also prioritizes spiritual and moral aspects. Values such as honesty, responsibility, discipline, and trustworthiness serve as the foundation of every management activity. Furthermore, decision-making in Islamic education management adheres to the principles of consultation (*musyawarah*) and justice. Therefore, Islamic education management represents a system that integrates modern professionalism with Islamic ethics, enabling Islamic educational institutions to remain competitive while preserving their Islamic identity.

Planning in Islamic education management holds a crucial position as the initial step in institutional governance. Good planning must be able to address the needs of students, society, and the development of knowledge. In the Islamic perspective, planning is not merely rational but is also grounded in spiritual values such as reliance on God (*tawakkal*) and sincere intention. Thus, the planning process becomes an integrative effort between human endeavor and faith in Allah's decree. Islamic educational institutions must formulate vision and mission statements that comprehensively reflect Islamic educational goals. In addition, strategies for achieving these goals must be designed by considering available human resources and facility potentials. Thorough planning ensures that all institutional components move in a unified direction. Therefore, planning becomes a key element in the successful management of Islamic educational institutions.

Organizing in Islamic education management is an effort to arrange human and material resources so they can function effectively. Organizing

involves clear task division based on competencies, allowing each unit to perform optimally. Within Islamic educational institutions, organizational structure should reflect values of consultation and cooperation. Moreover, work relationships among units must be built upon the principles of brotherhood (ukhuwah) and mutual respect. Orderly activities and good coordination contribute significantly to creating a productive work environment. Strong organizing enables every educational program to run consistently and purposefully. Thus, organizing not only structures the institution but also shapes an Islamic work culture. This strengthens the professionalism and competitiveness of Islamic educational institutions.

Implementation is the stage where all plans are translated into concrete actions. At this stage, all components of the educational institution actively engage in executing teaching and administrative activities. In Islamic education, implementation should not focus solely on technical aspects but must also incorporate exemplary behavior. Teachers, education personnel, and institutional leaders must serve as role models in character, discipline, and professionalism. Effective implementation requires good communication among all parties involved. Moreover, program implementation must be carried out consistently to ensure alignment with initial objectives. A conducive educational environment can be created when the implementation harmonizes academic, spiritual, and social aspects. Therefore, program implementation becomes an essential indicator of the success of Islamic education management.

Supervision is the final component of Islamic education management, ensuring that all activities proceed according to plan. Supervision is conducted to measure program effectiveness, evaluate weaknesses, and determine necessary improvements. In Islamic teaching, supervision is not merely an administrative mechanism but also a form of moral responsibility. The principle that every individual will be held accountable encourages a disciplined and trustworthy work culture. Evaluation within supervision must be conducted objectively, fairly, and transparently. The results of supervision are then used as a basis for continuous institutional improvement. Through supervision, every institutional component can learn from shortcomings and enhance future performance. In this way, Islamic education management becomes not only a work system but also a continuous process of quality improvement.

B. Islamic Education Management

Islamic Education (PAI) teachers play a crucial role in shaping students' character and moral values. As educators, PAI teachers are required to teach Islamic principles comprehensively, both through instructional content and exemplary behavior. They must possess a deep understanding of Islamic teachings to address students' spiritual and intellectual needs. In addition, PAI teachers function as guides who direct students toward behavior aligned with Islamic law (sharia). The teacher's personal example becomes a central component of religious education, as students tend to emulate what they observe. PAI teachers must also be able to adapt instructional methods to contemporary developments. Their professionalism encompasses pedagogical, personal, social, and professional competencies. Thus, the responsibilities of PAI teachers extend beyond teaching to educating and shaping the character of the younger generation.

As professionals, PAI teachers must meet competency standards established in educational regulations. Pedagogical competency requires teachers to design learning experiences that are effective, creative, and relevant. PAI teachers must be able to analyze students' learning needs and employ appropriate methods based on their developmental stages. Professional competency demands mastery of PAI subject matter derived from the Qur'an, hadith, and other Islamic literature. Teachers are also expected to continuously enhance their religious understanding through training and self-development. Social competency enables teachers to communicate positively with students, parents, and the broader community. Meanwhile, personal competency ensures that teachers exhibit mature character and serve as role models. By fulfilling these competencies, PAI teachers can perform their duties with dignity and optimal effectiveness.

In carrying out their professional responsibilities, PAI teachers are also tasked with creating an enjoyable learning environment. Islamic education should not be monotonous; instead, it should be appealing so that students remain enthusiastic. PAI teachers may use various learning models such as discussions, demonstrations, projects, or technology-based instruction. They must also understand each student's characteristics to provide equitable attention. A positive learning environment allows Islamic values to be absorbed more effectively. Teachers should ensure that instructional materials remain relevant to students' daily lives, making learning more meaningful. Thus, PAI instruction should not focus solely on cognitive development but

also emphasize affective and psychomotor aspects. This approach enables students not only to understand religious concepts but also to practice them.

PAI teachers also serve as mentors and counselors for students. Many students require guidance in addressing moral or spiritual challenges. In this regard, PAI teachers can provide counseling consistent with Islamic teachings. Teachers' sensitivity to students' problems significantly influences the success of this mentoring function. Moreover, PAI teachers must maintain communication with parents and the community to ensure students' development progresses well. Teachers who are friendly, patient, and empathetic are more readily accepted by students. The counseling role also contributes to preventing negative behaviors among learners. Thus, PAI teachers help create a religious and peaceful school environment, strengthening their position as respected figures.

Beyond teaching and mentoring, PAI teachers are responsible for substantial administrative tasks. They must prepare instructional documents such as syllabi, lesson plans (RPP), and assessments. These tasks must be completed carefully to ensure learning runs systematically and purposefully. PAI teachers must also participate in school activities such as meetings, training, and professional development programs. Additionally, they are responsible for monitoring students' academic progress and religious attitudes. Reporting learning outcomes is essential to track students' achievements over time. Despite the administrative workload, PAI teachers must complete these tasks professionally. This demonstrates that their responsibilities span multiple areas that collectively support the educational process. Therefore, the role of PAI teachers is highly strategic in shaping a generation with strong Islamic character.

C. Strategy for Recruiting Islamic Education Teachers in the Digital Era

The recruitment of Islamic Education (PAI) teachers in the digital era has undergone significant development in line with technological advancements. Recruitment processes no longer rely solely on traditional mechanisms such as physical document screening or face-to-face interviews. Many Islamic educational institutions now utilize digital platforms to disseminate job vacancy information. This enables prospective PAI teachers from various regions to gain broader access to opportunities. Moreover, digital recruitment provides time and cost efficiency for both institutions and applicants. Digital-based recruitment also enhances transparency, as information can be accessed openly by anyone. Educational institutions can more easily assess applicants'

credibility through digital portfolios and online track records. Thus, the digital era offers substantial opportunities to improve the quality of prospective PAI teachers.

One important strategy in PAI teacher recruitment is the use of online platforms such as school websites, social media, and job portals. These platforms enable educational institutions to distribute information quickly and accurately to the intended audience. The use of digital media also increases the attractiveness of educational institutions in drawing qualified applicants. Clear and appealing job postings can encourage competent candidates to apply. Institutions may include competency requirements, academic qualifications, and values that PAI teachers are expected to uphold. Moreover, detailed job descriptions help applicants understand the institution's expectations. Digital platforms also allow applicants to submit their applications conveniently and efficiently. Therefore, digitalization is an essential component in modernizing PAI teacher recruitment.

Another key strategy is the use of digital assessments to evaluate the competencies of prospective PAI teachers. These assessments may include computer-based tests, teaching demonstrations via video, or digital portfolio evaluations. Such assessments enable institutions to objectively evaluate applicants' pedagogical and professional abilities. Educational institutions can also utilize assessment applications to process test results quickly. Digital assessments provide a more modern and efficient selection experience for applicants. Candidates can demonstrate their technological proficiency through online submissions. This is crucial because PAI teachers in the digital era are required to integrate technology into their teaching. Thus, digital assessments serve as a relevant and effective recruitment strategy.

Online interviews have also become increasingly common in the digital-era recruitment process. Educational institutions can use videoconferencing applications such as Zoom, Google Meet, or Microsoft Teams. Online interviews allow the selection process to be conducted without geographical limitations, offering greater flexibility. Prospective PAI teachers from outside the region can participate without needing to be physically present. Additionally, online interviews can be recorded for further evaluation by the management team. Institutions can assess applicants' communication skills, character, and religious understanding through these interviews. With online interviews, recruitment becomes more modern and aligned with contemporary

needs. Therefore, this strategy significantly supports the efficiency and quality of the selection process.

The final strategy in PAI teacher recruitment is competency-based selection focusing on digital skills. Recruited PAI teachers must possess the ability to utilize technology in teaching. This is essential because Islamic religious education in the digital era does not rely solely on classical methods but requires technological integration. Educational institutions must ensure that prospective PAI teachers understand learning applications, digital platforms, and interactive media. Moreover, they should be able to create digital content such as instructional videos, electronic modules, and multimedia learning materials. Such abilities enhance the effectiveness of learning and increase student engagement. Digital competency-based recruitment also ensures that PAI teachers remain relevant to 21st-century demands. Therefore, this strategy is crucial in preparing professional and adaptive PAI teachers.

D. Professional Development of PAI Teachers in Digital Transformation

Digital transformation in the field of education requires Islamic Education (PAI) teachers to continuously develop their professionalism. Technological changes demand that teachers adapt to modern, digitally based learning methods. PAI teachers not only need to understand religious texts but also be able to utilize technology in delivering material. This professional development includes technology training, digital workshops, and improving skills in using learning applications. Teachers' ability to integrate technology has a direct impact on students' engagement in the learning process. In addition, PAI teachers need to understand the dynamics of the digital world in order to guide students in facing moral challenges in the technological era. This professional development is essential to creating relevant and engaging Islamic education. Therefore, PAI teachers must continuously improve their capacity so they are not left behind by the times.

One form of professional development is participating in educational technology training. This training helps PAI teachers understand how to use devices such as computers, tablets, and digital learning applications. By attending training, teachers can create more varied and interactive learning materials. In addition, PAI teachers can learn to develop media such as videos, animations, or multimedia-based presentations. Technology training also helps teachers understand effective instructional design principles in the digital era. PAI teachers who are proficient in using technology will find it easier to meet

the needs of students with various learning characteristics. Moreover, such training increases teachers' confidence in teaching. Therefore, technology training is an important part of the professional development of PAI teachers.

Professional development for PAI teachers can also be carried out through learning communities or teacher working groups. In these communities, teachers can share experiences, methods, and challenges encountered during teaching. Discussions among teachers enable the exchange of information that enhances religious and pedagogical insight. Learning communities can also serve as a place to practice digital skills independently. Furthermore, PAI teachers can receive moral support and motivation from colleagues. Regular community meetings can be conducted online or offline. Thus, learning communities provide a collaborative space for teachers to continue growing. This shows that professional development does not rely solely on formal training but also on collaborative activities.

Self-evaluation is an important strategy in the professional development of PAI teachers. Teachers need to reflect on the learning process they implement, including its strengths and weaknesses. Through self-evaluation, teachers can identify aspects that need improvement and development. This evaluation can be carried out after each learning activity or through periodic self-assessment. Moreover, teachers can seek feedback from students to determine the effectiveness of the methods used. PAI teachers must have an open attitude toward criticism to improve teaching quality. Professional development will be more optimal when teachers can evaluate themselves honestly. Therefore, self-evaluation is a crucial step in transforming the competence of PAI teachers.

Professional development must also include the spiritual and moral aspects of PAI teachers. Digital transformation should not cause teachers to neglect Islamic values in the learning process. PAI teachers must remain role models in ethics, worship, and personal integrity. Spiritual development can be carried out through religious gatherings, scientific studies, or other religious activities. Technological advancement must be balanced with moral strengthening so that teachers do not fall into unethical uses of technology. Additionally, teachers must guide students to use technology wisely. With a balance between digital competence and spiritual strength, PAI teachers can provide holistic learning. Therefore, the professional development of PAI teachers must encompass all aspects of their personality and competence.

DISCUSSION

Digital-era recruitment strategies for PAI teachers indicate that Islamic educational institutions have entered an inevitable phase of managerial modernization. Digitalization enables recruitment processes to run faster, more efficiently, and reach a wider pool of applicants compared to conventional methods. However, this shift requires institutional readiness in terms of technology, human resources, and more systematic administrative procedures. The implementation of digital systems in recruitment also demands that institutions establish clear standards regarding the competencies of PAI teachers, particularly digital competence as part of 21st-century requirements. The use of online platforms for recruitment provides space for transparency but simultaneously introduces challenges related to data verification and applicant credibility. Thus, digital transformation places educational institutions in a position where they must be adaptive, innovative, and selective in decision-making. This shift indirectly improves the quality of recruitment because institutions gain access to more comprehensive information regarding applicants' competencies. Therefore, digital recruitment strategies are not merely a trend but a necessity to ensure the quality of human resources that align with the demands of the modern era. This indicates that PAI teacher recruitment must be supported by well-designed and measurable policies.

The use of digital assessments in PAI teacher recruitment demonstrates that the selection process now emphasizes objectivity and competency verification through digital data. Through computer-based tests, portfolio assessments, and microteaching videos, institutions can more clearly and accurately evaluate the pedagogical abilities of prospective teachers. These assessment methods also show the applicants' readiness to use technology as a learning medium, which is an essential requirement in the digital age. However, the implementation of digital assessments requires technical and methodological readiness to ensure that evaluations remain valid and reliable. Another challenge is preventing digital misconduct among applicants, which requires institutions to implement strict verification mechanisms. Nonetheless, digital assessments have proven effective in reducing subjectivity because data-based selection processes are more measurable and accountable. Additionally, digital assessments offer applicants a more modern selection experience, increasing the credibility of educational institutions. Thus, digital assessment serves not only as a selection tool but also as an indicator of teachers' adaptability to technology, making it an essential

component of contemporary PAI teacher recruitment.

An analysis of professional development processes for PAI teachers shows that digital transformation requires continuous competency improvement through various training programs. PAI teachers can no longer rely solely on traditional teaching skills but must be able to use technology to create engaging and interactive learning experiences. Therefore, technology-related training—such as the use of Learning Management Systems, presentation tools, digital media, and instructional content design—has become a primary necessity. However, training is not always effective if teachers lack intrinsic motivation to learn and adapt. Additional challenges include limited facilities, time constraints, and uneven institutional support across schools and regions. Despite these challenges, professional development remains a crucial foundation for Islamic education's adaptation to the digital era. Appropriate training can enhance teachers' creativity in presenting PAI material, thereby improving students' interest and understanding. Thus, the success of digital transformation strongly depends on the quality of training and teachers' commitment to continuous improvement. This affirms that professional development is not merely an additional activity but a strategic necessity for the sustainability of PAI education.

Learning communities and self-evaluation play important roles in maintaining the quality of PAI teachers amid rapid technological developments. Collaboration among teachers in working groups or digital communities encourages the exchange of knowledge, experiences, and instructional innovations. Such communities also allow teachers to develop digital competencies independently without relying solely on formal training. Self-evaluation serves as an essential complement because teachers must continuously reflect on their strengths and weaknesses in implementing digital learning. Through this reflection, teachers can adjust teaching strategies and find ways to improve the effectiveness of PAI instruction. The main challenge lies in ensuring that teachers have the discipline and willingness to conduct self-evaluations consistently. When learning communities and self-evaluation work harmoniously, they create a sustainable ecosystem for competence development. This significantly impacts teaching quality, as PAI teachers become more adaptive, innovative, and responsive to change. Thus, collaboration and reflection are vital elements in the professional development strategies of PAI teachers.

The integration of digital recruitment strategies and professional development for PAI teachers shows that Islamic education is moving toward a new, modern, open, and technology-based era. Digital recruitment ensures that

selected teachers are competent in pedagogy, religious knowledge, and technology, fulfilling 21st-century education standards. After recruitment, professional development ensures that teachers can keep pace with technological advancements and moral challenges in the digital age. Major challenges arise when institutions lack sustainable policies in recruitment and training, resulting in unequal teacher quality. Therefore, comprehensive policies are needed—covering digital selection, continuous training, spiritual strengthening, and the development of learning communities. Such integrated policies will produce PAI teachers who are professional, adaptive, and possess strong moral integrity. With competent teachers, Islamic education can respond to digital-era challenges while upholding Islamic values. This becomes an essential foundation for nurturing a generation of Muslims who are technologically literate and morally upright. Thus, recruitment strategies and professional development serve as two main pillars in building superior and relevant PAI education for the future.

CONCLUSION

This study highlights that digitalization is a fundamental requirement for improving the quality of Islamic education, particularly through technology-based recruitment strategies that ensure a more objective and efficient selection process. The findings also indicate that continuous professional development through digital training, learning communities, self-evaluation, and spiritual strengthening is essential for preparing Islamic Education (PAI) teachers to meet the demands of the digital era. The integration of selective recruitment and systematic professional development implies that Islamic educational institutions are able to produce adaptive, competent, and ethical PAI teachers who can address modern challenges while upholding core Islamic values.

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