

# Employee Challenges in Improving the Quality of Human Resources in the Era of Globalization

Human Resources in  
the Era of  
Globalization

Samsul Arifin

Faculty of Economics and Business, Universitas Trunojoyo Madura, Bangkalan,  
Indonesia

E-Mail: syamsulbroter@gmail.com

1457

Mochammad Isa Ansori

Faculty of Economics and Business, Universitas Trunojoyo Madura, Bangkalan,  
Indonesia

E-Mail: isa.ansori@trunojoyo.ac.id

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Helmi Buyung Aulia Safrizal

Faculty of Economics and Business, Universitas Trunojoyo Madura, Bangkalan,  
Indonesia

E-Mail: helmi.safrizal@trunojoyo.ac.id

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## ABSTRACT

*Improving the quality of human resources (HR) has become the main focus in facing the dynamics of globalization. Globalization, with all its changes, encourages the need for human resource development through out-of-school education. The background of this research involves complex challenges in economics, politics and culture that require smart and globally minded human resources. The purpose of this study is to analyze the role of non-formal education in producing competent and adaptive human resources in the face of globalization. The research method involves a descriptive and qualitative analysis approach. Data were collected through literature studies and interviews with education experts. The results show that developing human resources through out-of-school education requires a strategy that is proactive, involves community participation, and focuses on learning innovation. The success of this strategy depends on improving quality, relevance and management involving the community and local government. The research discussion highlights the importance of skills and knowledge that are relevant to the demands of the global job market. On the political side, understanding local issues in a global context is key, while on the cultural aspect, cosmopolitanism and diversity are important. Thus, non-formal education not only teaches skills, but also builds characteristics such as achievement motivation, adaptability, innovation, and resilience to change.*

**Keywords:** Globalization, Employees, Out-of-School Education, Human Resources

## ABSTRAK

*Peningkatan kualitas sumber daya manusia (SDM) telah menjadi fokus utama dalam menghadapi dinamika globalisasi. Globalisasi, dengan segala perubahannya, mendorong perlunya pengembangan SDM melalui pendidikan luar sekolah. Latar belakang penelitian ini melibatkan tantangan kompleks dalam ekonomi, politik, dan budaya yang memerlukan SDM yang cerdas dan berwawasan global. Tujuan penelitian ini adalah untuk menganalisis peran pendidikan non formal dalam menghasilkan SDM yang kompeten dan adaptif dalam menghadapi era globalisasi. Metode penelitian ini melibatkan pendekatan analisis deskriptif dan kualitatif. Data dikumpulkan melalui studi literatur dan wawancara dengan para ahli pendidikan. Hasil penelitian menunjukkan bahwa pengembangan SDM melalui pendidikan luar sekolah memerlukan strategi yang proaktif, melibatkan partisipasi masyarakat, dan berfokus pada inovasi pembelajaran. Keberhasilan strategi*

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*ini tergantung pada peningkatan mutu, relevansi, dan manajemen yang melibatkan masyarakat dan pemerintah daerah. Pembahasan penelitian menyoroti pentingnya keterampilan dan pengetahuan yang relevan dengan tuntutan pasar kerja global. Di sisi politik, pemahaman masalah lokal dalam konteks global menjadi kunci, sementara di aspek budaya, kosmopolitanisme dan keanekaragaman menjadi aspek penting. Dengan demikian, pendidikan non formal tidak hanya mengajarkan keterampilan, tetapi juga membangun karakteristik seperti motivasi berprestasi, kemampuan beradaptasi, inovasi, dan ketahanan terhadap perubahan.*

*Kata kunci: Globalisasi, Karyawan, Pendidikan Luar Sekolah, Sumber Daya Manusia*

## **INTRODUCTION**

The era of Globalization is an open condition that can be accessed easily for individuals, companies and between countries. The existence of the globalization era has made people dependent on each other. With the era of globalization, of course, companies in Indonesia are now facing new challenges. On the other hand, internal company problems also come and go, critical issues that often arise are the desire to make improvements in all fields including the company's Human Resources (HR) (Mulyani et al., 2020). Because HR is one of the supra-system components that encourage companies to achieve the Company's vision and mission.

A challenge is defined as a company's effort to improve quality by utilizing existing resources, both human and natural resources through a continuous process of planning, implementation, and evaluation. Employees are components divided into various structural areas that are organized according to a certain plan. Indonesia's national development, for example, is a process of change that is carried out based on a specific plan deliberately and indeed desired, both by the government who pioneered development and society. Development is defined as a nation's efforts to improve quality by utilizing existing resources, both human and natural resources through a process of planning, implementation, and continuous evaluation (Sudarja, 2005).

From the above statement, we can see that to build a nation, both natural and human resources are needed. Human resources play an important role in the process of successful development. Japan is one example of a country that does not have abundant natural resources but has quality human resources, so Japan is now one of the countries that is respected internationally. Quality human resources are needed in realizing a complete Indonesian human being. Because quality human resources are needed to face various challenges of globalization.

Globalization is a worldwide process with a rapid and radical level of change in various aspects of human life due to technology (Abdurakhmonova et al., 2021). Now we feel that the world is shrinking, with the sophistication of technology we are no longer blocked by time and space. With technology we can communicate with anyone and anytime and anywhere. But behind the sophistication and changes that occur can cause inequality if we are not ready for the changes so that there can be cultural imbalances which will certainly harm us.

Increasingly complex world and national problems require us to constantly learn so that we do not stutter in the face of change. The increasing population, dwindling energy reserves, different cultures, internal and international conflicts require us to keep learning. The facts show that conventional education currently does not contribute to solving the existing problems and instead widens the existing gaps. The higher a person goes to school, the more uprooted he or she becomes from life. Out-of-school education is an alternative education that can provide new colors in the world of education. In the era of the 70s experienced golden phases, but now out-of-school education began to stretch to be able to contribute back to shaping quality human resources and go hand in hand with school education.

Through its programs, non-formal education (Pendidikan Luar Sekolah/PLS) is expected to be able to contribute to giving birth to a superior generation that is ready to

make this nation a nation that has authority and is respected, as well as being ready to compete more openly at the international level. This paper tries to describe how out-of-school education can be a bridge to be able to solve existing problems and contribute to forming quality human resources as the main capital in development to face globalization.

## **METHODS**

This study used qualitative research methods. In conducting literature research, it is essential to consider the reliability of the sources used. Sources utilized should come from reputable and relevant sources in line with the research. Furthermore, the researcher pays attention to the novelty and the relationship of the sources used to the research topic. The writer is more specific and open about the concepts used, which significantly reinforce the study. This research is a descriptive type where it can yield a good and valid model for the conditions of several groups (Moleong, 1990).

## **RESULTS AND DISCUSSION**

### **Globalization**

In order for us to face the era of globalization, it is good to know about globalization and some of its characteristics. Globalization is a worldwide process with a rapid and radical level of change in various aspects of human life due to technology. Tilaar (1997) explains that the process of globalization moves in line with the three arenas of human life: economic, political, and cultural arenas. In the economic arena, the process affects social regulations in production, exchange of goods, distribution and consumption of both goods and services. In the political arena the process of globalization manifests itself in social arrangements in relation to the concentration and application of power. In the cultural arena the process of globalization manifests itself in social arrangements in relation to the exchange of expressions and symbols regarding facts, notions, beliefs, and values.

The economic arena has several dimensions and several ideal-type patterns. The economic dimension consists of trade, production, investment, organizational ideology, money market and labor market (Mader et al., 2020). Trade has the ideal pattern of absolute freedom of trade, symbolic commodity services (Keenan, 2020). Production has a balanced production pattern determined by geographical advantages. Investment has a very limited foreign direct investment pattern; organizational ideology has a pattern of flexibility towards global markets. The pattern of the money market is the existence of decentralized, direct, and borderless state funds in the labor market dimension of the freedom of movement of workers (Haddow & Klassen, 2006).

The political arena has dimensions of state sovereignty, problem-solving focus, international organizations, international relations, and cultural politics. With globalization, state sovereignty may be lost, in the problem-solving focus the ideal pattern is that local problems are always in a global context. International organizations have a very powerful pattern, international relations are very smooth and multi-centric. The cultural arena consists of dimensions: The belief landscape (sacriscape), ethnic landscape (ethnoscape), economic landscape (econoscape), media landscape (mediascape) and leisure cape. The ideal pattern in sacriscape is the desterilization of religious mosaics, ethnic landscape is marked by the pattern of deterritorialization, cosmopolitanism and diversity. In the dimension of the media landscape, the pattern is the distribution of global images and information, and finally, the crossing landscape is characterized by universal tourism.

From the explanation above about the dimensions and patterns of globalization, we are increasingly aware of the importance of quality human resources. In the labor market dimension, we can see the freedom of movement for workers. This means that the level of competition is not only national but also international. In the political arena, in the dimension of problem solving, we can understand that local problems are always in a global context, if our human resources do not have global insight (global mindset), it is feared that they will only be busy focusing on the local context, even though we are

required to have global insight so as not to be alienated in international relations. In the cultural arena we can see the existence of cosmopolitanism and diversity, if we do not familiarize and educate our human resources with multiculturalism then we can be trapped in tribalism or narrow nationalism. In addition, we can see the importance of global image and information needs. This global information can be easily seen in the cyber world, so inevitably we must be familiar with technology.

### **Development Paradigm**

Paradigm according to English is paradigm which means a very clear or typical example of something (Eckberg & Hill Jr, 1979), while in Greek it is known as *para deigma* *para* means besides, next to and subjected to. In terms of paradigms, they are ways of looking at things in science, models, ideal patterns, and it is from these models that the phenomena seen are explained, the totality of theoretical and methodological premises that determine or identify a concrete scientific study and the basis for selecting problems and patterns for finding research problems (Irawati et al., 2021).

Development is defined as a nation's effort to improve quality by utilizing existing resources, both human resources and natural resources through a process of planning, implementation, and continuous evaluation (Sudarja, 2005). Meanwhile, according to Soekanto & Sulistyowati (2013) Development is a process of change in all areas of life that is carried out deliberately based on a specific plan. Indonesia's national development, for example, is a process of change carried out based on a specific plan deliberately and intentionally, both by the government who is the pioneer of development and the community. In a sociological perspective, development can be analyzed through three dimensions, each of which has its own measurement. First, the growth dimension is measured through parameters such as per capita income, Gross National Product (GNP), and social facilities that indicate the economic development and infrastructure of a society. Second, the improvement dimension focuses on distribution and equity, which can be measured using the Lorenz curve and Gini coefficient to assess the level of inequality in wealth distribution. Finally, the change dimension is planned and directed, measured through social strata and social indicators that reflect the social change desired or pursued. By integrating these three dimensions, sociological analysis can provide a comprehensive insight into the development dynamics of a society.

The view of development, from the perspective of Soekanto & Sulistyowati (2013), is reflected in the Quality of Lives Index (IMH) as a comprehensive measure involving crucial components such as life expectancy (AHH), infant mortality rate (IMR), and literacy rate (AMH). The development process is directed at improving people's standard of living, both materially and spiritually. The ideal of improving living standards includes principles such as rationality in policymaking, rationally coordinated development planning, increased productivity, improved living standards, equality in positions, roles, and opportunities in various fields, development of social institutions, national consolidation, and maintenance of national independence. By integrating these aspects, development seeks to achieve an overall improvement in the quality of life of the people.

From the explanation above, we can reconstruct the nature of quality human resources to build this nation. Quality human resources can be formed through the education process both school education and out-of-school education. The nature of development is a change towards a better direction planned and carried out gradually and continuously. There are several distinctive characteristics that must be possessed by quality human resources. According to the results of research by Dahwir (2017) Japan as a developed country has five key characteristics that are seen as the root of its national strength, namely: 1) Emulation, which is the desire and effort to match or exceed the progress of others. 2) Consensus, which is the habit of Japanese people to compromise rather than confrontation. 3) Futurism, which is a foresight, looking forward to progress for individuals and progress together in the future. 4) Quality, meaning that quality is the pull factor for every Japanese production process and outcome. 5) Competition, which means that Japanese human resources and products have a comparative advantage and a competitive advantage in the global economic system.

Suwarsono & Alvin (1994) conveyed the results of McClelland's research which explained the determination of the group responsible for the modernization process of third world countries. According to McClelland's research, the main factor that plays an important role in the development of the third world is domestic entrepreneurs. They work not only on economic aspects but a strong desire to achieve great achievements. The characteristics of humans who have high achievement motivation are the results of their work through good work performance or responsibility, innovative in finding new ways to improve work quality, have a long-time orientation and have a plan and like to take risks.

According to McClelland, achievement motivation can be formed through the family environment, especially at the stage of guiding children. First, parents should set high standards of motivation for their children. Second, parents should use encouragement methods and warm relationships in socializing with their children. Third, parents should be authoritarian. In addition to family education, achievement motivation can also be fostered through reading activities, especially quality stories given to children. Another popular research was also conducted by Inkeless who examined the characteristics of modern humans in various countries, namely in Argentina, Chile, India, Israel, Nigeria, and Pakistan. Based on Inkeles' research (2022), modern humans have several key characteristics that reflect their distinctive traits. First, they tend to be open to new experiences, showing interest in innovation and change. Second, they are independent in the context of traditional authorities such as parents, chiefs, and kings, indicating a spirit of autonomy in decision-making. Third, faith in the capabilities of science is an important feature, reflecting a positive view of knowledge and science. Fourth, modern humans are often characterized by high mobility and ambition in life, indicating a drive for goals and achievements. Fifth, the existence of long-term plans stands out as a form of planning and future orientation. Finally, active involvement in the political arena signifies participation in politics as an integral part of their lives. All these characteristics create a picture of a modern person who is dynamic, independent, and involved in changes and developments in various aspects of life.

### **Strategies for Human Resource Development and Out-of-School Education**

Human resource development in the future through out-of-school education must be adapted to the changes that occur in society. According to Yuniarto (2016) the most suitable learning activities in the future are innovative learning (innovative learning) which combines anticipatory learning and participatory learning or learning with others. Autonomy and integration. Anticipation is the human capacity to deal with possible new and unprecedented situations. Anticipation relates to being able to foresee the future and evaluate the consequences of one's decisions. Innovative learning emphasizes readiness to act in new situations and exploration of what might happen. Participation, anticipation is related to time while participation is related to solidarity in space, meaning that anticipation is temporal while participation is geographical and partial. Anticipation is a mental activity while participation is social or societal. Participation is an active process that requires effort and work. Effective participation will expand understanding, the capacity to consciously recognize, recognize context in real time, compare references and deal with conflicting values by demonstrating the knowledge and actions associated with active participation. Autonomy, the concept of autonomy is mostly associated with individuals, but can also be used by communities. In this case it is defined as the ability to stand alone, confidently free from dependence. Autonomy in educational terminology is obtained from critical decisions, while autonomy for society is a cultural identity, and for individuals' autonomy is the key to self-fulfillment. Integration, integration means an increased capacity to enter wider human relationships, cooperate, make relationships with others, know the wider system, and see the whole consisting of parts. This means that integration sees things from the whole and the ability to recognize cross-connections and interrelationships between problems based on a holistic perception that allows the growth of integrative thinking.

According to Sudjana (2004) the development of non-formal education in the future needs to pay attention to the following points: First, non-formal education needs to be more proactive in reforming its vision, mission and strategy to change educational programs that are originally oriented towards producing graduates as job seekers (worker society) to efforts to produce graduates who have the skills and abilities to be independent and job creators (employee society). Non-formal education must be oriented towards realizing quality students who are characterized by the stability of faith and devotion (IMTAQ) and noble AKHLAK, mastery of science and technology (IPTEK) and skills (functional skills) in accordance with the needs of civil society in the life system of the world. Secondly, the elements of the non-formal education system need to be carried out in a complete and intact manner, which includes components, processes, and objectives. This system must be applied in every unit, type, and non-formal education program. This component consists of environmental input, facility input, raw input, and other inputs. The process is a dynamic interaction between inputs, especially educators and learners, through learning, guidance and or training efforts. The process is based on learning needs, goal-oriented, learner-centered and departs from the experience of learners, in this process it is necessary to use a continuum approach between pedagogy, andragogy and or gerogogy.

Third, improving the vision, mission, and development strategy of non-formal education. The vision of education includes a philosophical point of view that students have attitudes and behaviors that can change towards positive and constructive attitudes and behaviors and have the potential to learn and be taught. Fourth, non-formal education increases the orientation of partiality to the people. They are the largest part of the citizens who still suffer from underdevelopment, namely poverty, lack of understanding, sickness (health -illness) and so on. They are people who are in a state of distress in their lives. Poverty in society is either structural, cultural, or natural poverty. The learning strategy for the grass root level is human resource development through learning to build a culture of community organization and economic development. Fifth, non-formal education needs to develop three aspects (triad) of internal institutional development with research, management, and production efforts.

Research efforts are directed towards fostering empirical coherence among theories related to non-formal education such as theories of education program management, learning, impact on graduates, educational technology, information, socio-cultural values, leadership performance and non-formal performance institutions in the external institutional environment. Management development is directed towards the realization of total quality management in every educational program, in TQM this includes cost effective management, quality control, interrelationships between management functions, productivity and quality of learning, educational transformation and change management, staff management, development of educational deregulation, management of cultural value socialization, training management based on community needs and management of the application of professional ethics in non-formal education. Non-formal education institutional production includes the production of learning materials, the results of scientific studies and other productions. Sixth, in improving the mission of non-formal education is so broad that the institutions organizing and implementing educational programs cannot work alone without any connection with other parties.

In the national development strategic plan, several problems that are still faced in the implementation of out-of-school education today are as follows: First, out-of-school education has not received understanding and attention that is proportional to school education, both with regard to legislation and budget support so that equitable distribution of PLS services for people in various layers and in various regions cannot be implemented optimally. Secondly, there is still a limited number and quality of professionals in PLS institutions at the central and regional levels in managing, developing, and institutionalizing PLS. Third, there are still limited PLS facilities and infrastructure that support the organization and learning process of PLS. Fourth, the dependence of the implementation of PLS activities in the field on voluntary workers so that there is no

guarantee of continuity in the implementation of PLS programs. Fifth, there is still relatively low community participation in initiating the implementation and institutionalization of PLS (Ali, 2009).

Taking into account the problems that are still faced today in the implementation of PLS, the challenges of PLS development for the next five years are as follows: First, in relation to increasing expansion and equity, is how the implementation of out-of-school education consisting of early childhood education, basic education, illiteracy eradication, continuing education, women's education and support for poverty alleviation can be carried out more widely and evenly so that it is more able to accommodate and reach more community members than has been reached so far. Second, in relation to quality and relevance, is how out-of-school education is directed to produce quality graduates so that they are able to develop themselves, work for a living, and can fulfill further education and create and fulfill jobs according to market needs. Third, in relation to the structuring of the education management system, both managed by the government and the community, is how to increase the participation of the community and local government in the implementation and management of PLS, starting from planning, implementation, evaluation, and financing so that the institutionalization of PLS managed by, from, and for the community is rooted in the development mechanism of the community environment (Arraniri et al., 2021). The beginning of out-of-school education is inseparable from the existence of the goal of universal education. With the existence of several joint commitments on the education for all program requires us to be able to qualify a nation that has international standard human resources that can be formed not only through formal education but also in formal and non-formal education.

Some out-of-school education programs aim to develop human resources and are strengthened in 11 laws including Based on existing legislation, out-of-school education includes non-formal and informal education. In Law No. 20 of 2003 Article 26 paragraph 3 states that non-formal education includes life skills education, early childhood education, youth education, women's empowerment education, literacy education, skills education and job training, equivalency education, and other education aimed at developing students. Then in paragraph 4 it is explained that non-formal education units consist of course institutions, training institutions, study groups, Community Learning Centers and Majelis taklim, as well as similar education units. Out-of-school education programs are classified into programs that are implemented and are the responsibility of the government, programs organized by the community itself, both those supported by the government and those that are independent. There are also out-of-school education programs organized by business institutions (Sudarsana, 2015).

The national objectives of out-of-school education in order to improve the quality of human resources are; First, expanding, equalizing, and improving the quality of education services for early childhood (0-6 years) through programs that intervene in health, nutrition, and psychosocial development, so that there is readiness for children at school age to enter school and have an impact on the success of the 9-Year Compulsory Basic Education. Second, expanding, equalizing, and improving the quality of basic education services for people who are not in school and dropping out of basic education with the priority of compulsory education age (7-15 years), so as to accelerate the completion of the 9-year compulsory basic education. Third, expanding, distributing, and improving the quality of education services for illiterate communities, especially those aged 10-44 years through the Functional Literacy Program, so as to increase public awareness of the importance of education and have an impact on the successful implementation of the 9-Year Compulsory Basic Education and Poverty Alleviation. Fourth, expand, equalize, and improve the quality of skills education services for women, including adolescents, families, and parents, especially those who come from educated and low-income families (poor in knowledge and poor in economy) so that they are able to play an active role in development. Fifth, expand, equalize, and improve the quality of continuing education services for people who need provisions to develop themselves, work for a living, especially those who are classified as poor and unemployed, and/or for

those who want to continue their education to a higher level. Sixth, increasing community and local government participation in initiating and institutionalizing the implementation of out-of-school education so that Community Learning Activity Centers (PKBM) are formed and managed by the community (by, from and for the community) (Susanti, 2014). Conclusion Human resource development through out-of-school education programs is expected to produce quality human resources who are not only intellectually intelligent but also have skills and a positive self-image of cultural diversity in the face of globalization. Quality human resources can be done with the relevance of non-formal education to human resource development, namely through education with global insight-oriented and innovative learning. In addition, the direction of human resource development can be done through several non-formal education development strategies, namely being proactive in changing the vision, mission and strategy based on changes in society, complementing the elements of non-formal education, increasing the orientation of its alignment to the people, developing three aspects of internal institutional development with research, management and production efforts, cooperating with related parties in order to run optimally.

Efforts to develop human resources through out-of-school education also face challenges that are not small, but even so, it is expected that out-of-school education will increasingly exist in society as a result of the global goal of education about education for all that has been strengthened in 13 legislation (Majir, 2020). Thus, the contribution of out-of-school education in the formation of human resources that will be the actors of development to face the era of globalization is not just a hope and a dream. But it is a must for us academics and practitioners to be able to succeed.

## **CONCLUSION**

In facing the turbulent era of globalization, developing human resources (HR) through out-of-school education programs is a must. Globalization, especially in economic, political, and cultural aspects, requires human resources who are not only intellectually intelligent, but also have skills, global insights, and a positive attitude towards cultural diversity. Non-formal education has an important role in creating quality human resources, in accordance with the characteristics of globalization that affect various aspects of human life.

In the context of a globalized economy, the job market arena presents a major challenge for workers. Freedom of movement at the international level makes the level of competition not only national but also global. Therefore, it is important for human resources to have skills and knowledge that are relevant to the demands of the global job market. In the political arena, a deep understanding of local issues in a global context is key. Human resources with global insights can effectively contribute to problem solving involving the international level. Meanwhile, in the cultural arena, cosmopolitanism and diversity are important aspects. Familiarizing multiculturalism and educating human resources with a deep understanding of cultural diversity will prevent being trapped in tribalism or narrow nationalism.

HR development must also reflect a development paradigm that is rational, planned, and oriented towards increasing productivity, living standards, and equality in various aspects of life. The results show that the key characteristics of quality human resources involve emulation, consensus, futurism, quality, and competition. Achievement motivation, adaptability, innovation, and resistance to change are also determining factors in dealing with global dynamics.

Human resource development strategies through out-of-school education must be proactive, involve community participation, and pay attention to innovative aspects of learning. The implementation of non-formal education programs needs to be directed at improving quality, relevance and structuring management systems that involve the involvement of communities and local governments. Despite facing challenges such as budget constraints, lack of professionals, and reliance on volunteers, human resource development through out-of-school education remains an important pillar in creating a

society that is able to compete in the era of globalization. By responding to these changes, out-of-school education can play a strategic role in building a superior and adaptive nation.

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