



Human Resource Management Strategy in Enhancing the Competitiveness of Graduates from The Faculty of Economics, UNSIKA in The Digital Era

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Abstract. This research aims to identify and analyze effective Human Resource Management (HRM) strategies in enhancing the competitiveness of graduates from the Faculty of Economics at Singaperbangsa Karawang University in the Digital Era. The rapidly evolving digital era presents new challenges in the realms of education and the job market, necessitating a responsive and adaptive human resource management approach. A qualitative research method was employed, involving literature review, in-depth interviews, participatory observation, content analysis, and focus group discussions. Research findings indicate that effective human resource management strategies involve the development of digital skills, enhanced collaboration among individuals, curriculum adjustments to meet industry demands, and the cultivation of soft skills such as communication and adaptability. The implementation of these strategies aims to provide graduates with a profound understanding of technology, teamwork capabilities, and readiness to face changes in the job market. A lifelong learning approach is introduced to ensure graduates continually develop themselves through relevant training and professional development. The results of this research are expected to contribute to the development of human resource management focused on enhancing the competitiveness of graduates in the digital era. Practical implications of this research include recommendations for curriculum improvement, training program development, and the implementation of institutional policies supporting effective human resource management strategies at the Faculty of Economics, Singaperbangsa Karawang University.

Keywords: Human Resource Management, Competitiveness, Digital era

1 Introduction

In the rapidly growing digital era, the economic sector is undergoing a significant transformation [1–3]. The development of information and communication technology has fundamentally changed the business paradigm, affected the way companies operate, and even changed the global competitive landscape [4, 5]. In this context, human resource management (HRM) is the main key for higher education institutions to prepare their graduates to face the challenges faced in the changing world of work [6–8].

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The Faculty of Economics, Singaperbangsa University Karawang (UNSIKA) as a new state university in Indonesia has a big responsibility to ensure that its graduates have a competitive advantage in facing increasingly fierce global competition. Therefore, in-depth research is needed to identify and analyze the most effective HR strategies in increasing the competitiveness of UNSIKA Faculty of Economics graduates in the digital era.

It is hoped that this research can contribute to formulating concrete policy recommendations that can be implemented by the UNSIKA Faculty of Economics, especially regarding curriculum improvements, learning methods, and lecturer development programs. The ultimate goal is to produce superior graduates who are relevant to the needs of today's digital industry. Graduates who have hard skills in the fields of economics and business that are integrated with digital skills, as well as soft skills such as leadership, teamwork and high creativity which are really needed in the Industry 4.0 era. In this way, UNSIKA Faculty of Economics graduates can have better competitiveness and career opportunities at national and global levels.

By understanding the importance of the role of human resources in supporting the success of UNSIKA Faculty of Economics graduates in the digital era, this research is expected to make a significant contribution to the development of a responsive and adaptive higher education curriculum and to the development of policies at the institutional level that can encourage increased competitiveness of graduates in the changing global job market.

2 Method

The method used in this study is a qualitative approach, while the stages of research are as follows:

1. In-depth Interview:

Conduct in-depth interviews with educators, faculty managers, related industry professionals, and students or alumni who have worked. This interview helps in understanding the perspective in depth on the challenges faced by graduates in today's digital job market, as well as exploring their views on the effectiveness of the HR strategies that have been implemented.

2. Qualitative Data Analysis:

Use a thematic approach to analyzing data from interviews and surveys. This process will help in identifying general patterns, gaps, or specific challenges faced in the implementation of the HR strategy. This analysis will provide a deeper insight into the qualitative aspects of the strategies that have been implemented.

3 Results and Discussion

3.1 Results

1. In-depth Interview

In-depth interviews with faculty, alumni, and students revealed that the implementation of digital skills training and leadership development has made a positive contribution in preparing graduates to face competition in the digital age. Table 1 and Table 2 show the data response and Interview result.

Table 1. Data response

Initials	Age	Department / Status
1. LM	40	Educators / Permanent Lecturers.
2. RK	30	Faculty of Economics alumni / Financial Analyst.
3. SF	20	5th semester Management Student / BEM member.

Table 2. Interview results

No	Respondents	Question	Answer
1	LM	How did you respond to the student digital skills and leadership training program?	I think this program is very helpful for students to develop the competencies needed today. Especially technical skills in using digital technology. This is particularly relevant for a student's career preparation.
2	RK	How much are digital skills training programs helping you in today's job?	Digital skills training has been very beneficial for me. Currently, many jobs demand mastery of technology such as graphic design, data analysis, and others. So digital skills are very important.
3	SM	What leadership development programs did you participate in?	His leadership program opened my horizons to think strategically and manage teams. For example, public speaking training and challenging outdoor building activities. This is very useful for provisions to be a leader.

From the three respondents, it can be seen that digital skills and leadership training programs are considered to contribute to preparing adaptive and competitive graduates in today's digital era.

2. Participatory Observation

Direct observations show that there is increased interaction between students and faculty in the development of collaborative projects that prepare them for teamwork in digitally changing work environments, there are shows at Table 3.

Table 3. Results of direct observation

No	Collaborative Projects	Number of students	Number of Lecturers	Faculty Engagement	Teamwork Training	Readiness of the Digital Work World
1	Bookstore E-commerce Platform	10 persons	2 persons	Provision of financial support and computer laboratory facilities	Most students said they gained collaborative work experience across disciplines and team roles	Students feel better prepared in aspects of digital project work, virtual team communication, and the use of online collaboration tools
2	Fingerprint Attendance Application	5 persons	1 person	Provision of technical consultation and access to lecture attendance data for feature development	Improving students' abilities in data modeling, system functional analysis, to application deployment	Increased employability of students because they have real portfolio and experience in enterprise-scale software development projects

From the table above, it can be seen that there is an increase in the involvement of various parties, teamwork training, and preparation to enter the digital world of work through collaborative projects between students and faculty.

3. Content Analysis

Analysis of internal faculty documents shows a strong focus on improving the curriculum that is responsive to industry needs, including the addition of courses related to data analytics and e-commerce management.

Table 4. Content analysis results

No	Document	Year Published	Analysis Focus	Key Findings
1	Management Study Program Curriculum 2021	2021	Comparison of new and previous curricula	- Addition of 2 compulsory courses: Business Data

				Analysis and E-Commerce Management - Increased credit weight for Quantitative Methods and Business Statistics courses
2	Strategic Plan of the Faculty of Business Economics 2022-2026	2022	Directions of faculty development and competitive advantages	- Developing digital competence and entrepreneurship of graduates - Encouraging applied research in the field of digital marketing and fintech
3	Faculty Tracer Study Report 2021	2021	Feedback of alumni and graduate users	- 85% of respondents stated that graduates have adequate hard skills - 70% recommend expanding the curriculum on aspects of data analytics and information system management

The data above shows evidence of faculty efforts in aligning the curriculum with skill needs in the digital era through the analysis of related documents.

4. Group Focus

Group discussions highlight the importance of lifelong learning and the development of soft skills, such as communication skills and adaptability, in preparing graduates for the challenges of the ever-changing world of work. Table 5 show the result of group discussions.

Table 5. Results of group discussions

Aspects	Key Findings	Supporting Data
Upskilling and reskilling	- 92% of participants agree that graduates need to improve their competencies on an ongoing basis to face changes in the world of work - 85% of participants recommend the need for lifelong learning schemes such as training, courses, or certifications - 100% of participants stated skills such as communication,	- 32 participant discussion group survey - Results of in-depth interviews of 7 respondents from alumni and recruiters - FGD with 5 education experts

Soft skills development	teamwork, and adaptability are needed today - 78% of participants rated the improvement of soft skills component in the curriculum needs to be optimized	- Global higher education curriculum benchmarking study
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The data above reinforces the findings that aspects of upskilling and strengthening soft skills are the main focus in preparing graduates to face changes in the world of work in the digital era.

3.2 Discussion

Based on the findings of the research results, some strategies that can be applied to increase the competitiveness of graduates of the Faculty of Economics UNSIKA in the digital era are as follows:

1. Digital Skills Development

The results show the importance of integrating digital skills and information technology in the college curriculum to be relevant to current industry needs. A study in Southeast Asia found that there is a gap between graduate skills and what companies need regarding analytical and technical skills in the digital field [9].

Therefore, universities need to ensure their curriculum covers the latest technology trends that are growing rapidly, such as artificial intelligence, big data, to the internet of things [10]. For example, by organizing courses in programming, data science, or user experience design that are taught directly by IT industry practitioners.

In addition to technical aspects, the curriculum also needs to train soft skills such as critical thinking, problem solving, and adaptation needed by future digital talents [11]. Active learning approaches such as project-based learning and gamification can improve learning outcomes.

With these efforts, it is expected to produce graduates who have high readiness to work in the current and future digital era.

2. Improved Collaboration Between Individuals

Several studies show that student involvement in research or development projects with lecturers contributes positively to learning outcomes. For example, increasing cross-disciplinary teamwork skills, cross-functional communication, to time management and priorities [12].

Forms of implementation that can be done include internships in research laboratories, research assistant programs, or collaboration in grant programs [13]. The scope of collaborative projects can vary from small to large scale, for example: reporting survey data, prototyping new products, to public policy evaluation [14, 15].

Through active involvement in research processes or real projects with teachers, students can hone soft skills such as teamwork, collaboration, interpersonal, and responsibility. This competency is needed to survive and thrive in today's digitally interconnected work environment.

Thus, lecturer-student collaborative initiatives play a strategic role in strengthening graduate employability and employability.

3. Curriculum Adaptation to Industry Claims

Several studies on the competency gap between college graduates and the needs of the digital industry highlight the need for curriculum adjustments. A survey in Southeast Asia found that 60% of companies struggle to find talent with adequate analytical and technical skills [16–18].

Therefore, the integration of courses such as data science, business analytics, to information systems is crucial. The learning approach also needs to be updated, for example with project-based learning and the use of interactive technology to suit the character of digital generation students.

In addition, it is necessary to ensure knowledge transfer from IT professional practitioners and the digital industry so that the course material is relevant and up to date. For example, through partnerships, internship programs, or guest teachers [19].

Thus, the improvement of an adaptive curriculum with technological advances and industrial needs can be the key to increasing job readiness and graduate competitiveness in the current digital disruption era.

4. Soft Skill Development

Several studies emphasize the importance of soft skills to support career success and leadership in today's digital era [20]. Adaptability, communication, and teamwork are considered increasingly crucial considering the increasingly dynamic workplace.

Therefore, the holistic integration of soft skills training throughout higher education programs is important. Some examples of its implementation include business communication modules, cross-disciplinary collaborative projects, to alternative student exchange programs to train adaptability [21].

A balanced assessment of hard skills and soft skills is also needed so that students not only focus on pursuing academic grades, but emphasize the development of social skills as well. For example, presentation skills are considered equivalent to the written exam.

With this holistic approach, it is hoped that universities can graduate superior talents who are ready to lead and innovate in a highly competitive and uncertain 21st century work environment.

5. Introduction to Lifelong Learning

The concept of longlife learning becomes increasingly important considering the prediction that a person will change his career at least 3-4 times throughout his life due to the very dynamic changes in the world of work. Therefore, the skills needed are constantly changing.

A number of studies show that universities need to initiate and facilitate various training or development programs for students and alumni. The form of implementation varies greatly, ranging from free online classes, professional certification discounts, to access verified online training content.

Thus, graduates do not stop learning and continue to hone themselves along with technological developments and industry demands in the digital era. Good adaptability will increase the chances of success and survival of his career.

From the university side, longtime engagement through continuous learning programs can increase the employability of graduates and the competitive advantage of their institutions.

By implementing these strategies, it is expected that the Faculty of Economics UNSIKA will be able to produce graduates who not only have strong technical competencies, but also possess the interpersonal skills and adaptability necessary to succeed in the increasingly changing global job market in the digital age. This will help UNSIKA's Faculty of Economics to remain relevant and competitive in the face of the challenges faced in the ever-changing world of work.

4 Conclusion

Based on data analysis and discussion of research results conducted, it appears that university efforts to prepare graduates to face the challenges of the digital era still need to be improved. This can be seen from the gap in the competence of graduates to digital skills and information technology needed by the industry today. Therefore, the existing curriculum needs to be immediately refined by integrating the latest content such as artificial intelligence, cloud computing, to data science. In addition, research collaboration between lecturers and students is also very crucial to train soft skills such as teamwork and interpersonal skills. Interactive and participatory learning methods also need to be applied to equip graduates with various future competencies. With these various improvement steps, it is hoped that universities can produce graduates who are ready to lead in the digital era and disruption through a mindset and culture of lifelong learning.

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