



THE REACTUALIZATION OF ISLAMIC EDUCATIONAL MANAGEMENT IN RESPONDING TO DIGITAL TRANSFORMATION CHALLENGES: A CASE STUDY AT STAI AL-HIKMAH TEBING TINGGI

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Abstrak

Transformasi digital menjadi tantangan strategis bagi perguruan tinggi Islam dalam mempertahankan relevansi kelembagaan di tengah perkembangan teknologi, perubahan kebutuhan masyarakat, dan tuntutan dunia kerja yang terus berkembang. Penelitian ini bertujuan untuk menganalisis reaktualisasi manajemen pendidikan Islam dalam menghadapi tantangan transformasi digital di STAI Al-Hikmah Tebing Tinggi. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Pengumpulan data dilakukan melalui wawancara, observasi, dan dokumentasi. Informan penelitian terdiri atas pimpinan perguruan tinggi, wakil pimpinan, ketua lembaga penjaminan mutu, ketua program studi, dosen, dan mahasiswa. Analisis data dilakukan menggunakan model interaktif Miles dan Huberman melalui tahapan kondensasi data, penyajian data, serta penarikan kesimpulan dan verifikasi. Hasil penelitian menunjukkan bahwa reaktualisasi manajemen pendidikan Islam dalam menghadapi transformasi digital dilakukan melalui tiga dimensi utama. Pertama, manajemen sumber daya manusia diperkuat melalui pengembangan kompetensi digital yang mencakup kegiatan sosialisasi, pelatihan, pendampingan, serta pemanfaatan sistem digital dalam aktivitas akademik dan administrasi. Kedua, manajemen kurikulum dan pembelajaran dikembangkan melalui penerapan *Outcome-Based Education* (OBE) dan model pembelajaran integratif yang menghubungkan ilmu keislaman, keilmuan program studi, kegiatan penelitian, serta kebutuhan masyarakat. Ketiga, strategi kepemimpinan menunjukkan karakter adaptif-transformatif melalui komunikasi terbuka, kolaborasi, fleksibilitas, dan keterlibatan aktif sivitas akademika dalam proses perubahan kelembagaan. Penelitian ini menegaskan bahwa transformasi digital pada perguruan tinggi Islam bukan hanya proses adopsi teknologi, tetapi merupakan transformasi manajerial yang melibatkan penguatan sumber daya manusia, inovasi kurikulum, praktik kepemimpinan, serta integrasi nilai-nilai pendidikan Islam. Temuan penelitian memberikan pemahaman kontekstual mengenai strategi manajemen adaptif yang dapat dikembangkan oleh perguruan tinggi Islam dalam menghadapi perubahan digital dengan tetap mempertahankan identitas kelembagaannya.

Kata Kunci: Transformasi Digital; Pendidikan Tinggi Islam; Kepemimpinan Pendidikan Islam; Pendidikan Berbasis Capaian Pembelajaran.



Abstract

Digital transformation has become a strategic challenge for Islamic higher education institutions in maintaining institutional relevance amid technological development, changing societal needs, and evolving demands of the workforce. This study aims to analyze the reactualization of Islamic education management in responding to digital transformation challenges at STAI Al-Hikmah Tebing Tinggi. This research employed a qualitative case study approach with data collected through interviews, observations, and documentation. The research participants consisted of institutional leaders, vice leaders, the head of the quality assurance institution, heads of study programs, lecturers, and students. Data were analyzed using the interactive model of Miles and Huberman through data condensation, data display, and conclusion drawing and verification. The findings indicate that implemented through three main dimensions. First, human resource management is strengthened through digital competency development, including training, mentoring, and the utilization of digital systems in academic and administrative activities. Second, curriculum and learning management are developed through Outcome-Based Education (OBE) and integrative learning approaches that connect Islamic knowledge, disciplinary knowledge, research activities, and community needs. Third, leadership strategies demonstrate adaptive-transformational characteristics through open communication, collaboration, flexibility, and active participation of the academic community in institutional change. This study highlights that digital transformation in Islamic higher education is not merely a technological adoption process but a comprehensive managerial transformation involving human resources, curriculum innovation, leadership practices, and Islamic educational values. The findings contribute to a contextual understanding of how Islamic higher education institutions can develop adaptive management strategies while maintaining their institutional identity in the digital era.

Keywords: Digital Transformation; Islamic Higher Education; Educational Leadership; Outcome-Based Education.

INTRODUCTION

Digital transformation has become one of the essential demands for Islamic higher education institutions in responding to changing societal needs and the dynamics of the workforce. There is still a gap between the curricula implemented in Islamic higher education institutions and the demands of the labor market, requiring graduates to independently develop their competencies after graduation (Makhmudah, Astuti, Nugroho, & Nurngaini, 2025). This fact indicates that higher education institutions cannot merely maintain existing educational systems but must undertake management revitalization to become more adaptive to changes. This condition is particularly relevant for the Islamic College (Sekolah Tinggi Agama Islam/STAI) Al-Hikmah Tebing Tinggi as an Islamic higher education institution that continues to grow in contributing to the development of Islamic education in North Sumatra. In this context, the revitalization of Islamic education management has become a strategic necessity, particularly in managing human resources, curriculum, learning processes, and institutional



governance to effectively respond to the demands of digital transformation and the evolving educational environment in a sustainable manner.

Digital education management refers to the process of utilizing digital devices and platforms to manage various educational activities, enabling learning processes and institutional governance to become more effective, efficient, and aligned with technological developments (Shakhina, Podzygun, Petrova, & Gordiichuk, 2022). This concept is not limited to the use of technology but also requires the strengthening of digital literacy, which includes the knowledge and skills needed to use technology safely and effectively in educational contexts (Shakhina et al., 2022). Positions digital education management as a response to the digital revolution aimed at expanding educational opportunities and improving quality through innovative practices (Haleem, Javaid, Qadri, & Suman, 2022). In its development, digital transformation also presents challenges, including the digital divide and cybersecurity threats, requiring the implementation of appropriate innovation frameworks and governance systems (Wattanapanit, Tanchaisak, Niyomves, & Kenaphoom, 2024). Therefore, digital transformation in Islamic higher education institutions should be understood as a systemic change encompassing technology, human resources, organizational structures, work processes, and institutional orientation.

Previous studies have shown that the transformation and reconstruction of Islamic higher education institutions require careful planning in order to produce programs and policies that can be implemented consistently. There are four important aspects in this process, namely human resources, organizational structure, technology, and organizational processes (Herber-Valdez et al., 2024). Other studies have primarily highlighted digital transformation from the perspectives of digital competence (Singun, 2025), organizational leadership (Cheng, Dinh, Caliskan, & Zhu, 2024), and digital learning transformation (Zhou, Smith, & Al-Samarraie, 2024). Although these studies provide significant contributions, digital transformation is generally still understood as a partial change involving technology, competencies, or governance. There remains limited research that specifically analyzes how the functions of Islamic education management are reactualized in an integrated manner to address digital transformation in Islamic higher education institutions. This research gap is particularly evident in the relationship between digital competency-based human resource planning, the reconstruction of integrative curriculum and learning systems, and leadership strategies within a comprehensive Islamic education management framework.

Based on these conditions, this study argues that digital transformation at STAI Al-Hikmah Tebing Tinggi should not be understood merely as a process of technology



adoption, but rather as a process of reactualizing Islamic education management while maintaining Islamic identity and values. This reactualization encompasses the institution's ability to plan and manage human resources in accordance with the demands of digital competencies, implement integrative curriculum and learning management, and develop leadership strategies capable of directing institutional change in an adaptive manner. Therefore, this study aims to analyze the implementation of Islamic education management at STAI Al-Hikmah Tebing Tinggi in addressing the challenges of digital transformation and global changes. Specifically, this research focuses on examining three main aspects: the planning and management of human resources, the implementation of curriculum and learning management, and leadership strategies in supporting digital transformation. This approach is expected to provide an understanding that the effectiveness of transformation is not solely determined by technology, but also by the alignment of systems, human resources, leadership, and the values of Islamic education management

LITERATURE REVIEW

Digital transformation in higher education has become a strategic change that encompasses technology, organizational structures, human resources, and institutional culture. This transformation should not be understood merely as the adoption of digital technologies, but rather as a comprehensive change in how institutions design academic services and educational governance systems. Digital transformation represents a multidimensional process that requires the integration of technology with organizational strategies to improve institutional performance and competitiveness (Nguyen, Broekhuizen, Dong, & Verhoef, 2023). The success of digital transformation in higher education is strongly influenced by organizational readiness, technological infrastructure, and the ability of institutions to manage continuous change (Gkrimpizi & Peristeras, 2022). Furthermore, higher education institutions need to establish a digital ecosystem that supports innovation, improves learning quality, and strengthens academic services (Alenezi, 2023). Therefore, digital transformation requires a systemic management approach involving all institutional components to respond effectively to technological developments and changing societal demands (George & Wooden, 2023).

In the context of Islamic higher education institutions, digital transformation presents more complex challenges because it must maintain institutional identity and Islamic values. Digitalization is not only aimed at improving administrative efficiency but also ensuring that educational processes remain oriented toward moral development, spirituality, and Islamic character formation. Islamic higher education institutions need



to undertake management revitalization to adapt to social changes and workforce demands while maintaining their religious identity (Makhmudah et al., 2025). Innovation in Islamic education management during the digital era requires an integration between technological advancement and Islamic values to create sustainable educational practices (Khairrina & Shalihah, 2025). Previous studies also emphasize the importance of strengthening institutional governance, innovation strategies, and organizational culture in Islamic educational institutions facing global transformation (Kusuma & Muharom, 2025). Therefore, the reactualization of Islamic education management becomes a strategic approach to ensure that digital transformation remains aligned with the objectives and principles of Islamic education (Ridwan, Ubaidillah, & Maryati, 2024).

Human resources represent a fundamental factor in determining the success of digital transformation in higher education. The availability of digital technology will not generate optimal outcomes without the readiness of lecturers and educational staff to utilize technology effectively. Digital competence includes not only technical skills in operating digital devices but also the ability to manage information, develop innovative learning strategies, and make data-driven decisions. Strengthening digital literacy has become an essential component of institutional strategies in responding to technological changes (Suryadi, Muslim, & Setyono, 2024). The development of digital competencies among academic staff contributes significantly to organizational adaptability and innovation capacity (Falloon, 2020). In addition, institutional readiness and knowledge-sharing practices influence the effectiveness of technology implementation within educational organizations (Weiner, 2009). Therefore, human resource management in Islamic higher education institutions needs to focus on developing digital competencies while maintaining Islamic educational values.

Digital transformation also has significant implications for curriculum development and learning models in higher education. Curricula must be able to respond to changing societal needs by producing graduates who possess academic knowledge, digital competencies, and social skills. The implementation of Outcome-Based Education (OBE) has become a relevant approach because it emphasizes graduate competencies based on learning outcomes and stakeholder expectations. Curriculum innovation is necessary to ensure that higher education remains relevant to contemporary developments and labor market demands (Tran, 2019). Digital technology also provides opportunities to develop flexible and diverse learning approaches that improve educational experiences (Crompton & Burke, 2023). However, in Islamic higher education, digital learning development must integrate technological innovation with ethical, spiritual, and moral considerations. Effective digital learning requires



appropriate pedagogical designs to ensure that technology contributes positively to student learning outcomes (Rojas & Chiappe, 2024).

Leadership plays a strategic role in directing digital transformation within higher education institutions. Institutional leaders are responsible for developing transformation visions, establishing innovation cultures, and ensuring organizational readiness to face technological changes. Digital leadership requires leaders to possess strategic capabilities in managing technology, encouraging collaboration, and facilitating organizational adaptation. Effective digital leadership contributes to institutional performance improvement through innovation and organizational transformation (Cheng et al., 2024). Furthermore, digital governance requires leaders who are capable of integrating technological innovation with institutional strategies and policies (Wattanapanit et al., 2024). Within Islamic education management, digital leadership must also be guided by Islamic leadership principles, including trustworthiness (*amanah*), honesty (*shiddiq*), responsibility, and flexibility. Leadership effectiveness in higher education depends on the ability of leaders to manage change through communication, collaboration, and collective commitment (Fernandez & Shaw, 2020).

Based on the literature review, previous studies on digital transformation in higher education have predominantly focused on technological adoption, digital competencies, or leadership aspects separately. Limited studies have examined how Islamic education management functions are reactualized comprehensively in responding to digital transformation challenges. Digital transformation requires institutional changes that involve technology, organizational systems, human resources, and strategic orientation simultaneously (Nguyen et al., 2023; Verhoef et al., 2021). However, the integration between digital competency-based human resource management, curriculum innovation, integrative learning development, and Islamic value-based leadership remains an important research area. Digital transformation is essentially an organizational change process that requires alignment among various internal institutional elements (Vial, 2019). Therefore, research on STAI Al-Hikmah Tebing Tinggi provides an important contribution by offering insights into an adaptive Islamic education management model capable of responding to global transformation challenges.

RESEARCH METHODS

This research was conducted at the Islamic College (Sekolah Tinggi Agama Islam/STAI) Al-Hikmah Tebing Tinggi, focusing on the reactualization of Islamic education management in responding to the demands of digital transformation. The



research unit of analysis includes institutional management and educational processes related to human resource planning and management, curriculum and learning management, and leadership strategies supporting digital transformation. The research participants were selected based on their involvement and knowledge of institutional management practices, including the Head of STAI Al-Hikmah Tebing Tinggi, Vice Heads, the Head of the Quality Assurance Institute, and several heads of study programs, namely PGMI, PIAUD, TMM, and Economics. In addition, lecturers and students were involved to obtain comprehensive information regarding the implementation of Islamic education management within the context of digital transformation. This study employed a qualitative approach to explore educational management practices, experiences, and institutional dynamics in depth (Bungin, 2005; Moleong, 2000).

Data were collected through interviews, observations, and documentation. Interviews were conducted with credible informants who had direct knowledge of human resource management, curriculum development, learning processes, quality assurance, and institutional leadership. Observation was carried out to examine actual management practices within the institution, while documentation was used to complement and validate information obtained from interviews and observations. The data analysis process followed the interactive model proposed by Miles and Huberman, consisting of data condensation, data display, and conclusion drawing/verification (Miles, M. B., Huberman, A. M., & Saldaña, 2020)). Data condensation involved selecting, focusing, simplifying, and organizing research findings based on the study objectives. The displayed data were then analyzed to identify patterns, relationships, and themes related to human resource management, curriculum implementation, learning strategies, and leadership practices. Conclusions were continuously verified by comparing emerging findings with empirical data, resulting in a comprehensive understanding of how Islamic education management is reactualized at STAI Al-Hikmah Tebing Tinggi in addressing digital transformation challenges.

RESULTS AND DISCUSSION

1. Results

The findings of this study indicate that the reactualization of Islamic education management at STAI Al-Hikmah Tebing Tinggi occurs through a gradual management adaptation process in responding to digital transformation. Digital transformation is not positioned as a complete replacement of the existing system, but rather as an instrument to strengthen the effectiveness of human resource management, curriculum and learning processes, as well as institutional governance. These findings demonstrate that Islamic



education management principles, including flexibility, effectiveness, efficiency, openness, cooperation, and participation, remain the foundation of institutional management, while digital technology functions as a means to improve the quality of educational services.

In terms of human resource planning and management, STAI Al-Hikmah Tebing Tinggi has directed its institutional policies toward the demands of digital transformation. Institutional planning continues to be implemented through the mechanisms of establishing vision, mission, objectives, work programs, budgeting, and coordination among institutional leaders, study programs, lecturers, and educational staff. Digital transformation is integrated into the existing planning system rather than being developed as an independent program. This finding indicates that the transformation process is conducted contextually based on institutional needs and capabilities. A significant change in human resource management can be observed through the increasing attention given to the digital competencies of lecturers and educational staff. The ability to utilize technology is no longer considered an additional skill but has become part of academic work competencies. Academic members are encouraged to utilize various digital applications for learning activities, academic administration, grade management, and institutional reporting. The development of these competencies is carried out through socialization, mentoring, training, seminars, research activities, publications, and continuous learning processes.

The implementation of curriculum management demonstrates efforts to reconstruct a more integrative learning model. STAI Al-Hikmah Tebing Tinggi implements Outcome-Based Education (OBE)-oriented learning planning through the preparation of syllabi and Semester Learning Plans (RPS). OBE is not merely used as an administrative document but serves as a managerial instrument to ensure alignment between learning outcomes, academic activities, evaluation processes, and graduate competencies. Through this approach, learning is directed not only toward theoretical understanding but also toward producing relevant academic works.

The integrative learning model represents one of the important characteristics in curriculum development at STAI Al-Hikmah Tebing Tinggi. Integration is implemented through the relationship between Islamic knowledge, study program disciplines, research activities, community engagement, and learning materials. Research outcomes and lecturers' field experiences are developed into learning resources for students. This pattern demonstrates that the educational process does not stop at knowledge transfer but establishes a knowledge cycle that connects academic theories with real societal needs.



The implementation of curriculum management is also supported by learning organization through the distribution of teaching responsibilities based on lecturers' expertise, the preparation of academic schedules, and the development of learning instruments. Monitoring is conducted through the supervision of lecturer attendance and learning activities, while evaluation is utilized as a basis for continuous curriculum improvement. Therefore, curriculum management operates as a cycle consisting of planning, organizing, implementation, monitoring, and evaluation. The leadership strategy at STAI Al-Hikmah Tebing Tinggi demonstrates characteristics of transformational leadership, reflected through open communication, coordination, motivation, flexibility, and involvement of the academic community. Institutional leaders do not merely perform administrative functions but also build collective awareness that digital transformation is an institutional necessity. Communication serves as an important instrument for developing trust and participation among leaders, lecturers, educational staff, and study programs.

Institutional governance in responding to digital transformation is directed toward becoming more effective, coordinated, transparent, and information-based. The utilization of digital systems has been implemented in academic activities, lecturer administration, reporting systems, and institutional communication. Although challenges remain, including differences in digital adaptation abilities among academic members and technical limitations, the institution continues to provide gradual assistance and support. This finding indicates that digital transformation is a continuous adaptation process requiring synergy between leadership, human resources, and infrastructure. Overall, this study demonstrates that the reactualization of Islamic education management at STAI Al-Hikmah Tebing Tinggi does not eliminate the fundamental principles of Islamic education but rather transforms the way these principles are operationalized in the digital era. Digital transformation is carried out through strengthening human capacity, curriculum innovation, outcome-based learning, and adaptive leadership. These findings indicate that Islamic higher education institutions can respond to global changes while maintaining Islamic identity through flexible and sustainable management strategies.

Table 1. Model of Islamic Education Management Reactualization in Digital Transformation

Management Aspect	Form of Reactualization	Transformation Impact
Human Resources	Strengthening digital competencies through training, mentoring, and	Increasing academic community readiness

1267



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	utilization of digital systems	
Curriculum and Learning	Implementation of OBE and integrative learning models based on research and community needs	Learning becomes more relevant to contemporary demands
Leadership	Open communication, flexibility, coordination, and involvement of academic community members	Establishment of adaptive governance toward change

Source: Processed based on research findings at STAI Al-Hikmah Tebing Tinggi.

2. Discussion

Reactualization of Islamic Education Management in Responding to Digital Transformation Challenges

The findings reveal that the reactualization of Islamic education management at STAI Al-Hikmah Tebing Tinggi represents an adaptive process rather than a radical institutional transformation. This finding supports the concept of digital transformation as a multidimensional organizational change that involves technology, human resources, and governance systems (Verhoef et al., 2023). Previous studies argue that digital transformation in higher education requires strategic alignment between technological adoption and institutional capacity (Gkrimpizi et al., 2023). However, the findings of this study provide a contextual perspective by showing that Islamic higher education institutions do not necessarily need to replace existing management systems but can gradually optimize them through digital instruments. This result is consistent with research emphasizing that Islamic education management in the digital era must integrate technological innovation with institutional values (Wasilah & Mahfud, 2026). Therefore, the STAI Al-Hikmah model demonstrates that digital transformation can occur through gradual adaptation while preserving Islamic educational identity.

The findings related to human resource management indicate that digital competence has become an essential component of academic professionalism. The transformation process at STAI Al-Hikmah shows that lecturers and educational staff are encouraged to develop technological abilities through training, mentoring, and continuous learning. This finding supports previous research stating that digital literacy



and digital leadership significantly influence institutional readiness for digital transformation (Suryadi et al., 2024). Similarly, Digital leadership and knowledge-sharing practices strengthen organizational adaptability in educational institutions (OKunlola & Naicker, 2025). However, this study differs from approaches that view digital transformation primarily from technological infrastructure perspectives because it demonstrates that human capacity development becomes the main foundation of transformation. The gradual implementation at STAI Al-Hikmah also confirms that successful digital transformation requires continuous capacity building rather than instant technological implementation (Shobri & Jaosantia, 2025).

The implementation of curriculum management through Outcome-Based Education (OBE) demonstrates that digital transformation encourages pedagogical reconstruction rather than merely technological utilization. The findings indicate that OBE functions as a managerial instrument connecting learning outcomes, academic activities, assessment processes, and graduate competencies. This finding supports the argument that curriculum innovation is a central element of higher education transformation because learning systems must respond to social and professional demands (Alenezi, 2023). Furthermore, research on digital learning transformation highlights that technology should be integrated with appropriate pedagogical design to improve learning effectiveness (Rojas & Chiappe, 2024). Nevertheless, the findings extend previous studies by demonstrating that Islamic higher education requires an integrative curriculum model connecting Islamic knowledge, disciplinary knowledge, research, and community needs. Thus, digital curriculum transformation at STAI Al-Hikmah represents not only modernization but also a contextualization process based on Islamic educational values.

The integrative learning model found at STAI Al-Hikmah strengthens the argument that Islamic higher education must balance scientific development and religious identity. The findings show that research outputs and lecturers' practical experiences are transformed into learning resources, creating a knowledge cycle between theory and community needs. This supports studies emphasizing that digital transformation in Islamic education should not separate technological advancement from ethical and spiritual foundations (Makhmudah et al., 2025). Previous research also indicates that technology-based learning models can expand educational access and improve learning flexibility (Crompton & Burke, 2023). However, the present study provides additional insight by showing that digital learning effectiveness depends on the institution's ability to connect technology, curriculum design, and social relevance. Therefore, the STAI Al-Hikmah experience illustrates that digital transformation can



strengthen rather than weaken the mission of Islamic higher education when managed through an integrative approach.

The leadership findings demonstrate that transformational leadership is a critical factor in ensuring the sustainability of digital transformation. Open communication, flexibility, coordination, and academic community involvement found at STAI Al-Hikmah reflect leadership characteristics required in managing institutional change. This finding is supported by (Cheng et al., 2024), who emphasize that digital academic leadership requires strategic vision, resource coordination, and organizational culture development. Similar studies explain that adaptive leadership is necessary to balance technological innovation with Islamic institutional values (Baitussalam & Basofitrah, 2025). However, unlike purely technology-oriented leadership models, the findings show that leadership in Islamic higher education also depends on trust, moral responsibility, and collective participation. Therefore, the leadership practice at STAI Al-Hikmah expands the concept of digital leadership by integrating transformational characteristics with Islamic management principles.

Overall, this study contributes to the understanding of digital transformation management in Islamic higher education by demonstrating that successful transformation is shaped by the interaction between technology, people, curriculum, leadership, and Islamic values. Previous studies generally emphasize digital adoption, digital competence, or institutional governance separately (Bygstad, Øvrelid, Ludvigsen, & Dæhlen, 2022). In contrast, the findings from STAI Al-Hikmah indicate that these elements operate as an interconnected management system. The institution's gradual adaptation strategy confirms that digital transformation should be understood as a sustainable organizational learning process rather than a short-term technological project. This perspective aligns with studies highlighting that Islamic education institutions require value-based digital governance to maintain educational identity while responding to global challenges (Istibana & Aimah, 2023). Thus, the reaktualization model identified in this study provides an alternative framework for Islamic higher education institutions seeking to achieve digital transformation without losing their foundational values.

CONCLUSION

This study concludes that the reaktualization of Islamic education management at STAI Al-Hikmah Tebing Tinggi in responding to digital transformation is carried out through a gradual and contextual adaptation process. Digital transformation is not implemented as a complete replacement of existing management systems but as a



strategic instrument to strengthen institutional effectiveness. The findings indicate that Islamic education management principles, including flexibility, effectiveness, efficiency, openness, cooperation, and participation, remain the foundation of institutional governance. Therefore, digital transformation in Islamic higher education should be understood as a process of strengthening management functions while maintaining institutional identity and Islamic values.

The study also concludes that the implementation of digital transformation at STAI Al-Hikmah Tebing Tinggi is reflected in three main areas: human resource management, curriculum and learning management, and leadership strategies. Human resource development is directed toward strengthening digital competencies through training, mentoring, and continuous learning. Curriculum management is developed through Outcome-Based Education (OBE) and an integrative learning model that connects Islamic knowledge, disciplinary knowledge, research, community needs, and learning resources. Meanwhile, institutional leadership demonstrates adaptive and transformational characteristics through open communication, flexibility, coordination, and involvement of the academic community in managing change.

The contribution of this study lies in demonstrating that digital transformation in Islamic higher education is not solely determined by technological readiness but by the alignment between technology, human resources, curriculum innovation, leadership, and Islamic educational values. The experience of STAI Al-Hikmah Tebing Tinggi shows that Islamic higher education institutions can respond to global transformation challenges without losing their identity by implementing sustainable and value-based management strategies. This study provides an alternative perspective for developing adaptive Islamic education management models in the digital era, while future research may further explore comparative models across different Islamic higher education institutions.

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