

Innovation in Human Resource Management in Islamic Education in the Era of Digital Disruption: Integrating Islamic Values and Adaptive Technology

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ABSTRACT

The transformation of digital technology has fundamentally altered the paradigm of human resource management (HRM) across various sectors, including Islamic educational institutions. This study aims to analyze innovations in HRM within Islamic education by emphasizing the integration between Islamic values and adaptive technology in addressing the digital disruption era. The research method used is descriptive qualitative with a library research approach, utilizing scholarly sources such as accredited national journals, reputable international (Scopus-indexed) journals, academic books, and national policy documents related to Islamic education and HR digitalization. The findings indicate that HRM innovations based on the integration of Islamic values and technology encompass four main areas: (1) digital recruitment and selection based on Islamic ethics and AI technology; (2) HR development through e-learning, blended learning, and digital spiritual coaching; (3) performance appraisal using e-appraisal approaches with spiritual-professional indicators; and (4) HR retention via sharia-based welfare systems and ukhrawi career pathways. These findings affirm the importance of an integrative approach that not only meets the demands of technological efficiency and adaptability but also strengthens Islamic spirituality and work ethics.

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1. INTRODUCTION

Global transformation driven by rapid digital technology advancements has significantly impacted various aspects of life, including education. The era of digital disruption characterized by the emergence

of artificial intelligence (AI), big data, machine learning, and the Internet of Things (IoT) has changed the paradigm of human resource management (HRM), including in Islamic educational institutions such as madrasah and Islamic Higher Education Institutions (PTKI). Amid the demands of rapid change, innovation in HRM has become an urgent necessity for Islamic education institutions to remain relevant, adaptive, and excellent in shaping a competent and morally grounded generation (Dwivedi et al., 2021; Hasan, 2021).

The urgency of HR innovation in Islamic education arises from the need to bridge noble Islamic values with 21st-century competencies. As emphasized in the Islamic Education Roadmap 2020–2045 issued by the Ministry of Religious Affairs, strengthening the quality of HR is key to the success of Islamic education in addressing globalization and digitalization challenges. Educational HR—including teachers, lecturers, and staff are required to possess not only digital literacy but also strong moral and spiritual integrity (MoRA, 2021). In this context, innovation involves not only technology but also strategic, cultural, and Islamic-value-based approaches in shaping a holistic HRM system.

However, Islamic educational institutions still face serious challenges in managing technological transformation while preserving spiritual values. On one hand, adapting to information technology requires adequate digital infrastructure and literacy; on the other, there are concerns about the erosion of spirituality, ethics, and morals in institutional management. This challenge becomes more complex when managerial decision-making is not yet fully data-driven, responsive, or based on the comprehensive principles of *maqāṣid al-sharī'ah* (Zuhdi, 2023; Al-Dulaimi, 2018). As a result, cultural resistance and structural inertia occur, especially in HR development, which ideally should simultaneously pursue professionalism and spirituality.

Furthermore, there remains a noticeable gap between conventional HRM practices and modern demands. Recruitment, training, performance evaluation, and staff retention in many madrasah and PTKI institutions often remain administrative, normative, and lacking innovation in technology and value integration. Non-data-based and non-digital approaches hinder Islamic educational institutions from developing excellent HR both intellectually and spiritually. Achieving Islamic human capital excellence requires HRM designs that are not only efficient and effective but also ethical and value-based (Sutrisno, 2016; Alsulami, 2021).

This article thus aims to deeply analyze HRM innovation in Islamic education by integrating Islamic values with adaptive technology. This approach offers strategic solutions to the dual challenges of modernization and spiritual preservation. Using a library research method, this article explores contemporary concepts in Islamic HRM, technology adaptation theories, and innovative practices applicable in madrasah and PTKI. It is expected to provide conceptual contributions to the development of a responsive, transformative, and value-rooted HRM model for Islamic education.

The Concept of Islamic Human Resource Management (HRM)

Human Resource Management (HRM) in an Islamic context is not merely about managing labor as a production factor. Rather, it encompasses spiritual, moral, and social dimensions. Islamic HRM acknowledges humans as *khalifah* (vicegerents) on earth who bear divine responsibility (*amanah*). Therefore, HR management in Islamic educational institutions must aim to maximize the full potential of human beings—physically, intellectually, and spiritually (Al-Qaradawi, 1995). The primary goal of Islamic HRM is to produce professional educators who also possess spiritual integrity and noble character (*akhlāqul karīmah*) (Ulum, 2016). Key dimensions of Islamic HRM include: Recruitment and selection that consider both moral integrity and professional competence, Continuous training and development grounded in *taqwā* (God-consciousness) and knowledge, Performance appraisal based on *maqāṣid al-sharī'ah* and real contributions to the *ummah*, Welfare and retention that balance worldly and spiritual (hereafter) aspects (Sutrisno, 2016)

The Digital Disruption Era and Changing HRM Paradigms

The digital disruption era is marked by the rapid advancement of information technologies such as artificial intelligence (AI), the Internet of Things (IoT), Big Data, and automation—all of which have fundamentally altered the landscape of work. In HR management, these technologies affect how

recruitment is conducted (e.g., via e-recruitment), how training is delivered (learning management systems), and how performance is assessed using data-driven approaches (Dwivedi et al., 2021). Educational institutions, including madrasah and Islamic higher education (PTKI), are not only expected to adopt technology but also to transform their HR operational values to become more adaptive, flexible, and digitally integrated. The core challenge, however, is ensuring that spiritual and Islamic values remain intact throughout this transformation (Zuhdi, 2023).

Integrating Islamic Values and Adaptive Technology in HRM

The integration of Islamic values and adaptive technology in HRM means uniting elements of *imān* (faith) and *iḥsān* (excellence) with efficiency and innovation. This model emphasizes that technology should not replace humans but rather serve as a tool to enhance work quality rooted in Islamic ethics (Alsulami, 2021). This integrative approach includes: Technology that enhances spiritual values: For example, e-supervision apps that incorporate moral and professional performance evaluations Digital HR systems based on *maqāṣid*: Recruitment and training systems guided by justice, trustworthiness, and public benefit Islamic digital leadership: HR leaders capable of guiding technological transformation with spiritual approaches According to Davis (1989), the Technology Acceptance Model (TAM) suggests that the adoption of technology is largely determined by perceived usefulness and ease of use. In the context of Islamic education, these two aspects must be accompanied by spiritual understanding—seeing technology as a tool for *‘ibādah* and *‘amal ṣāliḥ* (righteous deeds).

Innovation in Recruitment and Selection

Digital transformation has opened new opportunities in HR recruitment and selection systems, including within Islamic educational institutions. One notable innovation is e-recruitment—the use of online systems to efficiently attract and assess candidates. In the context of Islamic education, e-recruitment must not only aim for administrative efficiency but also align with Islamic values such as honesty, trustworthiness (*amānah*), and moral integrity. According to Mahfouz (2020), the Islamic ethical leadership approach in digital recruitment can help ensure that the selection process evaluates not only technical competencies but also spiritual character and commitment to Islamic principles. Therefore, digital character profiling becomes increasingly relevant, especially if developed using indicators derived from *maqāṣid al-sharī‘ah*.

Moreover, the use of Artificial Intelligence (AI) and machine learning in HR profiling has begun to be adopted globally in education. These technologies can map behavioral tendencies, socio-emotional competencies, and adaptive readiness among candidates with high accuracy (Dwivedi et al., 2021). From an Islamic perspective, such algorithms must be designed with fairness, objectivity, and protection of individual rights, so as not to violate justice and transparency as mandated in Islamic law (Sutrisno, 2016).

Innovation in HR Development and Training

HR development and training are strategic pillars for improving education quality. In the digital era, e-learning and microlearning are adaptive and efficient training methods. In Islamic education, the development of sharia-compliant e-learning platforms includes not only general academic content, but also the integration of ethics, moral values, and spirituality. Additionally, blended learning—which combines face-to-face learning with online modalities—offers flexible space for professional development of teachers and lecturers, especially in enhancing pedagogical, technological, and spiritual competencies. Garrison and Vaughan (2008) emphasize that blended learning is effective in creating collaborative, reflective, and contextual learning environments. Another important development is digital spiritual coaching, which is a form of spiritual mentoring using digital platforms. It combines traditional coaching approaches with tech-based interventions such as video calls, guidance apps, and Islamic motivational content. This innovation is essential for building HR who are not only technically skilled, but also emotionally and spiritually mature.

Innovation in Performance Appraisal and Reward Systems

Performance evaluation for educators in the digital era has shifted toward a more holistic and technology-based approach. One relevant model is e-appraisal—a digital application-based system

that allows for real-time monitoring and objective data-based performance reviews. In Islamic education, this system can be integrated with spiritual-professional indicators, such as honesty, responsibility, social contributions, and pedagogical competence (Al-Dulaimi, 2018).

An effective performance appraisal model evaluates not only output but also process, motivation, and contribution to an Islamic work environment. The Balanced Scorecard (BSC) can serve as a strategic framework, incorporating spiritual and social dimensions into performance indicators (Kaplan & Norton, 1996). As for reward systems, a holistic approach means incentives should reflect both material and spiritual values. These may include not only salaries and benefits but also non-material recognition (spiritual appreciation, ruhiyah development programs, ukhrawi career progression). This aligns with the Islamic view of work as 'ibādah (worship) and contributions to society as *ṣadaqah jariyah* (ongoing charity).

Innovation in HR Retention and Welfare

Retention of quality HR is a central issue in the sustainability of Islamic education. Innovative strategies are required that focus not only on financial aspects but also on spiritual and emotional wellbeing. One approach is the development of online spiritual support systems, such as online counseling, peer mentoring communities, and inner strength development programs (Robbins & Judge, 2017). Islamic education institutions can also create sharia-based employee wellbeing apps that include Islamic stress management modules, daily reflection prompts (*tafakkur*), and workplace spirituality enhancement. These models are increasingly relevant in addressing burnout among educators amid digital transformation and workload pressures (Zuhdi, 2023). Additionally, ukhrawi career programs career paths that emphasize spiritual contributions and community service rather than mere administrative titles should be developed. This aligns with Islamic career principles that prioritize the pleasure of Allah (*riḍā' Allah*) and social benefit as indicators of success (MoRA, 2021).

2. METHODS

The This study employs a descriptive qualitative approach using library research methods, aiming to explore in depth the concepts, theories, and innovative practices in human resource management (HRM) for Islamic education in the digital disruption era. This method is chosen because it allows researchers to systematically explore a variety of relevant scholarly literature—both classical and contemporary to build a comprehensive conceptual synthesis (Zed, 2004; George, 2008).

Type of Research: Descriptive Qualitative through Library Research The research is descriptive qualitative, focusing on the interpretation and understanding of phenomena through the analysis of relevant scholarly literature. This approach does not rely on statistical measurement, but rather emphasizes narrative, contextual, and normative understanding based on conceptual and relational analysis (Moleong, 2021). The library research method is used as a framework for collecting and analyzing academic documents that serve as the primary data for this study.

Data Sources Data were obtained from credible and relevant secondary sources, including: Academic books on HR management, Islamic education, and technological innovation Accredited national journals (SINTA 1 and 2), such as *Jurnal Pendidikan Islam*, *Jurnal Kependidikan Islam*, and *Tadris* Reputable international journals (Scopus and WoS indexed), such as *Information Systems Frontiers*, *Journal of Islamic Education*, and *Middle East HR Journal* Government policy reports related to the Islamic education roadmap, e.g., *Islamic Education Roadmap 2020–2045* by the Indonesian Ministry of Religious Affairs Documents on HR digitalization and educational transformation from institutions like UNESCO, OECD, and the Indonesian Ministry of Education and Culture (Kemdikbudristek) These sources ensure the breadth and depth of the study's analytical foundation.

Data Collection Techniques Data were collected through documentary analysis, which involves identifying, selecting, and critically reviewing documents relevant to the research theme. The analyzed documents include scholarly literature (journal articles, books, proceedings), policy reports, and digital documents related to HR digitalization in Islamic education. Additionally, systematic

literature review techniques were used to identify trends, research gaps, and theoretical contributions that can be synthesized from various sources. This method facilitates the collection of accurate, reliable, and relevant information as the basis for analysis.

Data Analysis Techniques Data were analyzed through two main approaches: **Content Analysis:** Interpreting the meaning of texts from various documents to identify patterns, themes, and categories related to HRM innovation in Islamic education. This approach systematically explores key concepts in the written sources (Krippendorff, 2018). **Thematic Synthesis:** Integrating and organizing information into interrelated themes. In this study, themes such as Islamic-value-based e-recruitment, digital spiritual coaching, and performance appraisal with barakah indicators were synthesized with relevant theories.

Data Validity To maintain validity, the study applied theory and source triangulation, including: Comparing Islamic HRM theories with contemporary HRM theories Cross-verifying between primary and secondary literature from books, national and international journals, and policy documents Assessing consistency between academic findings and real-world institutional practices Validity was also ensured through a transparent and systematic interpretive process, supported by theoretical arguments that can be verified by other researchers (Patton, 2015).

3. FINDINGS AND DISCUSSION

This study found that Islamic educational institutions that have successfully transformed in the digital era share similar HR management strategies that emphasize the integration of Islamic values and adaptive technology. The findings are categorized into four interrelated themes:

3.1 *Transformation of Recruitment Systems Based on Islamic Ethics and Digital Technology*

The implementation of e-recruitment systems complemented by Islamic character assessments (digital profiling) has proven effective in increasing objectivity and efficiency in the selection of educators. Institutions that apply principles of fairness, transparency, and moral values in their selection algorithms tend to acquire HR who are both professionally competent and spiritually grounded. For example, the use of AI in assessing applicants' digital integrity based on their online presence helps filter candidates whose values align with the institution's Islamic ethos.

3.2 *Strengthening HR Capacity Through Blended Learning and Digital Spiritual Coaching*

Institutions that combine online-based training (e-learning) with digital spiritual coaching programs have reported increased motivation and engagement among educators. Participants not only show improvement in digital competencies but also growth in spiritual leadership and Islamic work ethics. This supports the argument that spirituality in the workplace can be nurtured through appropriately value-driven technological approaches. The blended model, incorporating faith and flexibility, enhances both technical proficiency and character development in educators.

3.3 *Performance Evaluation Through E-Appraisal and Maqāṣid-Based Indicators*

The application of e-appraisal systems using maqāṣid al-sharī'ah indicators has created a more balanced framework for evaluating professional performance and spiritual contributions. Institutions that assess educators based not only on output, but also on processes, work ethics, and social-spiritual contributions tend to foster more harmonious and productive work environments. This aligns with the Islamic Balanced Scorecard approach, which combines financial, spiritual, social, and personal development dimensions.

3.4 *Retention Models Based on Sharia Welfare and Ukhrawi Career Paths*

Institutions that have developed retention systems integrating both material and spiritual rewards—such as moral recognition, spiritual welfare programs, and career advancement based on community contribution—have higher staff loyalty and retention. This highlights the importance of

inner meaning (i.e., work as worship and service to the ummah) as a key factor in Islamic HR management. The integration of faith-driven purpose with career development addresses both professional satisfaction and eternal impact, ensuring long-term commitment from educators.

3.5 Implications for HR Development Policies in Madrasahs and Islamic Higher Education Institutions (PTKI)

The transformation of HR management through the integration of Islamic values and adaptive technology has significant implications for the direction of Islamic education policy, particularly in building a competitive and Islamically principled HR system. Madrasahs and PTKIs must formulate HR policies that go beyond administrative and structural aspects, embedding spiritual, adaptive, and transformative dimensions. At the national level, as stated in the Islamic Education Roadmap 2020–2045 (MoRA, 2021), strengthening the quality of human resources is central to achieving superior, inclusive, and civilization-based Islamic education. Thus, recruitment, training, evaluation, and retention policies must be grounded in *maqāṣid al-sharī'ah* and aligned with 21st-century digital literacy demands. Furthermore, technological integration in HR policy must be guided by ethical and spiritual considerations, not merely efficiency. Policies must prioritize *barakah*, *amānah*, and *maṣlahah* (public benefit) in managing educators. This calls for the design of Islamic digital governance, a model of digital management rooted in Islamic principles and ethics (Al-Dulaimi, 2018; Mahfouz, 2020).

3.6 An Innovative Islam–Technology Integration Model as a Transformational Framework

Based on the findings, the authors propose a model of innovative HR management that integrates Islamic values with adaptive technology as a transformational framework for Islamic educational institutions. This model incorporates three main dimensions: **Spiritual-Value Dimension:** Involves internalizing Islamic values (*iḥsān*, *amānah*, *taqwā*, *ukhuwah*, *barakah*) into every aspect of HR management. **Technological-Adaptability Dimension:** Involves adopting digital technologies (AI, big data, e-learning, mobile HR apps) as tools for HR development. **Strategic-Transformative Dimension:** Involves transformational leadership guiding organizational culture change toward agile, collaborative, and spiritually grounded work systems. This framework allows the harmonization of digitalization and humanization in Islamic education HR systems. On one hand, technology ensures efficiency and precision; on the other hand, Islamic values maintain spiritual orientation and meaningfulness in the profession of educators (Fry, 2003; Zuhdi, 2023).

3.7 Practical Recommendations for Leaders, Principals, and HR Teams

Based on the findings and conceptual framework, the following strategic recommendations are proposed: **For Institutional Leaders / PTKI Leadership** Develop a digital HR roadmap rooted in Islamic values, with measurable spiritual and professional performance indicators. Integrate work culture transformation programs that blend digital technology with Islamic work ethics. Provide adequate technological infrastructure and digital literacy training for all educational personnel. **For Madrasah Principals** Develop e-supervision systems and digital spiritual coaching programs for character-building of teachers. Implement *maqāṣid*-based performance evaluations not only assessing productivity, but also moral and social contributions. Encourage teacher learning communities using collaborative tech platforms or online forums. **For HR and Personnel Management Teams** Apply e-recruitment based on Islamic character screening, including digital personality assessments aligned with Islamic ethical values. Develop Islamic Learning Management Systems (LMS) as central platforms for continuous HR training and development. Design an incentive system balancing spiritual and monetary aspects: moral rewards, social achievement recognition, and *ukhrawi* (afterlife) career incentives.

CONCLUSION

This study shows that innovation in human resource management (HRM) in Islamic education is a necessity in the era of digital disruption. In the context of madrasah and Islamic Higher Education Institutions (PTKI), such innovation is inseparable from the need to respond to the

challenges of the Fourth Industrial Revolution and digital transformation, which directly affect work patterns, educational systems, and organizational ecosystems. The study identifies that integrating Islamic values such as *amānah* (trust), *ihsān* (excellence), justice, and *barakah* (blessing)—with adaptive technology can create an HRM model that is more holistic, transformative, and highly competitive.

Four main areas of innovation were identified: Digital recruitment and selection based on Islamic character, including the use of AI and digital assessments, HR development through blended learning and digital spiritual coaching, Performance evaluation using e-appraisal systems with spiritual and professional indicators, HR retention through sharia-based welfare approaches and *ukhrawi* (afterlife-oriented) career paths. These areas underscore the need for a multidimensional approach to building an HR system that is not only technologically efficient but also spiritually meaningful. The findings emphasize that integrating Islamic values and digital technology is not merely an alternative it is a strategic necessity for the sustainability of Islamic education in the modern era. This integration allows institutions to build work and learning environments that are responsive to modern developments while staying true to spiritual principles and *maqāsid al-sharī'ah*. Within the theoretical frameworks of Spiritual Leadership (Fry, 2003) and Islamic Ethical HRM (Mahfouz, 2020), collaboration between systems of technology and Islamic principles can enhance organizational effectiveness while maintaining moral cohesion. This approach aligns with the idea of “technology with soul” —using technology to pursue blessing, social justice, and service to the ummah (Zuhdi, 2023). Therefore, innovation in Islamic-tech-integrated HRM becomes a middle path between modernization and commitment to ethical values.

As a conceptual, library-based study, this research is limited in its practical generalization. The analysis was conducted normatively and conceptually, without empirically testing the implementation of the integrative model in real educational settings. Hence, further research is highly encouraged to empirically test the effectiveness and validity of the Islamic-digital HRM innovation model using both qualitative and quantitative approaches. Future research directions may focus on: Developing and testing hybrid Islamic–technology HRM models, e.g., through action research in top-performing digital-based madrasah or PTKI Comparative studies across institutions to examine how organizational culture and digital capacity affect integration success Impact evaluations on how Islam-technology integration influences teacher performance, job satisfaction, and institutional productivity This study is expected to provide a foundational framework for building a superior, ethical, and technologically advanced HR management ecosystem in Islamic education.

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