

## **Building Student Competencies through Socialization of Digital Transformation and HR Development in the Age of Technology**

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### **ABSTRACT**

This community service aims to build student competencies in facing the challenges of digital transformation and human resource development (HR) in the technological era. This activity is carried out through socialization and training that aims to increase students' understanding of the importance of digital literacy, technology skills, and the development of soft skills needed in the modern world of work. The methods used include counseling, interactive discussions, and hands-on practice on various aspects of digital transformation, such as the use of digital platforms, data management, and character and competency development relevant to current industry needs. The results of this activity show that the socialization and training provided can increase students' knowledge and awareness of digital transformation and the importance of developing adaptive and innovative human resources. Thus, this activity is expected to help students prepare to compete in the technological era and become a competent workforce ready to face change.

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### **ARTICLE INFORMATION**

#### **History of the article:**

Received:

2 May 2024

Revised:

25 May 2024

Accepted:

22 June 2024

Published:

30 June 2024

#### **Keywords:**

HR Development

The Digital Age

Transformation

Socialization

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How to Cite: Syaakir, S., Nurfitriani, Nuriatullah, Wardana, I., Alifah, N., Syakirah, & Umam, K. (2024). Building Student Competencies through Socialization of Digital Transformation and HR Development in the Age of Technology. *Journal of Community Service: In Economics, Business, and Islamic Finance*, 1(2), 48–53. <https://doi.org/10.24239/jcsebif.v1i2.3328.48-53>

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### **INTRODUCTION**

Digital transformation has become one of the main drivers of change in various sectors, including education, industry, and the economy. Technological developments such as artificial intelligence, big data, the Internet of Things (IoT), and cloud technology have created new opportunities and challenges for society, especially students, who are the nation's next generation. (R et al., 2024; Rumahorbo & Dewayanto, 2024;

S et al., 2024). These changes require individuals, especially students, to have relevant competencies and adapt quickly to an all-digital environment. Therefore, tangible steps are needed to equip students with knowledge and skills related to digital transformation.

In the context of education, the role of digital transformation is significant because it can enrich the learning process and develop student competencies. (Yoga Pratama et al., 2022). Digital and technological literacy is one of the determining factors for success in entering the world of work in the era of the Industrial Revolution 4.0. Students must have the ability not only to use technology but also to understand how it works and its benefits in various fields. However, many students still do not understand the concept and application of digital transformation in their daily lives and career development. (Dwiwarman, 2024; Pretty Puji Hartati & Giovanni, 2022)..

In addition to technical skills, human resource development (HRD) in the context of the technological era also includes the development of soft skills that are increasingly needed in the modern world of work. (Oges Susfita Putri et al., 2024). Creativity, collaboration, problem-solving, and adaptability are increasingly crucial in facing challenges and rapid change. (Hasbi. & Christi, 2022).. Therefore, comprehensive human resource development through the socialization of digital transformation is a crucial step to ensure that students have adequate competencies to compete in the technological era. (Oges Susfita Putri et al., 2024).

As prospective workers, students must be prepared to adapt to a work environment that increasingly relies on technology. (Sintani & Nurlianti, 2024; Tahar et al., 2022).. Training and socialization related to digital transformation can help improve students' understanding and skills in using technology effectively. Community service activities that focus on the socialization of digital transformation and human resource development can be a means to equip students with the knowledge and skills needed in this era.

On the other hand, students' lack of understanding of the importance of digital literacy can be an obstacle in the competency development process. Many students still see technology only as a supporting tool without understanding how it can be integral to their personal and career development. Therefore, a community service program that carries the theme of digital transformation can help raise students' awareness of the importance of this skill.

Thus, this community service activity will provide direct benefits for students through new knowledge and skills and contribute to developing quality and competitive human resources in the digital era. Through this socialization and training, students are expected to develop competencies that are relevant to industry needs and be able to utilize technology as a means to achieve personal and professional goals in the future.

## **METHODS**

This activity begins with forming the implementing team of the Faculty of Economics and Islamic Business, followed by a location determination survey to find and determine urgent problems that need to

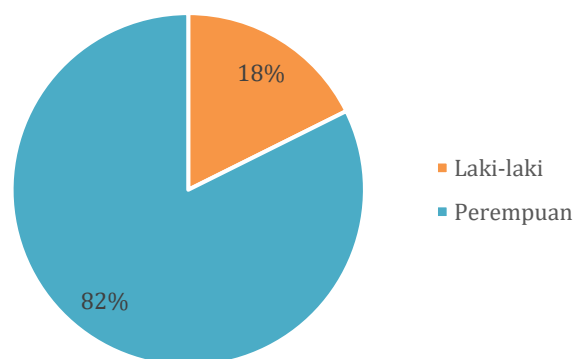
be resolved. The activity was held at the Postgraduate Hall of Datokarama State Islamic University Musholla Huntap Duyu on June 24, 2024, with a total of 100 participants who were students of the Faculty of Economics and Islamic Business of Datokarama State Islamic University Palu, Azis Lamadjido University, Alkhairaat University.

The activity was implemented in 2 (two) stages: *first*, the presentation stage to participants about digital transformation and HR development by presenting the material with the lecture method and distributing material resumes. The resource person was Anees Janee Ali from Universiti Sains Malaysia. *Second*, discussions with participants to equalize the understanding of perceptions between presenters and participants, as well as the delivery of problems faced by participants (students) in developing self-competence.

The final process is evaluation in the form of reporting the results of the service program activities with partners and making a report on the implementation of the community service program.

## RESULTS AND DISCUSSION

The community service activity lasted 2 hours at the Postgraduate Hall of Datokarama State Islamic University. It was attended by 100 participants who were students of the Faculty of Economics and Islamic Business of Datokarama State Islamic University Palu, Azis Lamadjido University, and Alkhairaat University. Based on gender, there were 18 men (18%) and 82 women (82%). The details can be seen in the following figure.



**Figure 1.** Characteristics of Participants by Gender

Lecturers conduct community service activities involving Faculty of Economics and Islamic Business students. The implementation of this activity began with the delivery of material directly by Anees Janee Ali, a lecturer at Universiti Sains Malaysia. The material covered two main aspects: digital literacy and soft skills development. In digital literacy, students are given an in-depth understanding of digital transformation, including information technology and the utilization of various digital platforms relevant to the world of work. In addition, students will be taught how to identify opportunities and challenges that arise due to technological

developments to be more adaptive and utilize technology effectively in academic and professional life.

Meanwhile, the soft skills development material focuses on skills highly needed in the digital era, such as creativity, communication, teamwork, problem-solving, and adaptability. Students are trained to think critically and innovatively in the face of change and are taught how to network and work effectively in diverse teams. With this combination of materials, students have relevant technical skills and strong interpersonal abilities to become a competent workforce ready to face challenges in the digital transformation era.

The next stage was followed by a question-and-answer session, an opportunity for participants to ask several questions related to material that had not been understood and some of the problems faced in developing self-competence intended to assess the participants' understanding.



**Figure 2.** Atmosphere of activity implementation

The collaboration with the participants was run using the previously set targets. The participants involved in this activity were also very diverse, and all received material relevant to the problems they faced in the field. It ensures that the program can provide accurate and valuable solutions for the participants so that the main objectives of the activity can be achieved effectively.

During the implementation of the activity, the participants' enthusiasm was very high. They actively participated in various sessions during discussions and in questions and answers with the presenters. This interaction created a dynamic and collaborative learning atmosphere so that all participants could absorb the material presented well. In addition, participants also provided various valuable inputs, which became an essential part of the evaluation of this activity.

As a form of accountability for implementing activities, the team compiled an implementation report summarizing this program's entire process and results. This report is also equipped with an article documenting the experiences and lessons learned so that it can be a reference for further community service programs. Thus, this program benefits participants and contributes to the development of knowledge and best practices in the field of community service.



**Figure 3.** Activity materials

## CONCLUSIONS

Based on the results of the implementation of community service activities that lasted for 2 hours, it can be concluded that this activity went very well and followed the planned objectives. Collaboration between presenters and participants created an interactive atmosphere, which increased participants' understanding of digital literacy and soft skills development.

The materials covered aspects of digital literacy and soft skills development, which are highly relevant in today's digital transformation era. Participants gained in-depth knowledge of using information technology and digital platforms and essential skills such as creativity, communication, teamwork, and adaptability. The high enthusiasm of the participants can be seen from their activeness in the question and answer session, which shows that the material provided successfully answers the needs and challenges they faced.

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