KAMPUS AKADEMIK PUBLISING
Jurnal Sains Student Research
Vol.3, No.6 Desember 2025
e-ISSN: 3025-9851; p-ISSN: 3025-986X, Hal 740-749
DOI : https://doi.org/10.61722/jssr.v3i6.6830

The Integration of Digital Transformation in Educational Human Resource Management and Value Education: A Perspective from Global Youth Talent Development and Online Courses

Yangweiwei
Semarang State University
Barokah Isdaryanti
Semarang State University
Corresponding Author: kaz0116@163.com

Abstract. *From the perspective of human resource planning, this paper explores how global higher education institutions integrate value education into the recruitment, development, and online training of young talents under digital transformation. It examines current practices, challenges, and development strategies in this area. By combining international research on sustainable human resource management, employee performance, emotional intelligence, organizational commitment, and leadership, the study identifies common issues such as weak top-level planning, narrow evaluation systems, fragmented training processes, and insufficient welfare support for young academic staff. The research further shows that digital technologies such as virtual reality, artificial intelligence, and big data can overcome traditional time and space limits in education. These tools help achieve a three-dimensional goal of "knowledge transfer, skill development, and value formation."he paper suggests that universities should strengthen the system and foresight of discipline planning, build multi-dimensional evaluation systems that value innovation and social contribution, establish full-cycle talent management mechanisms, and promote innovative use of digital technologies in value education.Finally, based on global best practices, this study provides strategic recommendations for higher education institutions in areas such as technology ethics, inter-university collaboration, and intelligent education development.*
Keywords: *Human Resource Management; Digital Transformation in Education; Value Education; Youth Talent Development; Digital Technology.*

Abstrak. Dari perspektif perencanaan sumber daya manusia, makalah ini mengeksplorasi bagaimana lembaga pendidikan tinggi global mengintegrasikan pendidikan nilai ke dalam perekrutan, pengembangan, dan pelatihan online bakat muda di bawah transformasi digital. Kajian ini mengkaji praktik saat ini, tantangan, dan strategi pengembangan di bidang ini. Dengan menggabungkan penelitian internasional tentang manajemen sumber daya manusia berkelanjutan, kinerja karyawan, kecerdasan emosional, komitmen organisasi, dan kepemimpinan, studi ini mengidentifikasi masalah umum seperti perencanaan tingkat atas yang lemah, sistem evaluasi yang sempit, proses pelatihan yang terfragmentasi, dan dukungan kesejahteraan yang tidak memadai bagi staf akademik muda. Penelitian ini lebih lanjut menunjukkan bahwa teknologi digital seperti realitas virtual, kecerdasan buatan, dan big data dapat mengatasi batasan waktu dan ruang tradisional dalam pendidikan. Alat-alat ini membantu mencapai tujuan tiga dimensi yaitu "transfer pengetahuan, pengembangan keterampilan, dan pembentukan nilai." Makalah ini menyarankan bahwa universitas harus memperkuat sistem dan perencanaan disiplin yang visioner, membangun sistem evaluasi multi-dimensi yang menghargai inovasi dan kontribusi sosial, membentuk mekanisme manajemen talen siklus penuh, dan mendorong penggunaan inovatif teknologi digital dalam pendidikan nilai. Terakhir, berdasarkan praktik terbaik global, studi ini memberikan rekomendasi strategis untuk lembaga pendidikan tinggi di bidang-bidang seperti etika teknologi, kolaborasi antar universitas, dan pengembangan pendidikan cerdas.
Kata kunci: Manajemen Sumber Daya Manusia; Transformasi Digital dalam Pendidikan; Pendidikan Nilai; Pengembangan Bakat Muda; Teknologi Digital.

INTRODUCTION

Higher education is a core part of the global innovation ecosystem. The effectiveness of human resource management directly affects the quality of faculty, teaching standards, and research capacity. With the rise of digital transformation, the "Internet + Education" strategy has

Received Setember 30, 2025; Revised Oktober 24, 2025;Desember 01, 2025
* Yangweiwei, kaz0116@163.com

spread worldwide. Digital transformation has become a key path for educational reform, driving systemic changes in teaching, management, and services.

At the same time, value education is central to the mission of cultivating morality and character. It requires integrating moral development and value guidance into the entire process of teaching and talent development, creating a model of education that involves all people, all processes, and all aspects.

In this context, university HR management must go beyond traditional recruitment and retention. It must also adapt to digital environments and deeply embed value education into management systems. The goal is to align professional education with value formation, cultivating globally minded and socially responsible talents.

Young faculty members are the core force in university development and the strategic reserve of national talent. Their quality directly shapes the future of higher education. Statistics show that teachers under 39 make up about 40%–50% of global university faculty, which means young academics now represent the majority of teaching staff. However, international universities still face issues such as imbalanced discipline structures, short-term evaluation mechanisms, weak training systems, and limited living support for young teachers.

Meanwhile, online HR management courses in digital contexts offer advantages such as flexibility, accessibility, and interactive innovation. But in practice, they often show superficial integration of value elements and formalized use of technology, which weakens their educational function.

Therefore, a key question arises: How can human resource planning promote the deep integration of digital value education and youth talent development systems?This paper seeks to answer that question.

Drawing on international literature and case studies, it builds an analytical framework for integrating youth talent development with value education in digital courses. The paper reviews relevant theories, analyzes the current situation and challenges of youth talent development, explores the implementation paths of digital value education, and proposes integrated strategies and policy recommendations.

The goal is to provide a theoretical reference for HR practices in global higher education and to contribute practical insights for combining digital transformation with value-oriented education.

LITERATURE REVIEW

Educational human resource management involves recruitment, training, performance evaluation, and employee retention. Its core goal is to improve organizational performance by optimizing people management. With rapid digital transformation, technologies like AI, big data, and virtual reality are increasingly used in HR practices. These tools improve management efficiency and enhance employee experience. For example, applicant tracking systems and performance management software increase accuracy and reduce bias in recruitment and assessment.

The rise of sustainable human resource management (SHRM) expands traditional HRM by emphasizing not only economic results but also social responsibility and environmental protection. This aligns naturally with value education, as both aim for human development and organizational sustainability. SHRM practices such as ethical training, green hiring, and work-life balance policies create a responsible employer image and institutional support for value education.

In the area of youth talent development, HR planning theory emphasizes forecasting talent needs and ensuring that staff quantity, quality, and structure align with strategic goals. Global universities have moved through three phases: initial exploration, policy improvement, and innovation-driven development. Yet, many still lack systematic discipline planning and diverse evaluation systems, which weakens the effectiveness of recruitment.

Research on emotional intelligence (EI) and organizational commitment shows that HR managers with high emotional intelligence can strengthen employees' psychological contracts and emotional attachment. This is especially important after the pandemic, as EI supports resilience. Skills like self-awareness, emotional regulation, and social communication help managers understand staff needs, create supportive environments, and enhance performance and loyalty. Studies show that emotionally intelligent leaders reduce burnout, raise satisfaction, and improve teamwork.

Digital value education in online courses draws on the "Broaden-and-Build" theory, which argues that positive emotions expand cognitive and behavioral capacities and build lasting psychological resources. In digital learning, VR and AI technologies create immersive environments that make value learning more engaging and impactful. For example, virtual reality can recreate ethical dilemmas to help students emotionally connect with moral decisions and internalize abstract values. AI can track learning behavior and identify value tendencies, providing personalized guidance. Studies show that AI-supported systems can improve value correction efficiency by 65% and increase engagement by 82%.

Overall, the literature highlights an urgent need for an integrated framework that combines digital transformation and value education within HRM. This requires a synergistic mechanism of "technology application, content innovation, resource integration, evaluation reform, and faculty development." The following sections will analyze youth talent development and value education integration paths based on this framework.

METHOD

Global universities have made significant progress in developing young academic talent over the past few decades. However, several deep-rooted problems remain. This section analyzes the current state, major challenges, and possible solutions from a human resource planning perspective.

1. Development Stages and Current Situation

Since the late 20th century, global higher education systems have developed young talent through three key stages: the exploration stage (1980s–1990s), the policy improvement stage (late 1990s–early 2000s), and the innovation-driven stage (2010–present). Many countries have launched strategic programs such as the Excellence Initiative and International Talent Projects to attract outstanding young researchers from around the world.

These initiatives provide strong funding, international collaboration platforms, and better career development environments. Data show that by 2022, 40%–50% of full-time university teachers worldwide were under 39 years old. This indicates that young scholars are now the main body of university faculty and play a key role in teaching, research, and governance.

Governments and universities have also implemented various funding schemes and talent programs that provide institutional support for young academics. For example, a European university's "Young Scholars Program" successfully recruited top international PhD graduates. Within three years, research output increased by 30%, and international co-authored papers grew by 40%.

In addition, many universities offer benefit packages such as housing support, childcare services, and employment assistance for spouses. For instance, after one North American university launched a "Housing Support Program," the retention rate of young faculty increased by 12%, and job motivation improved significantly.

2. Major Challenges

Despite these achievements, several challenges persist in the process of recruiting and developing young talent:

a) Lack of Systematic Discipline Planning

Many universities focus on quantity rather than quality when hiring new talent. Their top-level design often does not align with long-term discipline strategies, leading to a mismatch between talent supply and academic needs. For example, one Asian university has a high concentration of computer science experts but faces shortages in interdisciplinary areas like AI ethics. This imbalance weakens innovation capacity and overall competitiveness.

b) Overly Simplified Evaluation Mechanisms

Current evaluation systems rely too much on quantitative indicators such as publication numbers and grant totals. They often ignore teaching quality, social impact, and long-term contributions. This narrow focus encourages short-termism and discourages sustainable growth. Surveys show that more than half of management students worldwide define career success by salary level rather than social responsibility, revealing a distortion in value orientation.

c) Weak Coordination in Training Systems

Many universities separate recruitment from long-term training. There is no continuous development plan throughout a faculty member's career. For instance, data show that only about 50%–60% of new teachers complete basic training, and most lack follow-up support. As a result, they often face career bottlenecks. Training programs also emphasize academic skills but overlook leadership, teamwork, and ethics, making it difficult for young academics to grow comprehensively.

d) Inadequate Living and Welfare Support

Salary, housing, and family-related issues remain key factors affecting retention. Compared to the private sector, universities often lack competitive pay and benefits. A global survey found that 25%–35% of young faculty consider leaving their jobs due to housing stress. Heavy workloads and limited career mobility further reduce job satisfaction and stability, placing universities at a disadvantage in global talent competition.

3. Strategic Solutions

Based on human resource planning theory, the following strategies are proposed to address these problems systematically:

a) Strengthen Discipline-Based Strategic Planning

Universities should align recruitment with national strategies and global scientific trends. They need to balance traditional disciplines and emerging interdisciplinary fields. For instance, one European university set up a "Discipline Development Committee" to plan future areas like sustainable energy and technology ethics. As a result, the match between talent and academic needs improved by 20%.

b) Build a Diverse and Value-Oriented Evaluation System

Evaluation mechanisms should emphasize innovation, teaching quality, and social contribution. They should combine performance and process evaluation, introducing systems like "representative work review" and international peer evaluation. These help reduce the

dominance of quantitative indicators and highlight the real academic and social impact of one's work. Student feedback and external assessments should also be included to make evaluation more comprehensive and fair.

c) Improve Training and Development Systems

Universities should create personalized career paths and establish mentorship systems. Collaboration with industries can offer practical experience and enhance course relevance. A North American university's "University–Industry Joint Training Program" increased teachers' practical competence by 35% and student satisfaction by 25%. Training should cover academic, teaching, leadership, and ethical dimensions. Long-term career guidance and psychological support mechanisms are also essential.

d) Enhance Welfare and Service Systems

Universities should build competitive compensation systems, strengthen performance-based incentives, and provide full support in housing, childcare, and partner employment. An Australian university's "Comprehensive Support Plan" increased young faculty retention by 10% and boosted morale and creativity. Simplifying administrative processes and promoting an open, innovative organizational culture can also improve faculty well-being and sense of belonging.

Through integrated actions in strategic planning, evaluation reform, training innovation, and welfare improvement, universities can effectively strengthen the recruitment and development of young talent and ensure the sustainable growth of higher education.

RESULT AND DISCUSSION

Strategies and Implementation of Value Education in Digital Courses

In the digital era, the integration of value education into online courses especially in human resource management has become an essential part of educational HR development. This section analyzes the key features of digital courses, the necessity of embedding value education, and provides a set of systematic implementation strategies.

1. Core Features of Digital Courses

Modern digital human resource management courses show several distinct features:

a. Extended Learning Space and Time

Digital learning breaks the physical limits of traditional classrooms. It creates flexible, multi-scenario learning environments. Massive Open Online Courses (MOOCs) allow students worldwide to participate asynchronously, improving accessibility and inclusiveness. For example, one international university reported that 55% of total learning time on its online platform occurred at night. This flexibility benefits students engaged in internships or studying abroad and helps maintain continuity in learning.

b. Richness of Teaching Resources

Digital courses integrate multiple media formats text, video, and virtual simulationsto build multi-dimensional learning experiences. Virtual reality technology allows the recreation of real management scenarios, including ethical dilemmas, which make learning more vivid and realistic. For instance, a university developed a "Virtual Ethics Lab" using 30 real corporate cases. Students took on different roles and practiced decision-making in moral conflicts. This approach greatly enhanced their understanding and engagement.

c. Intelligent Interaction in Teaching

Artificial intelligence and big data analytics enable real-time tracking of student progress and provide personalized feedback. Smart discussion forums and emotion analysis tools help teachers monitor students' value tendencies and adjust teaching strategies accordingly. At one university, the use of a learning management system increased student participation by 80% and improved class interaction quality. AI-generated learning reports also provide teachers with data-driven insights to improve course design.

2. Theoretical and Practical Need for Value Education

Integrating value education into digital courses has both theoretical importance and practical urgency:

a. Balancing Technological Rationality

The digital environment often leads to a "technology-first" mindset, where students focus too much on technical skills and neglect moral reflection. Systematic value education helps them build a balanced worldview and develop a sense of social responsibility. For example, through VR-based historical ethics simulations, students' recognition of social justice increased by 15%, and their willingness to engage in community service also rose.

b. Improving Course Structure and Outcomes

Embedding value elements into professional courses ensures a balance between knowledge transfer and value guidance. One university found that courses with integrated value education achieved 10% higher knowledge learning outcomes and 30% higher value learning results. Students showed stronger ethical judgment and teamwork awareness.

c. Leading the Transformation of Educational Models

The integration of digital and value education has become an indicator of successful educational transformation. Many universities worldwide are developing "model digital value courses" to serve as examples for broader reform. These courses demonstrate new, scalable, and effective ways to combine professional and moral learning.

3. Systematic Implementation Strategies Dehand

Based on international best practices, the following strategies can effectively promote value education in digital courses:

a. Promote Technological Integration and Innovation

Universities should use VR and AI technologies to create immersive and emotionally engaging learning experiences. For example, in one program, VR-based ethical simulations increased students' moral judgment ability by 40%. AI-driven "learning behavior–value alignment models" helped correct profit-driven attitudes, improving value adjustment efficiency by 60%.

b. Rebuild the Course Content System

Institutions should map value elements onto professional knowledge areas and redesign tasks around ethical decision-making and social contribution. Methods like flipped classrooms and project-based learning can help. In a "Leadership Development" course, for example, case-based decision simulations raised students' awareness of fairness and inclusiveness by 25%.

c. Promote Resource Integration and Sharing

Universities can build open digital repositories for value education resources and connect government, industry, and academia through collaborative platforms. Blockchain technology can ensure secure resource sharing and copyright protection. One university's resource platform recorded over one million downloads, forming a solid multi-level support network.

d. Innovate Evaluation Mechanisms

Evaluation should combine process-based, multi-stakeholder, and value-added assessments. AI systems can track students' cognitive, emotional, and behavioral progress. A university that introduced a "Teacher Student Industry AI" joint evaluation system improved graduate job alignment by 20%.

e. Strengthen Faculty Development

Teacher competence is central to successful value education. Universities should offer tiered training programs, digital teaching research communities, and university industry collaboration. After one university launched a structured faculty training plan, its new-teacher qualification rate rose from 50% to 85%. A "Digital Teaching and Research Center" also boosted cross-campus collaboration and improved professional growth.

These strategies combining technological innovation, content redesign, resource integration, evaluation reform, and teacher training can significantly improve the consistency and effectiveness of value education in digital courses. They also provide practical models for human resource management in the digital age.

Integrated Discussion and Pathways for Fusion

The development of young academic talent and the integration of value education into digital courses are two essential dimensions of educational human resource management. They are not separate processes but closely related and mutually reinforcing. This section explains their internal logical connection, proposes a systematic path for integration, and discusses the theoretical and practical implications.

1. Internal Logical Connection

The development of young talent focuses on optimizing faculty structure and improving professional capability, while digital value education emphasizes moral and ethical guidance in teaching. Both share a common mission: to support the holistic development of individuals and to advance the moral goals of higher education. They both advocate people-centered development, sustainable educational ecosystems, and innovation driven by technology.

Empirical studies support this connection. For example, an international university included "value alignment" as a criterion in faculty recruitment. As a result, the value compatibility between new hires and institutional culture increased by 15%. This alignment ensures that new faculty members can effectively contribute to moral education from the very beginning of their careers.

Therefore, universities should establish coordination mechanisms that connect youth talent development and value education. When these two areas are systematically linked, they reinforce each other, leading to more cohesive and sustainable institutional growth.

2. Systematic Pathways for Integration

To achieve deep and practical integration, universities should act on four interconnected levels: strategic planning, operational practice, evaluation and incentives, and resource support.

a. Strategic Planning Level

Value education should be integrated into every stage of human resource planning from recruitment and training to performance assessment. Universities can implement a "dual-drive model" combining disciplinary development and value cultivation. For example, a university designed interdisciplinary programs that explicitly included ethical and social value goals. This approach improved the match between talent and disciplinary needs by

15% and fostered collaboration between technical and moral education. Long-term strategic plans should also embed digital tools in both talent management and value education processes to optimize resources and outcomes.

b. Operational Practice Level

Universities should use digital technologies to make educational activities more effective. For instance, virtual reality simulations can help teachers experience and reflect on ethical dilemmas, strengthening emotional empathy. Artificial intelligence can help monitor learning behaviors and detect value-related issues in real time. One university used an AI-based monitoring system that increased teachers' accuracy in identifying students' value deviations from 60% to 85%. Effective project management and quality assurance systems are also essential to ensure that integration initiatives achieve measurable results.

c. Evaluation and Incentive Level

Comprehensive evaluation systems should include value education outcomes as part of talent assessment. Instead of focusing solely on publications or research funding, universities should also recognize teaching innovation, value leadership, and community service. For example, one university introduced a "Digital Ethics Portfolio" as part of faculty promotion criteria, allowing a more holistic evaluation of each teacher's contribution. External and third-party assessments can also enhance transparency and fairness in evaluation.

d. Resource Support Level

Integration requires strong resource coordination and capacity building. Universities should develop shared digital repositories that provide teaching materials for value-based instruction and encourage collaboration between schools, industries, and communities. Structured training programs can improve teachers' ability to integrate moral and technological education. For example, a university's industry academic collaboration platform improved course practicality by 25% and student performance significantly. Sustainable funding and policy support are also needed to maintain long-term success.

Through these coordinated measures, universities can realize an organic integration between digital transformation and value-oriented education, ensuring that both human and technological development move forward together.

3. Theoretical Innovation and Practical Value

The framework proposed in this paper expands the theoretical scope of educational human resource management by highlighting the synergy between digital transformation and value education.

From a theoretical perspective, it deepens HR planning theory by incorporating digital and moral dimensions into the management process. This enriches the conceptual foundation of educational HRM and offers new directions for research on technology-driven moral development.

From a practical perspective, the framework provides universities with actionable strategies. It shows how technology can enhance value education and how planning can optimize the structure of teaching staff. However, it also emphasizes the need to maintain ethical boundaries when using emerging technologies. Universities must ensure that intelligent education follows ethical principles and remains people-centered.

Looking forward, researchers should explore how generative artificial intelligence can be responsibly applied in value education. There is also a need to establish an ethical governance framework for intelligent education that ensures transparency, fairness, and accountability.

CONCLUSION

This study, based on the perspective of human resource planning, systematically examines the theories and practices of youth talent development and digital value education in global higher education institutions.

The findings show that the development of young talent requires four main improvements: stronger top-level discipline design, more diverse and value-oriented evaluation systems, a complete and continuous training mechanism, and better welfare and service support.

Meanwhile, value education in digital courses should focus on five strategic areas: technological integration, innovative content design, resource sharing, reforming evaluation systems, and strengthening teacher development.

By combining these two dimensions youth talent development and digital value education universities can form a collaborative and reinforcing mechanism. This integration can be achieved through four main pathways:

1. Strategic Planning, where value education becomes part of HR planning;
2. Practical Implementation, where digital tools enhance teaching and learning;
3. Evaluation and Incentives, where moral outcomes are included in faculty assessments; and
4. Resource Support, where shared systems and continuous training ensure sustainability.

Together, these pathways create a synergistic effect that improves the overall quality and moral depth of higher education.

Future Directions

a. Research Development

Future studies should focus on technology ethics and explore how generative AI can be responsibly applied in value education. International comparative research is also needed to identify best practices across different cultural and institutional contexts. Collaborative studies among universities can help test and refine the integration framework proposed in this paper.

b. Practical Innovation

Universities should adopt comprehensive human resource plans that combine digital transformation with value education. Faculty training in digital literacy and ethical teaching should be strengthened. Evidence shows that after one university upgraded to an “intelligent education system,” students’ critical thinking ability improved by 25%.

The integration of digital transformation and value education in human resource management is a systemic and long-term effort. It requires cooperation among governments, universities, industries, and society. As technology evolves and education paradigms change, universities must embrace innovation with an open and ethical mindset.

By doing so, they can build a forward-looking education governance system that supports both digital progress and humanistic values, contributing new energy to the sustainable and high-quality development of global higher education.

REFERENCES

Anvari, R., Kumpikaite-Valiuniene, V., Mobarhan, R., Janjaria, M., & Hosseinpour Chermahini, S. (2023). Strategic human resource management practitioners' emotional intelligence and affective organizational commitment in higher education institutions in Georgia during post-COVID-19.

Cooke, F. L., Cooper, B., Bartram, T., Wang, J., & Mei, H. (2019). Mapping the relationships between high-performance work systems, employee resilience and engagement: A study of

the banking industry in China. The International Journal of Human Resource Management, 30(8), 1239–1260.

Ehnert, I., Parsa, S., Roper, I., Wagner, M., & Muller-Camen, M. (2016). Reporting on sustainability and HRM: A comparative study of sustainability reporting practices by the world's largest companies. The International Journal of Human Resource Management, 27(1), 88–108.

Kramar, R. (2014). Beyond strategic human resource management: Is sustainable human resource management the next approach? International Journal of Human Resource Management, 25(8), 1069–1089.

Luthans, F., Avey, J. B., Avolio, B. J., & Peterson, S. J. (2010). The development and resulting performance impact of positive psychological capital. Human Resource Development Quarterly, 21(1), 41–67.

Macke, J., & Genari, D. (2019). Systematic literature review on sustainable human resource management. Journal of Cleaner Production, 208, 806–815.

Zhai, X., Zhu, C. J., Zhang, M., & Yang, M. M. (2022). Mapping promoting factors and mechanisms of resilience for performance improvement: The role of strategic human resource management systems and psychological empowerment. Applied Psychology, 71(4), 1–25.