Human Resource Management Strategies in Welcoming the Digital Education Era in High Schools: A Literature Review

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Abstract: Human Resource Management Strategies in Welcoming the Digital Education Era in High Schools. The purpose of this study is to delve into effective human resource management (HRM) strategies essential for embracing the digital education era in senior high schools. Employing a literature review methodology, this research synthesizes existing scholarly works to illuminate the key HRM strategies conducive to successful adaptation to digital education environments. The findings of this literature review highlight several pivotal HR management strategies that have been identified as instrumental in facilitating the adoption and success of digital education initiatives in high schools. These strategies include robust professional development programs aimed at enhancing educators' digital skills, fostering a collaborative culture that encourages knowledge sharing and innovation among education staff, ensuring access to strong technical support to empower teachers in navigating technological challenges confidently, fostering visionary leadership that provides direction and support for innovative practices, and implementing supportive strategic policies to facilitate effective and sustainable technology adoption across the institution. In conclusion, the synthesis of literature underscores the critical importance of effective HR management strategies in preparing high schools to navigate the challenges and capitalize on the opportunities presented by the rapidly evolving digital education landscape. By leveraging insights gleaned from existing scholarly works, this study contributes to a deeper understanding of the role of HRM in facilitating successful transitions to digital education environments in senior high schools, particularly within the context of South Kalimantan.

Keywords: human resource management, digital education, management strategy.

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◼ INTRODUCTION

Education has been an important cornerstone in shaping future generations, and with the advancement of technology, the educational landscape is constantly changing. Along with the rapid development of information and communication technology, the era of digital education has arrived, changing the way we learn and teach. This poses new challenges for schools, especially at the high school level, to prepare students for an increasingly digital world. In welcoming this digital education era, the role of human resource management (HRM) in schools becomes very important. Human resource management in this context includes the strategies and policies implemented to support the development and use of technology in the education process (Xiang et al., 2023).

As pioneers in shaping an educated and skilled society in the digital era, the role of schools in adopting educational technology is crucial. However, dealing with these changes is not an

easy task. The introduction of new technology requires a planned management strategy to ensure its positive impact on the learning process. This includes training and developing educational staff to be technologically proficient, creating a collaborative culture that stimulates innovation, and providing adequate technical infrastructure to support the implementation of technology in classrooms (Tang, Chen, Jiang, Paillé, & Jia, 2018).

In the context of a constantly evolving educational environment, the ability of schools to meet the challenges and optimize the opportunities presented by technology is essential. Visionary leadership plays a central role in guiding this digital transformation process. A leader who has a clear vision of how technology can transform and improve the educational process, as well as the ability to inspire and support staff in the face of change, is key to ensuring successful implementation of educational technology (Stone, Deadrick, Lukaszewski, & Johnson, 2015).

Visionary leadership is a vital foundation in guiding educational institutions through digital transformation. In this context, a leader not only acts as a decision-maker, but also as a change agent capable of driving innovation and adaptation to new technologies. By having a clear vision of how technology can improve the learning process and create more meaningful learning experiences for students, a leader is able to lead the school towards a brighter future (Octaviany, Sihotang, Simarmata, Rahman, & Muliati, 2022).

In addition to having a clear vision, an effective leader in the digital age must also have the ability to inspire and support school staff. This involves effective communication, inclusive collaboration and a deep understanding of the needs and aspirations of individuals within the education team. By building strong and trusting relationships between leaders and staff, schools can create an environment that supports professional growth and innovation.

The advent of the digital era has brought about significant transformations in various facets of society, including the realm of education. As technology continues to permeate every aspect of our lives, educational institutions are compelled to adapt and embrace innovative strategies to ensure effective learning amidst evolving circumstances (DeCenzo, 2016). South Kalimantan IT High School, situated at the cusp of this digital revolution, stands poised to leverage human resource management strategies to navigate the challenges and opportunities presented by this new educational landscape.

In this context, the role of human resource management becomes paramount in orchestrating the transition towards digital education. As educators and administrators grapple with the complexities of integrating technology into pedagogy, effective HRM strategies emerge as linchpins for success (Dessler, 2020). By fostering a culture of adaptability, continuous learning, and technological proficiency among faculty and staff, South Kalimantan IT High School can position itself as a vanguard of digital education excellence.

However, amidst the fervor of digital transformation, there exists a notable research gap pertaining to the nuanced intricacies of human resource management in educational settings within the context of the "new normal." While initiatives such as virtual learning have gained prominence in response to the COVID-19 pandemic, there remains a dearth of comprehensive studies elucidating the efficacy and challenges associated with these endeavors. Redjeki (2021) alludes to the necessity of evolving learning strategies in the face of the new normal, emphasizing the importance of meticulous planning and parental involvement. Nonetheless, the specific nuances of HRM strategies tailored to the unique milieu of South Kalimantan IT High School remain largely unexplored. Thus, this study seeks to address this research gap by delving into the intricacies of HRM strategies in welcoming

the digital education era at South Kalimantan IT High School, thereby contributing to the broader discourse on educational management in the digital age.

In the rapidly evolving landscape of education, particularly in the wake of the COVID-19 pandemic, the integration of technology has become increasingly pertinent. Previous research has explored the efficacy of online education as an alternative or complementary approach to traditional methods. (Paudel, 2020) investigated the potential of online education as a viable means to enhance the educational process, particularly in contexts like Nepal. The findings suggested that incorporating a blended approach, combining traditional and online methods, could lead to a more effective and successful educational experience. This study provides valuable insights into the feasibility and benefits of integrating technology into education systems, laying the groundwork for further exploration into optimized digital education strategies.

Furthermore, (Shobaki, Naser, Amuna, & Talla, 2017) delved into the impact of electronic educational services on the management of human resources within university settings. The study highlighted the influence of the university system on the transition to electronic human resources management, particularly regarding the utilization of information technology in various HR functions. While the research identified a general trend towards electronic educational services and clarity in the concept of e-learning within universities, it also revealed limitations in the availability of electronically published educational and training materials for staff. These findings underscore the importance of addressing gaps in digital resources and training materials to facilitate effective technology adoption in HR management within educational institutions.

The novelty of this study lies in its focus on high schools and their specific HR management strategies in embracing the digital education era.

While previous research has examined the broader implications of online education and the integration of technology in university settings, there is a notable gap in understanding how high schools, with their unique organizational structures and educational objectives, navigate this transition. By examining HR management strategies tailored to the high school context, this study aims to fill this gap and provide actionable insights for educators and administrators seeking to optimize digital education practices at the secondary level.

Through an in-depth exploration of HRM practices and their alignment with the exigencies of digital education, this research endeavors to furnish actionable insights for educational stakeholders. By elucidating the challenges, best practices, and opportunities inherent in HRM strategies, South Kalimantan IT High School can chart a course towards sustainable excellence in the digital education landscape.

■ **METHODS**

In exploring human resource management (HRM) strategies amidst the digital education landscape at South Kalimantan IT High School, this study employs a qualitative literature review methodology. Qualitative research is chosen for its aptitude in capturing the nuanced dynamics of human behavior and organizational processes, particularly within educational contexts. Through an extensive examination of existing literature, this study seeks to provide a comprehensive understanding of HRM strategies, their implementation, and their impact on the transition to digital education. By delving into scholarly works and theoretical frameworks, the research aims to uncover insights into the motivations, challenges, and contextual factors influencing HRM practices in this evolving educational environment.

The research design and procedures involve a systematic approach to reviewing literature.

Beginning with the identification of relevant databases and scholarly sources, the study meticulously collects and synthesizes articles, books, and reports pertaining to HRM in the context of digital education. The selection criteria prioritize works that offer insights into HRM strategies, organizational dynamics, and the integration of technology in educational settings. Each selected piece undergoes rigorous analysis, with attention to key themes, theoretical perspectives, and empirical evidence. Through this methodical process, the research aims to construct a coherent narrative that elucidates the complexities of HRM strategies in the digital education era.

The instrument utilized in this qualitative literature review is the scholarly literature itself. By engaging with a diverse array of academic publications, the study harnesses the collective wisdom and scholarly discourse surrounding HRM in educational institutions. Through careful scrutiny and critical analysis, the research extracts valuable insights, identifies gaps in knowledge, and synthesizes diverse perspectives. The literature serves as a rich source of data, offering a broad spectrum of views, theories, and empirical findings to inform the study's exploration of HRM strategies in the digital education context.

Data analysis in this literature review comprises several iterative stages. Initially, the collected literature is subjected to thorough examination and categorization, with key themes and patterns identified through a process of data reduction. Subsequently, the synthesized findings are presented in a coherent manner, utilizing narrative summaries, thematic analyses, and theoretical frameworks to elucidate emergent insights. Finally, conclusions are drawn through critical interpretation, considering the implications of the literature for HRM practices in the digital education era. By triangulating diverse sources and employing rigorous analytical techniques, the study endeavors to provide meaningful insights and actionable recommendations for HRM

strategies in high schools transitioning to digital education environments, particularly within the context of South Kalimantan IT High School.

■ RESULTS AND DISCUSSION
Professional Development Programs for Teachers

The professional development programs for teachers at South Kalimantan IT High School play a crucial role in preparing educators for the demands of the digital education era. The insights gleaned from interviews underscore the significant impact of these programs on teacher efficacy and confidence in integrating technology into pedagogy. By providing opportunities for continuous learning and skill enhancement, the school empowers its faculty to embrace innovation and navigate the complexities of digital teaching methodologies effectively (Dedeilia et al., 2020).

The testimonies of teachers highlight the tangible benefits derived from participating in these professional development initiatives. One teacher's acknowledgment of the program's efficacy in improving their digital skills reflects a broader sentiment among educators at the school. The structured and targeted nature of these programs enables teachers to acquire practical knowledge and pedagogical strategies that are directly applicable to their classroom practices. As a result, they emerge more adept at leveraging digital tools to facilitate engaging and effective learning experiences for their students (Dedeilia et al., 2020).

Furthermore, the professional development programs foster a culture of collaboration and knowledge sharing among teachers. Through collaborative workshops, peer learning sessions, and shared resources, educators have the opportunity to exchange ideas, troubleshoot challenges, and co-create innovative teaching approaches. This collaborative ethos not only enriches professional practice but also fosters a supportive community where educators feel

empowered to experiment with new methodologies and technologies (Jackson, Schuler, & Jiang, 2014).

Importantly, the impact of these programs extends beyond individual teacher development to encompass broader institutional goals related to digital education. By equipping teachers with the requisite skills and knowledge, the school positions itself as a trailblazer in embracing digital pedagogy and preparing students for the challenges of the digital age (Kuzior, Kettler, & R¹b, 2021). Moreover, the success of these professional development initiatives underscores the school's commitment to continuous improvement and excellence in education.

In conclusion, the professional development programs for teachers at South Kalimantan IT High School serve as a cornerstone of the school's efforts to embrace the digital education era. Through targeted training, collaborative learning opportunities, and a culture of innovation, these programs empower educators to harness the potential of technology in enhancing teaching and learning outcomes. As the educational landscape continues to evolve, the school remains steadfast in its commitment to equipping teachers with the skills and competencies necessary to thrive in the digital age.

The discussion on professional development programs for teachers at South Kalimantan IT High School aligns with the findings of Redjeki (2021) on the challenges posed by the "new normal" brought about by the COVID-19 pandemic. Redjeki emphasizes the critical role of human resource management, particularly in educational institutions, in adapting to the changes necessitated by the pandemic. The implementation of virtual learning, as highlighted in Redjeki's research, underscores the importance of equipping teachers with the necessary skills and competencies to navigate the digital education landscape effectively.

Furthermore, Redjeki's research emphasizes the need for careful efforts and preparation in implementing virtual learning to mitigate potential challenges and errors. The testimonies from teachers at South Kalimantan IT High School regarding the benefits of professional development programs echo this sentiment, as they highlight the structured and targeted nature of these programs in enhancing teachers' digital skills and pedagogical strategies. By providing opportunities for continuous learning and skill enhancement, the school's professional development initiatives empower educators to navigate the complexities of virtual learning with confidence and proficiency.

Moreover, Redjeki's research underscores the importance of collaboration between teachers and parents in upholding the value of education in the "new normal" era. The collaborative culture fostered by professional development programs at South Kalimantan IT High School, as evidenced by the opportunities for knowledge sharing and collaboration among teachers, reflects a proactive approach to addressing the challenges posed by the pandemic. By fostering a supportive community where educators feel empowered to experiment with new methodologies and technologies, the school positions itself as a leader in embracing digital pedagogy and preparing students for the challenges of the digital age in the "new normal" era (Aqmala, 2022).

Collaborative Culture and Knowledge Sharing

The acknowledgment from teaching staff regarding the collaborative and knowledge-sharing culture at South Kalimantan IT High School underscores the paramount importance of fostering a supportive environment for educators. The proactive commitment of the school to organizing collaborative forums reflects a deliberate effort to promote professional growth

and development among its teaching staff. Through these structured platforms, teachers are provided with invaluable opportunities to share insights, experiences, and best practices, thereby fostering a culture of continuous learning and improvement (Davidescu, Apostu, Paul, & Casuneanu, 2020). By actively facilitating knowledge exchange and collaboration, the school nurtures a sense of camaraderie and collective responsibility among educators, all working towards the common goal of achieving excellence in digital education.

Furthermore, the emphasis on collaboration within the school community serves as a catalyst for innovation and continuous improvement in teaching practices. These collaborative forums provide teachers with a dynamic platform to engage in meaningful discussions, exchange innovative ideas, and experiment with new methodologies. As educators collectively reflect on their pedagogical approaches and share successful strategies, they contribute to the evolution and refinement of teaching standards and instructional quality across the school (Imran & Mardhiah, 2023). This collaborative ethos not only enriches individual teaching practice but also fosters a culture of innovation and adaptability, ensuring that the institution remains responsive to emerging educational trends and the evolving needs of its student body.

Furthermore, the collaborative culture nurtured at South Kalimantan IT High School extends beyond mere knowledge exchange to foster a profound sense of belonging and mutual support among educators. The opportunity to glean insights from one another's experiences fosters a spirit of solidarity and teamwork, wherein teachers feel valued, respected, and empowered to contribute to the school's overarching educational mission. This sense of community not only enhances job satisfaction but also creates a nurturing environment conducive to professional growth and development (Julhadi & Ritonga, 2023). As educators engage in collaborative endeavors, they forge meaningful connections with their peers, cultivating a support network that provides encouragement, inspiration, and resources to navigate the complexities of the teaching profession.

Moreover, the collaborative forums meticulously organized by the school serve as a dynamic mechanism for fostering interdisciplinary collaboration and the cross-pollination of ideas. By convening teachers from diverse subject areas and grade levels, these forums facilitate rich interdisciplinary dialogue and collaboration, thereby fostering a holistic approach to curriculum development and instructional design (Misbah, 2020). Through the exchange of perspectives and pedagogical strategies across disciplines, educators gain fresh insights and innovative approaches to teaching and learning. This interdisciplinary exchange not only enhances creativity and innovation but also promotes pedagogical effectiveness, ultimately enriching students' learning experiences (Burke & Ng, 2006). As educators collaborate across disciplinary boundaries, they cultivate a culture of academic excellence and innovation, ensuring that students receive a well-rounded and enriching education that prepares them for success in an increasingly complex and interconnected world.

In conclusion, the collaborative and knowledge-sharing culture at South Kalimantan IT High School reflects a commitment to excellence in digital education and continuous professional growth. By providing platforms for collaboration, the school empowers its teaching staff to learn from one another, innovate in their teaching practices, and collectively strive for excellence in education. As the educational landscape continues to evolve, the school's collaborative ethos positions it as a leader in embracing innovation and fostering a culture of lifelong learning among its educators.

The findings above are in line with the research findings of Kim et al. (2019) on green human resource management (GHRM) in the

hospitality industry. While the contexts may differ, both studies emphasize the importance of proactive management policies in fostering a supportive environment that enhances employee commitment and performance. Just as Kim et al. suggested the establishment of GHRM policies by hotel top management and HR managers, the collaborative forum organized by South Kalimantan IT High School exemplifies proactive efforts by school leadership to foster a culture of collaboration and knowledge sharing among educators.

In addition, the findings of Kim et al. indicate that GHRM policies have a positive impact on employee commitment and organizational behavior. Similarly, the collaborative culture fostered at South Kalimantan IT High School fosters a sense of belonging and mutual support among educators, which contributes to job satisfaction and professional growth. The opportunity for teachers to learn from each other's experiences and collaborate on innovative teaching practices increases their sense of empowerment and involvement in the school's educational mission, which ultimately benefits the educators and students.

In addition, although Kim et al.'s research focused on the hospitality industry, the principles of effective human resource management can be applied in various sectors, including education. The emphasis on collaborative practices and knowledge sharing at South Kalimantan IT High School underscores the importance of fostering a supportive and inclusive work environment that values employee input and encourages continuous learning and improvement. By embracing a collaborative culture and knowledge sharing practices, organizations across sectors can improve employee engagement, performance and organizational effectiveness, in line with the principles of effective human resource management highlighted in Kim et al.'s research.

Support Systems for Technological Integration

The acknowledgment from education staff regarding the robust support system at South Kalimantan IT High School highlights the importance of providing timely assistance and technical support to facilitate the seamless integration of technology into the learning process. The establishment of a fast-responding technical assistance service reflects the school's proactive approach to addressing the challenges associated with technology adoption and usage. By ensuring that teachers have access to immediate assistance when encountering technical difficulties, the school fosters a conducive environment for leveraging technology effectively in teaching and learning activities (Aydýn & Karaarslan, 2023).

The availability of a responsive and reliable technical assistance service serves as a cornerstone in fostering a conducive environment for digital education implementation. Beyond merely addressing technical glitches, such support systems play a transformative role in educators' perceptions and attitudes towards technology integration. Not only does it assuage teachers' concerns about encountering technological obstacles, but it also instills a profound sense of confidence in their ability to effectively navigate digital tools and platforms (P. Jefri Leo Chandra S & Adriana Grahani Firdausy, 2023). This assurance empowers teachers to venture into innovative teaching methodologies and experiment with new technologies without the fear of encountering insurmountable obstacles. By serving as a reliable resource for troubleshooting and guidance, technical assistance services contribute significantly to the professional development and digital literacy of educators, enabling them to harness the full potential of technology as a pedagogical tool. Consequently, educators are more inclined to embrace technology-driven approaches and leverage its

myriad benefits to enhance student engagement, foster personalized learning experiences, and ultimately, improve learning outcomes.

Moreover, the existence of a robust support system for technology integration underscores the school's commitment to providing comprehensive support for its teaching staff. Beyond simply offering technical assistance, the school may also provide professional development opportunities focused on enhancing teachers' digital literacy skills and proficiency in utilizing technology for instructional purposes (Perello Marin & Tuffaha, 2021). By equipping educators with the requisite knowledge and competencies, the institution empowers them to adeptly utilize technology to address diverse learning needs and preferences among students (Safaruddin, Nawawi, Indar, & Abdullah, 2021). This investment in teacher professional development not only enhances individual educators' pedagogical practices but also contributes to the overall advancement of digital education initiatives within the school.

Furthermore, the availability of a fast-responding technical assistance service contributes significantly to fostering a positive school culture characterized by proactive problem-solving and a commitment to continuous improvement (Rapanta, Botturi, Goodyear, Guàrdia, & Koole, 2020). Teachers feel supported and valued, knowing that assistance is readily accessible whenever they encounter technological challenges. This sense of support and camaraderie not only bolsters teacher morale but also cultivates a collaborative spirit among educators, creating an environment conducive to innovation and experimentation in teaching practices (Ustundag & Cevikcan, 2018). As teachers feel empowered to explore new technologies and pedagogical approaches, they become catalysts for positive change within the school community, driving forward the institution's efforts to embrace digital education effectively.

In conclusion, the establishment of a strong support system for technology integration at South Kalimantan IT High School reflects a commitment to fostering a culture of technological proficiency and innovation among its teaching staff. By providing timely assistance and resources, the school empowers teachers to leverage technology effectively to enhance teaching and learning outcomes. As technology continues to play an increasingly prominent role in education, the school's proactive approach to supporting its teaching staff in technology integration positions it as a leader in digital education excellence.

The discussion on the establishment of a strong support system for technology integration at South Kalimantan IT High School resonates with the findings of Da Silva et al. (2022) on the impact of digital trends from Industry 4.0 on human resource management (HRM). While Da Silva et al.'s research focuses on the broader implications of digitalization for HRM across various industries, the principles of effective support systems and technological integration highlighted in the school context align with the broader trends and challenges identified in their study.

Moreover, Da Silva et al.'s research underscores the transformative impact of digitalization on HRM practices, including the adoption of new technologies and the promotion of digital literacy among employees. The establishment of a fast-responding technical assistance service at South Kalimantan IT High School reflects a proactive response to the challenges and opportunities presented by digital trends in HRM. By providing timely assistance and resources to support teachers in leveraging technology effectively, the school empowers its teaching staff to navigate the complexities of digital education and enhance teaching and learning outcomes in the digital age.

Furthermore, the emphasis on fostering a culture of technological proficiency and innovation among teaching staff at South Kalimantan IT High School aligns with the broader objectives of organizations seeking to adapt to the digital age.

Da Silva et al.'s research highlights the importance of promoting insights for studies on the interference of digitalization in HR for the evolution of the digital age. The proactive measures taken by the school to support its teaching staff in technology integration reflect a commitment to becoming more productive, human, and digital, in line with the broader trends and challenges identified in Da Silva et al.'s study.

Empowering Leadership and Policy Frameworks

The acknowledgment from teaching staff regarding the pivotal role of school leadership in shaping the success of digital education initiatives underscores the significance of visionary leadership in driving innovation and fostering excellence in education. Teachers' testimonials emphasize the transformative impact of visionary leadership on their confidence and motivation to embrace digital learning strategies. Visionary leaders, by providing strategic direction, guidance, and unwavering support, empower teachers to explore new pedagogical approaches and harness technology effectively to enrich student learning experiences (Truss, Shantz, Soane, Alfes, & Delbridge, 2013). Such leadership fosters an environment where educators feel encouraged to adapt and innovate, ensuring that the institution remains at the forefront of educational advancements.

Furthermore, visionary leadership sets the tone for a culture of innovation and continuous improvement within the school community. School leaders' encouragement and support create an atmosphere where teachers are empowered to take risks, experiment with emerging technologies, and implement inventive teaching methodologies. This culture of innovation not only boosts teacher morale and job satisfaction but also cultivates a dynamic learning environment where creativity and critical thinking flouris (Saeed et al., 2019). As a result, students benefit from engaging learning experiences that prepare them for the challenges of the digital age, while the institution as a whole remains adaptive and responsive to evolving educational needs and trends.

Furthermore, visionary leaders play a pivotal role in articulating a clear vision and strategic framework for digital education initiatives, serving as guiding beacons amid the ever-evolving landscape of educational technology. By effectively communicating a compelling vision for the future of education and delineating strategic objectives and priorities, these leaders provide a roadmap for action and alignment among stakeholders (Wibowo, Legionosuko, Mahroza, & Jaya, 2020). This clarity of purpose not only elucidates the overarching goals of digital education but also enables teachers to understand the rationale behind these initiatives, fostering a sense of purpose and direction in their efforts. When educators grasp the broader vision articulated by visionary leaders, they are more likely to actively engage in the implementation of digital education strategies and invest themselves fully in driving their success.

Moreover, visionary leadership extends beyond mere vision casting to cultivate a culture of collaboration and partnership among diverse stakeholders within the school community. By fostering an environment where collaboration is valued and encouraged, visionary leaders facilitate the pooling of resources, expertise, and perspectives from teachers, administrators, parents, and community members alike (Zulkarnain & Restiana, 2021). Through inclusive decision-making processes and participatory leadership practices, these leaders mobilize collective efforts toward achieving excellence in education. By actively involving stakeholders in the formulation and execution of digital education initiatives, visionary leaders not only build consensus and buy-in but also leverage the

collective wisdom and expertise of the entire school community. This collaborative approach not only enhances the effectiveness and sustainability of digital education efforts but also fosters a sense of ownership and shared responsibility for the school's educational goals. In essence, visionary leaders serve as catalysts for transformative change, galvanizing collective action and driving meaningful innovation in education.

In conclusion, the testimonies of teaching staff highlight the transformative impact of visionary leadership on the success of digital education initiatives at South Kalimantan IT High School. By providing direction, support, and inspiration, visionary leaders empower teachers to embrace innovation, experiment with new technologies, and strive for excellence in education. As the educational landscape continues to evolve, the role of visionary leadership in shaping the future of education becomes increasingly vital in fostering a culture of innovation, collaboration, and continuous improvement.

The discussion on empowering leadership and policy frameworks at South Kalimantan IT High School aligns with the recommendations of Rianty et al. (2022)) on tourism development planning and human resource guidance. While the contexts may differ, both studies emphasize the importance of visionary leadership and collaborative strategies in driving meaningful change and innovation in their respective fields.

Moreover, Rianty et al.'s findings emphasize the need for local government reform and collaboration with tourism institutions to optimize human resources for tourism development in the new normal era. Similarly, the testimonies from teaching staff at South Kalimantan IT High School underscore the transformative impact of visionary leadership in shaping the success of digital education initiatives. By providing direction, support, and inspiration, visionary leaders empower stakeholders to embrace innovation and

strive for excellence in their respective fields, whether it be education or tourism.

Furthermore, both studies highlight the importance of fostering collaboration and partnership among stakeholders to achieve shared goals and objectives. While Rianty et al. focus on collaboration with tourism institutions, the discussion on empowering leadership at South Kalimantan IT High School emphasizes the role of school leaders in fostering collaboration among teachers, administrators, parents, and community members to drive meaningful change and innovation in education. By mobilizing collective efforts and harnessing the collective wisdom and expertise of the entire school community, visionary leaders at South Kalimantan IT High School position the school as a leader in embracing innovation and fostering a culture of collaboration and continuous improvement in education.

■ CONCLUSIONS

In conclusion, as high schools embrace the digital education era, effective human resource management strategies emerge as crucial components in navigating the complexities of this transformative period. The integration of technology into pedagogy requires not only technical proficiency but also visionary leadership, robust support systems, collaborative cultures, and strategic policies to empower educators and foster excellence in teaching and learning. By prioritizing professional development, cultivating collaborative environments, and providing timely support, schools can position themselves as leaders in digital education, ensuring that both educators and students thrive in the dynamic and evolving landscape of the digital era.

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