MIX: Jurnal Ilmiah Manajemen

Management Scientific Journal
ISSN (Online): 2460-5328, ISSN (Print): 2088-1231
https://publikasi.mercubuana.ac.id/index.php/jurnal_Mix

AI-Based HRM Transformation at IAIN Langsa: The Synergy of Transformational Leadership, Adaptive Digital Culture, and AI as a Catalyst Towards Society 5.0

M. Yahya[1*)]; Agustinar[2)]; Muslem Ibnu[3)]

[1)] yahya@iainlangsa.ac.id, Institut Agama Islam Negeri Langsa, Indonesia
[2)] agustinar@unimal.ac.id, Universitas Malikussaleh, Indonesia
[3)] muslem.ibnu@iainlangsa.ac.id, Institut Agama Islam Negeri Langsa, Indoneisa
**) Corresponding Author*

ABSTRACT

Objectives*: This study aims to formulate a strategic framework for Artificial Intelligence (AI)-based Human Resource Management (HRM) transformation in Islamic Religious Higher Education Institutions (PTKI), specifically IAIN Langsa, to realize the human-centered vision of Society 5.0 by synergizing transformational leadership, adaptive digital culture, and AI as a catalyst.*
Methodology*: A qualitative case study design was employed. Data were collected through open-ended questionnaires distributed to 15 purposively selected respondents comprising five lecturers, five educational staff, and five students. Data were analyzed using Braun and Clarke's thematic analysis combined with four-stage conceptual analysis: description, reduction, interpretation-synthesis, and normative evaluation.*
Findings*: AI utilization remains limited to administrative tasks and has not touched strategic HRM functions such as recruitment, selection, or performance appraisal. Leadership support is ambivalent, and cultural resistance stems from institutional uncertainty rather than age alone. A fundamental imbalance exists between individual-cultural drivers and structural inhibitors, particularly the absence of AI policies and governance frameworks.*
Conclusion*: AI-based HRM transformation at IAIN Langsa requires a Synergistic Triad Framework integrating transformational leadership with digital stewardship, adaptive digital culture through intergenerational knowledge transfer, and human-centered AI as a strategic catalyst. This framework positions AI as a servant of human dignity, consistent with maqashid syariah and the transcendental mission of PTKI.*

Keywords*: AI-based HRM Transformation; Society 5.0; Transformational Leadership; Adaptive Digital Culture; Islamic Higher Education.*

Submitted: 21-06-2026 Revised: 04-11-2026 Accepted: 04-11-2026

Article Doi:
http://dx.doi.org/10.22441/jurnal_mix.2026.v16i3.020

p-ISSN: 2088-1231
e-ISSN: 2460-5328

INTRODUCTION

The presence of Artificial Intelligence (AI), once regarded as a technology of the future, has now become an everyday reality that is transforming the modes of operation across various sectors, including human resource management in higher education. This change is driven by the acceleration of the Society 5.0 era, which requires every educational institution to integrate intelligent technology into its governance, while many Islamic Religious Higher Education Institutions (Perguruan Tinggi Keagamaan Islam, PTKI) still face a gap between the demands of digital transformation and their institutional readiness (Jaosantia & Shobri, 2025). The government, through the digital transformation roadmap for higher education, has positioned technological adaptation as a national priority, and a number of PTKI have begun to implement e-HRM as well as digital-based administrative services (Humas & Kementerian Pendidikan Tinggi, Sains, 2026). However, such practices generally remain at the operational level namely, the digitalization of personnel data and the automation of services and have not yet touched upon the strategic transformation of Human Resource Management (HRM) that synergizes transformative leadership, adaptive organizational culture, and AI as a catalyst. Meanwhile, the expectations of the digital native academic generation for fast, personalized, and data-driven services continue to rise, making the gap between expectation and reality increasingly evident (Suryanto & Panuntun, 2025). This condition places PTKIs in a dilemmatic position: they are required to be pioneers of Islamic education that is relevant to their era, yet they remain constrained by limited infrastructure, digital competency gaps, and caution in preserving the values and scholarly traditions that constitute their identity. Therefore, HR transformation in PTKIs needs to be examined fundamentally, so that the potential of AI does not remain merely an administrative supplement, but is instead directed strategically toward realizing the human-centered vision of Society 5.0 (Laboratory, 2020b).

To date, research on the strategic formulation of AI-based HR transformation comprehensively designed for PTKIs in the Society 5.0 era remains neglected. Previous studies have tended to be partial: they stop at individual digital competence, e-HRM implementation limited to operational matters (Rohida & Sudiantini, 2025), or descriptive analysis of organizational culture. Existing literature has explained what the challenges of digital transformation in higher education are, but has not yet answered how HR transformation strategies are designed holistically within the distinctive institutional context of PTKIs. Although the utilization of digital technology in higher education management has begun to be widely studied, a transformation strategy that synergizes transformative leadership, adaptive digital culture, and AI as a catalyst within the unique context of PTKIs has not been found in any research (Davenport, 2018). This is where the novelty as well as the knowledge gap that this study seeks to address lies.

Unlike previous studies that are conceptual or literature-based in nature, this study positions IAIN Langsa as the locus of a case study by involving three groups of respondents simultaneously: lecturers, educational staff, and students. The selection of IAIN Langsa is based on the consideration that this institution is one of the PTKIs in the Aceh region that is currently striving to develop digital governance, yet still faces distinctive challenges in the form of limited infrastructure, digital competency gaps between generations, and the strong tradition of Islamic scholarship that constitutes its identity. By involving students as service users, this study not only captures the perspectives of HR implementers and managers, but also the perspective of the beneficiaries of transformation, so that the resulting picture is more holistic and contextual.

p-ISSN: 2088-1231
e-ISSN: 2460-5328

This study aims to fill the gap in the literature, namely the scarcity of strategic formulations of AI-based HRM transformation comprehensively designed within the institutional context of PTKIs to realize the human-centered vision of Society 5.0. This study seeks to connect the dimensions of leadership, organizational culture, and technology utilization into a single coherent and contextual strategic framework (Bass & Avolio, 1994), through three research questions. First, how can the strategic formulation of AI-based HRM transformation be comprehensively designed within the environment of IAIN Langsa by taking into account the synergy between transformative leadership, adaptive digital culture, and AI as a catalyst? Second, what factors serve as drivers and inhibitors of the implementation of such transformation within the institutional ecosystem of IAIN Langsa? Third, what are the theoretical and practical implications of such a strategy for the achievement of the human-centered vision of Society 5.0 within the PTKI environment? These three questions constitute the analytical framework that unites the conceptual, empirical, and normative dimensions in this study (Abdullah, 2006), with the expectation of enriching the scholarly treasury of Islamic education management while also providing direction for policymakers.

The argument constructed in this paper is simple: however sophisticated the technology may be, it will not mean much if its human governance is not improved. AI-based HRM transformation in PTKIs becomes truly meaningful only when it is designed as a holistic strategy, not merely installing a new application on the administrative desk, as often happens when a campus feels it has "gone digital" simply because its personnel services have moved to the screen, even though its way of thinking and way of leading have not changed. IAIN Langsa is not an ordinary institution; it bears two roles at once: as a campus that must be modern and competitive, and at the same time as a guardian of the Islamic scholarly tradition that has its own distinctive ways and etiquette (Schwab, 2016). Therefore, transformation recipes used by technology companies or secular universities cannot be directly copied. Budget limitations, uneven internet networks, digital skill gaps between generations of lecturers, and concerns that machines will displace the warmth of teacher-student relations are all real and must be taken into account. Thus, the important question is not merely "what technology is used," but "for what purpose and for whom it is used." AI should be a servant of human dignity, not its master; as long as this principle is upheld, the presence of AI can actually strengthen, rather than erode, the values and traditions that constitute the soul of IAIN Langsa. This is the argument that will be tested and proven throughout the following discussion.

LITERATURE REVIEW

Overview of Relevant Knowledge and Theory

The transformation of Human Resource Management (HRM) based on Artificial Intelligence (AI) cannot be understood merely as the addition of technological tools to existing personnel practices. It demands a reconstruction of the meaning of HRM itself, from what was originally understood as a series of administrative functions into a strategic architecture that determines an institution's capacity to survive and excel amid disruption (Garem, 2026). This shift aligns with Ulrich's thesis that the true value of HR management lies not in what the personnel department does, but in the outcomes it creates for institutional stakeholders . This outcome-based framework serves as an important foundation for this study in viewing HRM not as a standalone function, but as a strategic architecture integrated with leadership and organizational culture.

p-ISSN: 2088-1231
e-ISSN: 2460-5328

In the context of higher education, AI-based HRM transformation cannot be separated from the concept of Society 5.0, namely the vision of a super-smart society that places humans at the center of technology utilization (Laboratory, 2020a). Society 5.0 is not a passive continuation of the Industrial Revolution 4.0, but rather a correction to it: technology must not dictate humans, but must serve human dignity and welfare (Schwab, 2016). This vision has strong resonance with the epistemology of Islamic education, which from the outset places humans as khalīfah on earth, dignified beings who subdue technology for the common good, rather than being enslaved by it (Tavares, 2022).

To understand how such transformation takes place in Islamic Religious Higher Education Institutions (PTKI), this study relies on three main theories. First, the transformational leadership theory of Bass and Avolio, which characterizes change leadership through four dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (B M Bass & B J Avolio, 1994). These four dimensions serve as an analytical framework for understanding how PTKI leaders can drive transformation without betraying the Islamic identity of their institutions. Second, Schein's organizational culture theory, which reminds us that culture operates on three levels: visible artifacts, espoused values, and basic assumptions embedded in the collective subconscious (Schein, 2010). Change at the artifact level, such as the installation of digital systems, is relatively easy to implement, but change at the level of basic assumptions requires a much longer time. This three-level framework is relevant for understanding why resistance to digitalization in PTKI environments often appears on the surface, yet is rooted in basic assumptions that have long been embedded in the culture of Islamic scholarship (Nawaz, 2024). Third, the augmentation concept of Brynjolfsson and McAfee, which positions AI as a catalyst that amplifies human capacity, not a replacement for it (Brynjolfsson & McAfee, 2014). In the HRM cycle, AI can be optimized at four critical points: recruitment and selection, competency development, performance management, and workforce planning (Budhwar, 2022).

State-of-the-Art Research

Recent research developments indicate that studies on AI in HRM have grown rapidly, but remain concentrated in corporate contexts and public universities in Western countries. A bibliometric study conducted by Kasubi mapped the knowledge base on the impact of AI on HRM and found that the majority of research focuses on operational efficiency, recruitment automation, and performance analytics, while dimensions of values, spirituality, and religious institutional contexts remain virtually untouched (Kasubi, 2025). Kaushal, through a systematic literature review, also identified that the future research agenda on AI and HRM is still dominated by a functional-technical perspective, rather than a contextual-cultural one (Kaushal, 2023). In Indonesia, studies on HRM transformation in higher education have begun to emerge, but remain limited to individual digital competency aspects (Rohida & Sudiantini, 2025), operational e-HRM implementation (Stachóvá, 2024), or descriptive organizational culture analysis. Research that specifically examines AI-based HRM transformation in PTKI by considering the distinctiveness of values, scholarly traditions, and layered governance structures remains very scarce. Existing studies on Islamic education in the Society 5.0 era, such as those conducted by Julhadi and Mahyudin and Kesuma, are predominantly normative-conceptual in nature and have not yet touched upon the empirical-operational dimensions of HRM transformation (Julhadi & Mahyudin, 2023; Kesuma, 2025).

Thus, the state-of-the-art of this research indicates a significant knowledge gap: no study has comprehensively formulated an AI-based HRM transformation strategy in the context of

p-ISSN: 2088-1231
e-ISSN: 2460-5328

PTKI institutions by involving empirical data from the academic community, particularly at IAIN Langsa. This study is present to fill that gap through a qualitative case study approach involving lecturers, educational staff, and students as primary data sources.

Analysis of Constructed Research Variables

Based on the theoretical framework above, this study constructs four interrelated main variables:

Transformational Leadership in the PTKI Context

Transformational leadership in the PTKI context is not merely managerial capability, but also concerns scholarly authority and moral exemplarity recognized by its academic community. In the tradition of ulama leadership, leadership has never been solely about structural position, but rather authority derived from depth of knowledge and nobility of character (Beekun & Badawi, 1999). PTKI leaders are required to be bridge-builders who connect two worlds often considered opposing: tradition and technology (Madjid, 1997). Without this moral trust capital, any transformation instruction will face passive resistance that is difficult to penetrate. This is what makes the idealized influence dimension particularly central in the PTKI context.

Adaptive Digital Culture

Adaptive digital culture refers to a set of values, beliefs, and collective habits that enable an organization to continuously learn, experiment, and adapt to technological developments without losing the stability of its identity (Nawaz, 2024). The greatest challenge in PTKI is cultural resistance both rational and emotional fearing that digitalization will erode the warmth of scholarly relations characteristic of pesantren and dayah, replacing adab with algorithms, and reducing knowledge to data (Daud, 1998; Dhofier, 1982). Building an adaptive digital culture in PTKI is not a process of importing corporate culture wholesale, but rather a seeding process that cultivates digital awareness from within the tradition itself (Kesuma, 2025): framing digitalization not as a replacement for scholarly relations, but as their strengthening and expansion. With such framing, technology is not positioned as an enemy of tradition, but as a servant that enables tradition to live more meaningfully in a new era.

AI as a Strategic Catalyst

AI is positioned as a catalyst that accelerates and deepens transformation (Davenport, 2018), amplifying human capacity rather than replacing it (Brynjolfsson & McAfee, 2014). In the HRM cycle, AI can be optimized at four critical points: (1) predictive recruitment and selection, while maintaining the human-in-the-loop principle so that qualitative dimensions such as scholarly integrity and commitment to Islamic values remain measurable (Dima, 2024; Rodgers, 2023); (2) adaptive competency development through learning systems that personalize each individual's development path (Ekuma, 2024; Yusuf, 2022); (3) sustainable data-based performance management, with the ethical caveat that data-based monitoring must not turn into repressive surveillance that damages the academic climate (Kasubi, 2025; Zuboff, 2019); and (4) workforce planning that enables simulation and long-term projection of HR needs.

p-ISSN: 2088-1231
e-ISSN: 2460-5328

HRM Transformation in PTKI

HRM transformation in PTKI is the dependent variable in this study, understood not as a static end result, but as a continuous process demanding meaning reconstruction, synergy of three pillars, and contextualization according to institutional characteristics. PTKI has distinctive characteristics that cannot be equated with public universities: transcendental value orientation, distinctive social and cultural capital, and layered governance structures (Azra, 2021). These characteristics, if managed with high cultural sensitivity, can actually become strategic assets in building a more humane and sustainable digital transformation model.

Research Propositions

Since this study is qualitative in nature, "hypotheses" are formulated as research propositions to be tested and confirmed through empirical data: Proposition 1: AI-based HRM transformation at IAIN Langsa will only succeed if supported by transformational leadership capable of bridging Islamic scholarly tradition and the demands of digitalization, and possessing moral and scholarly authority recognized by the academic community. Proposition 2: An adaptive digital culture that grows from within Islamic scholarly values rather than being imported wholesale from corporate culture is a prerequisite for the acceptance of AI as a catalyst, not a threat, to the distinctive scholarly relations in PTKI.

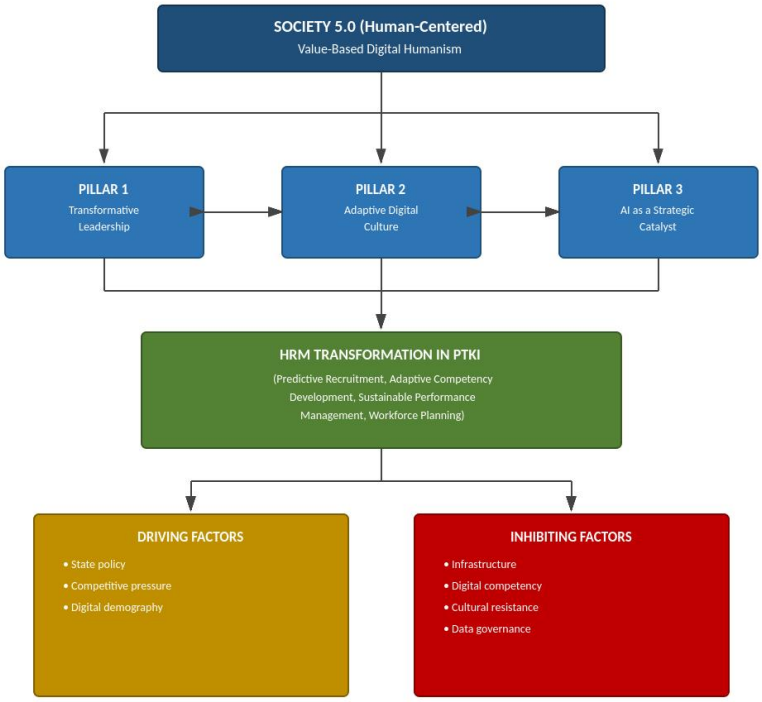
Proposition 3: The success of AI-based HRM transformation at IAIN Langsa is determined by the institution's ability to contextualize technology across four core HRM functions (predictive recruitment, adaptive competency development, sustainable performance management, and data-based workforce planning) while maintaining the human-in-the-loop principle and human dignity. Proposition 4: The main driving factors of transformation include government policy pressure, competitive pressure, and demographic shifts in the academic community; while the main inhibiting factors include infrastructure limitations, digital competency gaps, cultural resistance, and weak data governance. Proposition 5: The distinctive characteristics of PTKI transcendental value orientation, socio-cultural capital, and layered governance structures which have thus far been viewed as a "burden," can be transformed into strategic assets in building a more humane and sustainable value-based digital humanism model.

Theoretical Framework

Based on the above elaboration, the theoretical framework of this study can be illustrated as follows:

p-ISSN: 2088-1231
e-ISSN: 2460-5328

Figure 1. Theoretical Framework



METHOD

Research Design

This study employs a qualitative approach with a qualitative case study design. The qualitative approach was selected because the primary objective of this study is to understand in depth how Artificial Intelligence (AI)-based Human Resource Management (HRM) transformation is perceived, experienced, and confronted by the academic community within the environment of Islamic Religious Higher Education Institutions, particularly IAIN Langsa. This approach enables the researcher to capture the meanings, values, and complexities of the institutional context that cannot be reduced to statistical figures (Creswell & Creswell, 2018).

The case study design was chosen because this study focuses on a single locus, namely IAIN Langsa, with the aim of exploring the phenomenon of AI-based HRM transformation within a distinctive institutional context. A case study enables the researcher to investigate holistically and contextually how policy, culture, leadership, and HR readiness are interrelated in the transformation process (Yin, 2018). IAIN Langsa was selected as the case because this institution is one of the PTKIs in the Aceh region that is currently developing digital governance, yet still faces distinctive challenges in the form of limited infrastructure, digital competency gaps between generations, and the strong tradition of Islamic scholarship that constitutes its identity.

Research Participants

The participants of this study consist of three groups of respondents selected through purposive sampling, namely:

p-ISSN: 2088-1231
e-ISSN: 2460-5328

Table 1. Research Participants

Group	Number	Code	Criteria
Lecturers	5 persons	D1–D5	Permanent lecturers of IAIN Langsa who are actively teaching and/or involved in academic activities that utilize digital technology
Educational Staff	5 persons	T1–T5	Administrative staff of IAIN Langsa serving in units related to data management, personnel affairs, or academic services
Students	5 persons	M1–M5	Active students of IAIN Langsa who have used digital-based academic and administrative services

The selection of these three groups is based on the consideration that AI-based HRM transformation involves not only managers and implementers, but also touches service users, namely students. By involving all three, this study obtains a more holistic picture of readiness, challenges, and expectations regarding the transformation (Yin, 2018). Respondents' ages ranged from 38 to 54 years for lecturers and staff, with educational backgrounds from bachelor's to doctoral degrees; student respondents came from various study programs and had experience using digital-based academic services at IAIN Langsa.

Data Collection Techniques

The data in this study were collected through an open-ended questionnaire as the primary technique. The open-ended questionnaire was selected because it provides respondents with the freedom to express their views, experiences, and expectations in depth, without being constrained by predetermined answer choices (Creswell & Creswell, 2018). The questionnaire was distributed to 15 respondents (5 lecturers, 5 educational staff, and 5 students) at IAIN Langsa who had been selected through purposive sampling. The use of an open-ended questionnaire enabled the researcher to obtain rich and contextual primary data, while maintaining adequate distance so that respondents felt free to express their views, including on sensitive issues such as resistance, ethics, and data privacy.

Research Instrument

The primary instrument in this study is the researcher himself (human instrument), because in qualitative research the researcher serves as the main data collection tool (Moleong, 2010). The researcher developed the open-ended questionnaire guide based on the theoretical framework that had been constructed from relevant literature and policy documents. Such literature and documents served as the basis for developing the instrument and analytical framework, rather than as sources of research data. The questionnaire guide was then distributed online via Google Form to respondents who met the criteria.

Table 2. Summary of the Open-Ended Questionnaire Guide

No	Cluster	Item (abridged)	RQ	Proposition
1	Understanding & use of AI	How do you understand AI, and how is it used in your daily work?	RQ1	P3
2	HRM functions	To what extent is AI applied in recruitment, selection, competency development, and performance appraisal?	RQ1	P3
3	Leadership support	How would you describe leadership support for AI-based HRM transformation?	RQ1	P1
4	Digital culture	How ready are employees across generations to adapt to digital work?	RQ1	P2
5	Drivers	What factors encourage AI adoption in your unit?	RQ2	P4
6	Inhibitors	What obstacles have you experienced or observed?	RQ2	P4

p-ISSN: 2088-1231
e-ISSN: 2460-5328

No	Cluster	Item (abridged)	RQ	Proposition
7	Ethics & privacy	What are your concerns regarding data security, ethics, and privacy?	RQ2	P3, P5
8	Training needs	What training or support do you need?	RQ2	P2
9	Student experience	As a service user, what benefits and risks do you perceive?	RQ3	P5
10	Future expectations	What should IAIN Langsa prioritize in AI transformation?	RQ3	P5

Note: RQ = Research Question; P = Proposition. Items were piloted with two lecturers and one staff member outside the sample to check clarity and relevance; minor wording revisions were made before distribution.

To maintain the validity of the instrument, the researcher conducted source triangulation, namely comparing the data obtained from lecturers, educational staff, and students to ensure the consistency of findings. Convergence and divergence across the three respondent groups were explicitly noted during analysis (see Table 3). The researcher also conducted member checking by re-confirming the initial interpretation results with five respondents (two lecturers, two educational staff, and one student) to ensure the accuracy of understanding. No substantive reinterpretation resulted from the member-checking process, although several respondents suggested refining the terminology used in the preliminary findings.

Data Analysis Techniques

The collected data were analyzed using thematic analysis as developed by Braun and Clarke (2006), with six stages:

1. Familiarization with the data the researcher reread all responses to gain a general overview.
2. Initial coding the researcher marked important quotations relevant to the research questions.
3. Searching for themes the researcher grouped the codes into larger themes.
4. Reviewing themes the researcher reexamined the correspondence between themes and the data and research questions.
5. Naming themes the researcher named the themes in a manner reflecting the essence of the data.
6. Writing the report the researcher presented the themes in a narrative supported by respondent quotations.

To ensure traceability, the researcher documented the coding process in a traceability matrix (Table 3), which links representative codes, sub-themes, themes, and sources. This thematic analysis was combined with conceptual analysis through four stages: description, reduction, interpretation-synthesis, and normative evaluation. The normative evaluation stage specifically considers the compatibility of each strategic formulation with Islamic values and the transcendental mission of IAIN Langsa, a consideration that cannot be overlooked in the context of Islamic higher education (Sugiyono, 2020).

Research Ethics

This study upholds the principles of research ethics. Participation is voluntary, and all respondents provided informed consent prior to completing the questionnaire. The anonymity and confidentiality of respondents are maintained by using codes (D1–D5 for lecturers, T1–T5 for educational staff, and M1–M5 for students) in the presentation of data. The collected data are used solely for academic purposes and are not disclosed to other parties without permission.

p-ISSN: 2088-1231
e-ISSN: 2460-5328

RESULTS AND DISCUSSION

Results

This study involved 15 respondents comprising three groups: 5 permanent lecturers of IAIN Langsa (D1–D5), 5 educational staff of IAIN Langsa (T1–T5), and 5 active students of IAIN Langsa (M1–M5). The lecturer and educational staff respondents had an age range of 38–54 years, with educational backgrounds ranging from bachelor's to doctoral degrees. They came from various work units, including management, Islamic economics, Islamic banking, academic administration, and the general affairs division. The student respondents came from various study programs and had experience using digital-based academic services at IAIN Langsa.

Coding and Theme Development

Table 3 presents the traceability matrix that documents how representative codes were clustered into sub-themes and themes, and which respondents contributed to each code. This table enables readers to follow the analytical path from raw data to the themes presented in the following subsections.

Table 3. Coding and Theme Development (Traceability Matrix)

Representative code	Sub-theme	Theme	Sources (n)
"AI helps draft documents," "search references," "analyze data"	Administrative use of AI	AI use limited to operational level	D1, D2, D4, T2, T4 (5)
"Not yet applied in recruitment," "no role in appraisal"	Absence in strategic HRM	AI use limited to operational level	D1, D3, T4 (3)
"Supported according to regulations," "don't know"	Ambivalent leadership	Ambivalent leadership support	D2, T3, T4 (3)
"Depends on age," "young more transformative," "senior idle"	Generational gap	Mixed digital culture	D3, T2, T5 (3)
"Data leaks," "security concern"	Privacy anxiety	Ethical and privacy concerns	D3, M1 (2)
"No clear policy," "no guidelines"	Policy vacuum	Structural inhibitors	D4, M4, T5 (3)
"Must adapt to survive," "new and must be followed"	Individual enthusiasm	Individual-cultural drivers	D1, T5 (2)
"Continuous training," "disseminate results"	Training need	Capacity-building expectations	T5, M5 (2)
"Campus must be fair," "involve students"	Fairness expectation	Student voice on equity	M5 (1)

Note: D = lecturer, T = educational staff, M = student. n = number of respondents contributing to the code.

Understanding and Use of AI Remain Limited to the Operational Level

The questionnaire results indicate that respondents' understanding of AI varies significantly. Some lecturers and educational staff have become acquainted with AI as a tool for data processing, the preparation of academic documents, and reference searching. One lecturer (D1) stated: "AI is very helpful, but it has not been applied optimally." In line with this, one educational staff member (T2) revealed: "Not very understanding, not yet applied in HR management in higher education." The use of AI in daily work also remains sporadic. Several respondents used AI to assist in preparing academic documents, analyzing data, searching for references, and formulating ideas. One lecturer (D4) stated: "I use AI-based technology in daily work at a fairly active level, especially to help prepare academic documents, semester lesson plans, analyze data, search for references, create learning materials, and formulate ideas and recommendations." However, no respondent reported using AI for core HRM functions such

p-ISSN: 2088-1231
e-ISSN: 2460-5328

as recruitment, selection, performance appraisal, or workforce planning. One educational staff member (T4) added: "None yet" when asked about the use of AI in work.

Human Resource Readiness and Ambivalent Leadership Support

When asked about employee readiness in facing AI-based HRM transformation, respondents' answers were divided. Some assessed employee readiness as fairly good. One lecturer (D4) stated: "Already very adequate." However, others assessed employee readiness as still low. One educational staff member (T2) revealed: "Still not quite ready." One lecturer (D3) added: "It depends on the age of the employee; if they are already vulnerable, they will become idle, but at a young age they become more transformative." Almost all respondents acknowledged that leadership support is crucial. One lecturer (D2) stated: "Supported according to needs and applicable regulations." However, this support has not been followed by clear operational policies. One educational staff member (T4) stated: "Don't know" when asked about leadership support for the application of AI.

The Application of AI in HRM Functions Has Not Yet Occurred

When asked about the application of AI in recruitment, selection, and performance appraisal, the majority of respondents answered that AI has not been specifically applied. One lecturer (D1) stated: "Not yet applied." One lecturer (D3) asserted: "In recruitment, selection, and performance appraisal, AI has no role." The only area in which AI has begun to be visible is data processing and administration. One lecturer (D4) stated: "AI is very helpful in data and administration management, in which it is able to operate in a structured and systematic manner depending on the user's wishes." However, this remains at the level of administrative automation, not strategic transformation.

Perceptions of AI's Impact: Opportunities and Threats

The majority of respondents viewed AI as an opportunity for career development and productivity enhancement. One lecturer (D1) stated: "Opportunity. With AI, work can be completed on time so that career development opportunities open up." However, some also viewed AI as a threat. One lecturer (D3) stated: "Opportunity and threat. AI is a solution for completion, but a threat may occur at any time due to incorrect use of data." The main concerns of respondents were ethics, security, and data protection. One lecturer (D3) stated: "This is highly expected, but data often leaks to irresponsible parties."

Main Constraints and Obstacles

Respondents identified several main constraints: limited infrastructure and budget, digital competency gaps, cultural resistance, weak data governance, and the absence of clear policies. One lecturer (D4) summarized: "The main constraints are limited AI competence and literacy, infrastructure and systems that are not yet optimal, data security and protection, budget limitations, and the absence of clear policies or guidelines for the use of AI."

Training Needs and Future Expectations

Almost all respondents emphasized the importance of continuous training. One educational staff member (T5) proposed: "Users should be given continuous training and equipped with the ability to disseminate the results of the training so that everyone benefits from the AI training." Respondents also proposed that IAIN Langsa formulate policies for the safe, ethical, and transparent use of AI, enhance AI literacy and competence, provide adequate

p-ISSN: 2088-1231
e-ISSN: 2460-5328

infrastructure, and carry out gradual implementation accompanied by training and periodic evaluation.

Discussion

This section addresses the three research questions by linking empirical findings, theoretical frameworks, and the institutional context of IAIN Langsa. In accordance with the analytical procedure described in the Methods section, the discussion is structured through thematic analysis (Braun & Clarke, 2006) combined with a four-stage conceptual analysis: description, reduction, interpretation-synthesis, and normative evaluation. This flow ensures that the findings do not stop at description but proceed to theoretical synthesis and actionable managerial implications.

Strategic Formulation of AI-Based HRM Transformation: The Synergistic Triad Framework

Description and Reduction of Findings

At the description stage, the findings reveal three main patterns. First, understanding and use of AI remain limited to the operational level (Section 4.3). AI is used to draft academic documents, search for references, and analyze data, but does not touch the core functions of HRM such as recruitment, selection, or performance appraisal. A lecturer (D4) admitted to using AI to draft course syllabi (RPS) and analyze data, while another lecturer (D3) asserted that "in recruitment, selection, and performance appraisal, AI plays no role." Second, leadership support is ambivalent: there are normative claims but no clear operational policies (Section 4.4). A member of administrative staff (T3) even answered "I don't know" when asked about leadership support, while T2 stated that support was "not yet" felt. Third, digital culture shows a mixed pattern between the enthusiasm of younger employees and the resistance of senior employees (Section 4.4). A lecturer (D3) stated, "it depends on the employee's age; if they are already vulnerable, they become idle, but at a young age they become more transformative." At the reduction stage, these three patterns are distilled into a single common thread: AI has not been positioned as a catalyst for strategic transformation but rather as an administrative support tool. This reduction is important because it shows that the core issue is not technological limitation but the absence of a strategic framework directing AI utilization. In other words, IAIN Langsa faces a governance issue, not a technology issue. This finding is consistent with Davenport, who asserts that failures in AI adoption in organizations are generally not due to the technology itself but to human readiness and governance (Davenport, 2018). Similarly, Brynjolfsson and McAfee (assert that digital technology only yields transformative impact when accompanied by changes in work processes, management models, and HR competencies (Brynjolfsson & McAfee, 2014).

Interpretation-Synthesis

At the interpretation-synthesis stage, these findings are read through the lens of transformational leadership theory (Bass & Avolio, 1994). Bass and Avolio assert that transformational leadership operates through four dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. The findings indicate that the dimension of inspirational motivation may have already appeared in leadership rhetoric, but the dimensions of intellectual stimulation and individualized consideration have not yet materialized in policies, budgets, and infrastructure. Consequently, transformative leadership stops at the symbolic level. In the context of digital transformation, the dimension of intellectual

p-ISSN: 2088-1231
e-ISSN: 2460-5328

stimulation is particularly important because it demands that leaders encourage innovation and continuous learning, while the dimension of individualized consideration demands that leaders attend to the differing needs of each employee. As Northouse (2013) asserts, effective transformational leadership requires consistency between vision, action, and structural support (Peter G. Northouse, 2013). From this, the proposed synthesis is the Synergistic Triad Framework for AI-Based HRM Transformation, consisting of three mutually reinforcing pillars, empirically derived as shown in Table 4.

Table 4. Empirical Derivation of the Synergistic Triad Framework

Empirical finding	Proposition confirmed	Framework pillar
Leadership rhetoric without policy, budget, or unit (Section 4.4)	P1	Pillar 1: Transformational leadership + digital stewardship
Generational gap, need for intergenerational transfer (Section 4.4)	P2	Pillar 2: Adaptive digital culture via knowledge transfer
AI confined to administration; absent in strategic HRM (Sections 4.3, 4.5)	P3	Pillar 3: Human-centered AI as strategic catalyst
Individual drivers vs. structural inhibitors (Sections 4.6, 4.7)	P4	Governance prerequisite (policy, infrastructure)
PTKI values as asset, not burden (Section 4.8)	P5	Normative grounding (maqashid syariah)

The first pillar: transformative leadership as a policy driver**.** IAIN Langsa leaders need to translate digital vision into concrete policies: guidelines for AI use, budget allocation, infrastructure provision, and the establishment of a digital transformation management unit. In the framework of Bass and Avolio, this means actualizing the dimensions of intellectual stimulation and individualized consideration structurally, not merely rhetorically (Bass & Avolio, 1994). Transformational leadership theory needs to be expanded with the dimension of digital stewardship, namely the leader's responsibility to manage technological transformation ethically, sustainably, and in a human-centered manner (Davenport & Kirby, 2016). Within the framework of digital stewardship, leaders are not only required to possess technological vision but also the ability to manage ethical risks, safeguard data security, and ensure that digital transformation does not erode institutional values. Accordingly, Avolio et al. assert that leadership in the digital era demands adaptive leadership, namely the ability to adjust leadership style to rapidly changing technological demands (Avolio et al., 2009).

The second pillar: adaptive digital culture as a foundation. The findings on the generational gap indicate that digital culture cannot be built solely through technical training. Systematic intergenerational knowledge transfer is required, for example through reverse mentoring, digital communities of practice, and dissemination of training outcomes as proposed by respondent T5: "Users are given continuous training and equipped with the ability to disseminate training outcomes so that everyone benefits from the AI training." This is consistent with Schein's view that adaptive organizational culture is not the product of one-way training but the result of sustained social interaction (Schein, 2010). Adaptive digital culture cannot be imposed through instruction; it must be cultivated through shared practices that enable each generation to contribute according to its strengths. In this context, senior employees are not merely objects of training but partners in transferring institutional wisdom to the younger generation, while younger employees can serve as mentors in technological literacy. This concept is consistent with situated learning theory (Lave & Wenger, 1991), which asserts that organizational learning occurs through participation in shared practices, not through one-way knowledge transfer.

p-ISSN: 2088-1231
e-ISSN: 2460-5328

The third pillar: AI as a catalyst, not merely an administrative tool. AI must be directed toward strategic HRM functions: competency mapping, training needs analysis, database performance evaluation, and workforce planning. However, as cautioned by respondent D3, "every use of AI for management should not be fully adopted but adjusted to the local higher education institution. Because AI is only a supporting tool, not a pilot project." This caution is important because it reminds us that AI must not replace human judgment, especially in decisions concerning human dignity and future (Floridi & Cowls, 2019). Within this framework, AI is positioned as a decision support system, not a decision maker. Accordingly, Jarrahi (2018) asserts that effective human-AI collaboration demands a clear division of roles: AI handles routine and analytical tasks, humans handle tasks requiring ethical and contextual judgment (Jarrahi, 2018).

The synergy of these three pillars requires a phased roadmap: the first stage of strengthening foundations (infrastructure, policy, basic literacy), the second stage of system integration and advanced training, the third stage of applying AI to strategic HRM functions accompanied by periodic evaluation (Kotter, 2009). Without a roadmap, transformation tends to be reactive and sporadic, depending on momentary momentum. The roadmap also enables phased evaluation, so that corrections can be made before errors accumulate.

Normative Evaluation

At the normative evaluation stage, this formulation is tested for its compatibility with Islamic values and the transcendental mission of IAIN Langsa. The Synergistic Triad Framework does not position AI as an end but as wasilah (a means) to realize kemaslahatan (public benefit). This is consistent with the principles of maqashid syariah, particularly hifzh al-'aql (preserving intellect) and hifzh al-nasl (preserving generations) through improving the quality of human resources (Abu Ishaq al-Syāṭibī, 1424). Thus, this strategic formulation is not merely technological adaptation but an institutional endeavor to realize rahmatan lil 'alamin in the governance of Islamic higher education. As Abdullah (2006) asserts, the integration of knowledge and values in Islamic education demands an integrative-interconnective approach, not a dichotomy between technology and ethics (Abdullah, 2006).

Driving and Inhibiting Factors: The Paradox of Transformation
Description and Reduction of Findings

At the description stage, the findings identify two groups of factors. Driving factors include awareness of AI benefits, enthusiasm of younger employees, learning motivation, efficiency needs, and ethical awareness (Sections 4.6, 4.8). A lecturer (D1) stated: "Opportunity. With AI, work can be completed on time so that career development opportunities open up." A member of administrative staff (T5) stated: "It is something new and must be followed by massive adaptation in order to survive in today's work environment." Inhibiting factors include infrastructure limitations, budget constraints, competency gaps, cultural resistance, weak data governance, and the absence of AI policies (Section 4.7). A lecturer (D4) summarized: "The main obstacles are limited AI competency and literacy, suboptimal infrastructure and systems, security and data protection, budget limitations, and the absence of clear policies or guidelines for AI use."

At the reduction stage, these two groups are distilled into one key finding: there is a fundamental imbalance between drivers that are individual-cultural in nature and inhibitors that are structural in nature. This reduction is important because it shows that transformation does not yet have a solid institutional foundation; it depends on individual initiatives that are

p-ISSN: 2088-1231
e-ISSN: 2460-5328

vulnerable to sustainability. This imbalance also explains why AI practices at IAIN Langsa are sporadic: individual energy exists, but institutional channels to channel it are not yet available. As Robbins and Judge (2019) assert, the gap between individual attitudes and organizational support is a common cause of failure in change initiatives (Robbins & Judge, 2019).

Interpretation-Synthesis

At the interpretation-synthesis stage, these findings are read through the lens of Davenport, who asserts that failures in AI adoption in organizations are generally not due to the technology but to human readiness and governance (Davenport, 2018). The findings reinforce this thesis: the greatest inhibitors are not in AI's technical capacity but in the absence of policies, data governance, and infrastructure foundations. In the context of IAIN Langsa, adding AI applications without governance change will only produce administrative automation, not strategic transformation. Accordingly, Bughin et al. assert that the success of digital transformation is determined more by organizational and leadership factors than by technology itself (Bughin et al., 2018).

Furthermore, these findings reveal a paradox of transformation: the higher the individual enthusiasm, the more visible the absence of institutional channels to accommodate it. Respondent T5 expressed enthusiasm "even though I do not yet understand the direction of the organization after the optimal AI era." This indicates that individual energy is not channeled by a clear institutional direction. Consequently, AI practices are sporadic, non-institutionalized, and vulnerable to cessation when the individuals who initiated them move on or lose motivation (Howell & Avolio, 1993). As Fullan asserts, the sustainability of organizational change demands institutionalization, not merely individual mobilization (Michael Fullan, 2016).

Relational analysis shows that the most critical inhibitor priority is the absence of AI policies and guidelines. Without policies, efforts to strengthen infrastructure and training will proceed without direction and without accountability. Policy functions as a boundary object that unites various individual initiatives into a coherent institutional movement (Star & Griesemer, 1989). Policy also provides certainty for employees, so that resistance can be reduced because the direction of change becomes clear. As Mintzberg asserts, effective organizations demand a balance between strategic direction and space for individual initiative (Mintzberg, 2019).

These findings also indicate that cultural resistance cannot be reduced to a matter of age alone. A lecturer (D3) linked resistance to age, but the data show that resistance also arises from unclear organizational direction and the absence of mentoring. In other words, resistance is not merely a generational issue but an issue of institutional uncertainty (Oreg, 2003). Therefore, interventions that only target individual attitudes without improving the system will fail to address the root problem.

Normative Evaluation

At the normative evaluation stage, the imbalance between individual drivers and structural inhibitors can be read as an institutional test. From an Islamic perspective, transformation that depends only on individuals is vulnerable to collective mudarat (harm) when those individuals are no longer present. Conversely, transformation that is institutionalized through policy and governance reflects the principles of amanah (trust) and mas'uliyyah (collective responsibility) (Al-Ghazali, 2005). Within the framework of maqashid syariah, a strong institution is a means to preserve collective kemaslahatan, not merely

p-ISSN: 2088-1231
e-ISSN: 2460-5328

organizational efficiency. Institutionalized transformation also reflects intergenerational justice: future generations need not start from scratch because the foundation has been laid.

Theoretical and Managerial Implications

Description and Reduction of Findings

At the description stage, the findings show that AI functions only as an administrative tool, not yet as a human-centered transformation catalyst. Students as service users have not yet felt optimal benefits. M1 stated: "I worry that student data could leak, because I have heard of cases of academic data being spread." M4 added: "I see there is a digital policy, but it is not yet specific about AI." Meanwhile, M5 asserted: "The campus must be fair in implementing AI, not just for certain staff. Involve students in socialization and evaluation." The vision of Society 5.0 has not yet become an operational framework at IAIN Langsa. At the reduction stage, these findings are distilled into one conclusion: there is a gap between the vision of human-centered Society 5.0 and institutional practice at IAIN Langsa. This gap is not due to the absence of technology but to the absence of a conceptual framework linking technology with human values and dignity. As Zuboff asserts, technology not directed by values risks becoming an instrument of surveillance and exploitation, not empowerment (Zuboff, 2019).

Interpretation-Synthesis: Theoretical Implications

At the interpretation-synthesis stage, these findings are read through the lens of the Hitachi-UTokyo Laboratory , which asserts that Society 5.0 is a people-centric super-smart society, namely a society that places humans at the center, not technology (Laboratory, 2020a). The findings indicate that at IAIN Langsa, AI is not yet fully human-centered: it serves administrative efficiency more than improving service quality and user dignity. Yet, within the framework of Society 5.0, technology should strengthen human capacity, not replace it; open access, not create exclusion; serve values, not erode them. Accordingly, Shneiderman asserts that human-centered technology design demands user participation in the development process, not merely passive acceptance (Shneiderman, 2020).

From this, the proposed synthesis encompasses three theoretical implications. First, the expansion of transformational leadership theory with the dimension of digital stewardship. Second, the reconceptualization of adaptive digital culture as a process of intergenerational knowledge transfer, not merely technical training. Third, the integration of human-centered AI with Islamic values such as insan kamil and rahmatan lil 'alamin (Al-Attas, 2020). This integration enriches the body of knowledge in Islamic education management with a digital transformation framework that is not merely technical but also ethical and transcendental. Within this framework, AI is not merely a tool but a mirror of values: the way an institution treats technology reflects the way that institution treats humans.

Responsible AI Governance: Bias, Transparency, Privacy, and Accountability

The Synergistic Triad Framework would be incomplete without operationalizing responsible AI governance, particularly because AI is proposed for recruitment, selection, and performance management functions where the risk of harm to individuals is highest. Four dimensions require explicit institutional mechanisms. Algorithmic bias.

AI-driven recruitment and performance appraisal carry the risk of reproducing historical biases embedded in training data (e.g., favoring certain academic backgrounds, genders, or regional origins). In the PTKI context, bias could manifest as exclusion of candidates from non-pesantren backgrounds or penalization of non-linear career paths. Mitigation requires: (a)

p-ISSN: 2088-1231
e-ISSN: 2460-5328

human-in-the-loop review of all AI-generated shortlists and appraisal scores; (b) periodic bias audits by an internal committee; and (c) transparency to candidates about the criteria used. As Rodgers (2023) argues, ethical AI in HRM demands algorithmic accountability, not merely technical accuracy.

Transparency and explainability. AI systems used in HRM must be explainable to those affected. This means: (a) disclosing to staff and students when AI is used in decisions affecting them; (b) documenting the logic of AI-assisted decisions in a form accessible to non-technical stakeholders; and (c) establishing a register of AI tools used by the institution. Transparency is also a condition for trust: respondent M4 ("I see there is a digital policy, but it is not yet specific about AI") indicates that opacity breeds suspicion.

Privacy protection. The privacy concerns raised by respondents (D3, M1) must be addressed through concrete mechanisms: data minimization (collecting only what is necessary), purpose limitation (data used only for the stated HRM function), retention limits, access control, and informed consent for data processing. In the Indonesian context, these mechanisms should align with the Personal Data Protection Law (UU PDP No. 27/2022), which provides a legal baseline for institutional compliance.

Institutional accountability**.** Accountability requires: (a) a designated AI governance unit or officer within IAIN Langsa; (b) a grievance mechanism for staff and students who believe they have been adversely affected by AI-assisted decisions; (c) periodic audit and reporting to the senat; and (d) integration of AI governance into existing quality assurance structures. As respondent M5 asserted, "The campus must be fair in implementing AI, not just for certain staff" fairness demands institutional mechanisms, not merely goodwill.

These four dimensions are not add-ons but constitutive of human-centered AI. Within maqashid syariah, bias violates hifzh al-nasl and hifzh al-mal; opacity violates amanah; privacy violations breach hifzh al-'irdh; and the absence of accountability undermines mas'uliyyah. Responsible AI governance is therefore not a technical afterthought but an expression of the transcendental mission of PTKI.

Managerial Implications

The managerial implications encompass six priority steps. First, drafting AI policies that are safe, ethical, and transparent as a foundation for accountability, including explicit provisions on bias audit, explainability, and data protection. Second, providing adequate infrastructure and budget. Third, sustained AI literacy training accompanied by cross-generational dissemination mechanisms. Fourth, phased implementation accompanied by periodic monitoring and evaluation. Fifth, establishing a responsible AI governance unit with a grievance mechanism, integrated into existing quality assurance structures. Sixth, involving students as service users in socialization and evaluation. As respondent M5 asserted, "The campus must be fair in implementing AI, not just for certain staff." This asserts that human-centered means AI must serve all parties, not create new gaps. As Friedman and Nissenbaum (1996) assert, technological fairness demands fair distribution of benefits and risks for all stakeholders.

Within the framework of change management, these findings assert that the success of AI-based HRM transformation is not determined by technological sophistication but by the quality of leadership, clarity of policy, readiness of organizational culture, and robustness of governance. The important question is not "what technology is used" but "for what and for whom it is used." As Sen asserts, true development is development that expands human freedom, not merely increases efficiency (Sen, 1999).

p-ISSN: 2088-1231
e-ISSN: 2460-5328

Normative Evaluation

At the normative evaluation stage, the vision of Society 5.0 is tested for its compatibility with the transcendental mission of IAIN Langsa. Society 5.0, which is human-centered, is consistent with the concept of insan kamil a whole, balanced, and dignified human being. However, this compatibility is not automatic; it demands the translation of values into practice. Human-centered AI is AI that strengthens human capacity, not replaces it; that opens access, not creates exclusion; that serves values, not erodes them. As long as this principle is upheld, the presence of AI at IAIN Langsa can strengthen, not erode, the spirit of rahmatan lil 'alamin that constitutes its identity.

Within the framework of maqashid syariah, AI must be directed to preserve religion, life, intellect, lineage, and property not erode them (al-Syāṭibī, 1424). The important question is not "what technology is used" but "for what and for whom it is used." The answer to this question determines whether AI will become a servant of human dignity or its master. This is the distinctive contribution of this study to the development of Islamic education management in the Society 5.0 era.

Study Limitations

This study has several limitations that should be acknowledged. First, as a single-case qualitative study at IAIN Langsa, the findings are contextually bound and cannot be statistically generalized to all PTKI institutions in Indonesia. The framework proposed here should therefore be read as an analytically transferable proposition(Yin, 2018), not a universal template. Second, the sample of 15 respondents, while purposively selected to capture the perspectives of lecturers, educational staff, and students, does not represent the full diversity of the academic community; senior leaders (e.g., rectorate, senat) were not directly interviewed, so the analysis of leadership support relies on subordinate perceptions. Third, data were collected through a single open-ended questionnaire rather than in-depth interviews or focus groups, which limits the depth of probing possible on sensitive issues such as resistance and data privacy. Fourth, the study did not achieve formal data saturation in a measurable sense; thematic saturation was judged sufficient when no new codes emerged across the three respondent groups, but this judgment remains interpretive. Fifth, the normative evaluation grounded in maqashid syariah was conducted by the researchers and reflects their interpretive position; it would benefit from consultation with syariah scholars. Finally, the study was conducted before any AI policy was enacted at IAIN Langsa, so the proposed governance mechanisms remain prospective rather than empirically tested. Future longitudinal and comparative research is needed to validate the framework.

CONCLUSION

This study addressed the literature gap concerning the scarcity of strategic formulations for AI-based HRM transformation comprehensively designed within the PTKI context. Three research questions were posed: how such transformation can be strategically formulated by synergizing transformational leadership, adaptive digital culture, and AI as a catalyst; what factors serve as drivers and inhibitors; and what theoretical and practical implications emerge for the human-centered vision of Society 5.0, including responsible AI governance.

Empirical findings from 15 respondents revealed three main patterns. First, AI utilization remains limited to the operational level and has not touched strategic HRM functions such as recruitment, selection, or performance appraisal. Second, leadership support is ambivalent:

p-ISSN: 2088-1231
e-ISSN: 2460-5328

normative claims exist, but operational policies, budgets, and infrastructure are absent. Third, digital culture shows a mixed pattern between the enthusiasm of the younger generation and the resistance of senior employees, which stems from institutional uncertainty rather than age alone. The study identifies a fundamental imbalance between individual-cultural drivers and structural inhibitors, creating a paradox of transformation: the higher the individual enthusiasm, the more visible the absence of institutional channels. The most critical inhibitor is the absence of AI policies and guidelines.

The theoretical implication is the Synergistic Triad Framework, which integrates transformational leadership with the dimension of digital stewardship, adaptive digital culture through intergenerational knowledge transfer, and human-centered AI as a strategic catalyst, empirically derived from the findings and normatively grounded in maqashid syariah. This framework enriches transformational leadership theory to make it relevant to value-based educational institutions and integrates AI with Islamic values such as insan kamil and rahmatan lil 'alamin.

Managerial implications encompass six priority steps: drafting safe and ethical AI policies; providing infrastructure and budget; conducting sustained AI literacy training with cross-generational dissemination; implementing AI in phases with monitoring and evaluation; establishing a responsible AI governance unit covering bias audit, transparency, privacy protection, and accountability; and involving students as service users.

Normatively, AI must be directed to preserve religion, life, intellect, lineage, and property in accordance with maqashid syariah, positioned as wasilah to realize kemaslahatan. The key to solving the research problem lies in institutionalizing transformation through policy and governance rather than relying on individual initiative.

Future research directions include comparative studies across PTKI institutions to test the framework's generalizability, longitudinal research to track policy-culture-technology co-evolution, quantitative studies to test construct relationships, participatory action research involving students as co-researchers, and exploration of AI's ethical dimensions in Islamic education. Research should also examine the role of government policy and AI's potential to support maqashid syariah. In closing, AI-based HRM transformation in PTKI is a managerial and ethical endeavor, not merely a technical one. Its success is determined by the quality of leadership, clarity of policy, readiness of organizational culture, and robustness of governance. As long as AI remains a servant of human dignity, its presence can strengthen the spirit of rahmatan lil 'alamin that constitutes the identity of IAIN Langsa and PTKI institutions across Indonesia.

REFERENCES

Abdullah, M. A. (2006). Islamic Studies di Perguruan Tinggi: Pendekatan Integratif-Interkonektif. *Pustaka Pelajar*.

Abu Ishaq al-Syāṭibī. (1424). Al-Muwāfaqāt fī Uṣūl al-Syarī‘ah. *Dar al Fikr.*

Al-Attas, S. M. N. (2020). Islam and Secularism: The Intellectual Crisis of Islamic Education. *ISTAC.*

Al-Ghazali. (2005). Ihya Ulumuddin. *Dar al Fikr.*

Amartya Sen. (1999). Development as Freedom. *Oxford University Press.*

Amin Abdullah, M. (2006). Islam as a Cultural Capital in Indonesia: A Critical Analysis of Contemporary Islamic Discourse. *UIN SUKA Press.*

Avolio, B., Walumbwa, F., & Weber, T. (2009). Leadership: current theories, research, and

future directions. Annual Review of Psychology, 60, *421–449. https://api.semanticscholar.org/CorpusID:5626165*

Azra, A. (2021). Relevansi Pendidikan Islam di Era Globalisasi. *Pustaka ilmu.*

B M Bass & B J Avolio. (1994). Improving Organizational Effectiveness through Transformational Leadership. *Sage Publications.*

Bass, B. M., & Avolio, B. J. (1994). Improving Organizational Effectiveness through Transformational Leadership. *Sage Publications.*

Beekun, R. I., & Badawi, J. (1999). Leadership: An Islamic Perspective. *Amana Publications.*

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3*(2). https://doi.org/https://doi.org/10.1191/1478088706qp063oa*

Brynjolfsson, E., & McAfee, A. (2014). The Second Machine Age: Work, Progress, and Prosperity in a Time of Brilliant Technologies. *W.W. Norton.*

Budhwar, P. (2022). Artificial Intelligence – Challenges and Opportunities for International HRM: A Review and Research Agenda. The International Journal of Human Resource Management, 33*(6), 1065–1097. https://doi.org/10.1080/09585192.2022.2035161*

Bughin, J., Hazan, E., Lund, S., Dahlström, P., Wiesinger, A., & Subramaniam, A. (2018). Skill shift: Automation and the future of the workforce. *McKinsey & Company.*

Creswell, J. W., & Creswell, J. D. (2018). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches *(5th ed.). SAGE Publications.*

Daud, W. M. N. W. (1998). The Educational Philosophy and Practice of Syed Muhammad Naquib Al-Attas. *ISTAC.*

Davenport, T. H. (2018). The AI Advantage: How to Put the Artificial Intelligence Revolution to Work. *MIT Press.*

Davenport, T. H., & Kirby, J. (2016). Just How Smart Are Smart Machines. MIT Sloan Management Review, 57, *21–25. https://api.semanticscholar.org/CorpusID:48514431*

Dhofier, Z. (1982). Tradisi Pesantren: Studi tentang Pandangan Hidup Kyai. *LP3ES.*

Dima, J. (2024). The Effects of Artificial Intelligence on Human Resource Activities and the Roles of the Human Resource Triad. Frontiers in Psychology, 15, *1360401. https://doi.org/10.3389/fpsyg.2024.1360401*

Ekuma, K. (2024). Artificial Intelligence and Automation in Human Resource Development: A Systematic Review. Advances in Developing Human Resources, 26*(1). https://doi.org/10.1177/15344843231224009*

Floridi, L., & Cowls, J. (2019). A Unified Framework of Five Principles for AI in Society. Issue 1. *https://api.semanticscholar.org/CorpusID:198775713*

Garem, R. A. El. (2026). HR digital transformation: enhancing human resource management through technology. Future Business Journal, 12. *https://api.semanticscholar.org/CorpusID:284504108*

Hendry Mintzberg. (2019). Managing. *Berrett-Koehler Publishers.*

Howell, J. M., & Avolio, B. (1993). Transformational leadership, transactional leadership, locus of control, and support for innovation: key predictors of consolidated-business-unit performance. Journal of Applied Psychology, 78, *891–902. https://api.semanticscholar.org/CorpusID:144868491*

Humas, & Kementerian Pendidikan Tinggi, Sains, dan T. (2026). Kemdiktisaintek Perkuat Kolaborasi Transformasi Digital melalui Indonesia Higher Education CIO Forum. *Kemdiktisaintek. https://kemdiktisaintek.go.id/news/article/kemdiktisaintek-perkuat-kolaborasi-transformasi-digital-melalui-indonesia-higher-education-cio-forum*

Jaosantia, J., & Shobri, M. (2025). Manajemen dan Budaya Organisasi Pendidikan Islam di

Era Transformasi Digital. AKSI: Jurnal Manajemen Pendidikan Islam, 4*(1), 58–71. https://doi.org/10.37348/aksi.v4i1.750*

Jarrahi, M. H. (2018). Artificial intelligence and the future of work: Human-AI symbiosis in organizational decision making. Business Horizons. *https://api.semanticscholar.org/CorpusID:158709283*

Julhadi, J., & Mahyudin, R. (2023). Human Resource Management in Islamic Educational Institutions to Improve Competitiveness in Society 5.0 Era. International Journal of Sustainable Development and Planning, 18*(2). https://doi.org/10.18280/ijsdp.180231*

Kasubi, J. W. (2025). Mapping the Knowledge Base for the Impact of Artificial Intelligence on Human Resources Management: A Bibliometric Study. SAGE Open, 15*(1). https://doi.org/10.1177/21582440251377298*

Kaushal, N. (2023). Artificial Intelligence and HRM: Identifying Future Research Agenda Using Systematic Literature Review and Bibliometric Analysis. Management Review Quarterly, 73*(2), 455–493. https://doi.org/10.1007/s11301-021-00249-2*

Kesuma, M. I. J. (2025). Transformasi Pembelajaran Pendidikan Agama Islam Berbasis Teknologi Digital di Era Society 5.0. Pendas: Jurnal Ilmiah Pendidikan Dasar, 10*(2), 306–317. https://doi.org/10.23969/jp.v10i02.24428*

Kotter, J. (2009). Leading change: why transformation efforts fail. IEEE Engineering Management Review, 37, *42–48. https://api.semanticscholar.org/CorpusID:10771289*

Laboratory, H.-Ut. (2020a). Society 5.0: A People-Centered Super-Smart Society. *Springer.*

Laboratory, H.-Ut. (2020b). Society 5.0: A People-centric Super-smart Society. *Nikkei Publishing Incorporated. https://books.google.co.id/books?id=uhK4zQEACAAJ*

Lave, J., & Wenger, E. (1991). Situated Learning: Legitimate Peripheral Participation. *Cambridge University Press. https://doi.org/10.1017/CBO9780511815355*

Madjid, N. (1997). Bilik-Bilik Pesantren: Sebuah Potret Perjalanan. *Paramadina.*

Michael Fullan. (2016). The New Meaning of Educational Change. *Routledge.*

Moleong, L. J. (2010). Metodologi Penelitian Kualitatif *(revisi). PT Remaja Rosdakarya.*

Nawaz, N. (2024). The Adoption of Artificial Intelligence in Human Resources Management Practices. International Journal of Information Management Data Insights, 4*(1), 100208. https://doi.org/10.1016/j.jjimei.2023.100208*

Peter G. Northouse. (2013). Leadership: Theory and Practice. *SAGE Publications, Inc.*

Robbins, S. P., & Judge, T. A. (2019). Organizational Behavior *(18th ed.). Pearson.*

Rodgers, W. (2023). An Artificial Intelligence Algorithmic Approach to Ethical Decision-Making in Human Resource Management Processes. Human Resource Management Review, 33*(1), 100925. https://doi.org/10.1016/j.hrmr.2022.100925*

Rohida, L., & Sudiantini, D. (2025). Transformasi Manajemen Sumber Daya Manusia Pendidikan Tinggi untuk Meningkatkan Kompetensi Mahasiswa di Era Artificial Intelligence. SINERGI: Jurnal Riset Ilmiah, 2*(4), 2045–2055. https://doi.org/10.62335/sinergi.v2i4.1161*

Schein, E. H. (2010). Organizational Culture and Leadership. *Jossey-Bass.*

Schwab, K. (2016). The Fourth Industrial Revolution. *World Economic Forum.*

Shneiderman, B. (2020). Human-Centered Artificial Intelligence: Reliable, Safe & Trustworthy. International Journal of Human–Computer Interaction, 36, *495–504. https://api.semanticscholar.org/CorpusID:211259461*

Stachóvá, K. (2024). The Impact of E-HRM Tools on Employee Engagement. Administrative Sciences, 14*(11), 303. https://doi.org/10.3390/admsci14110303*

Star, S. L., & Griesemer, J. R. (1989). Institutional Ecology, `Translations' and Boundary

p-ISSN: 2088-1231
e-ISSN: 2460-5328

Objects: Amateurs and Professionals in Berkeley's Museum of Vertebrate Zoology, 1907-39. Social Studies of Science, 19*, 387–420. https://api.semanticscholar.org/CorpusID:112710658*

Sugiyono. (2020). Metode Penelitian Kualitatif. *Alfabeta.*

Suryanto, S., & Panuntun, T. (2025). Cultivating Digital Learning Culture: Perspectives of Pre-Service English Teachers at a Private Islamic University in Yogyakarta. Journal of Foreign Language Teaching and Learning, 10*(1 SE-Articles), 126–152. https://doi.org/10.18196/ftl.v10i1.25752*

Tavares, M. C. (2022). The Challenges and Opportunities of Era 5.0 for a More Humanistic and Sustainable Society. Societies, 12*(6), 149. https://doi.org/10.3390/soc12060149*

Yin, R. K. (2018). Case Study Research and Applications: Design and Methods *(6th ed.). SAGE Publications.*

Yusuf, I. A. W. (2022). Pengembangan Kapasitas SDM Dosen dalam Menghadapi Era Digital. Al-Tanzim: Jurnal Manajemen Pendidikan Islam, 6*(3), 237–239. https://doi.org/10.33650/al-tanzim*

Zuboff, S. (2019). The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power. *PublicAffairs.*