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Human Resource Management Strategies In Facing Changes In Learning Styles Post Covid 19 Pandemic At Suryadarma Aerospace Marsekal University

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Abstract: COVID-19 has resulted in a paradigmatic change in the world of education, forcing higher education institutions, including Marshal Dirgantara Suryadarma University, to adapt human resource management strategies to face changes in post-pandemic learning styles. This research aims to analyze and formulate effective human resource management strategies at Marshal Dirgantara Suryadarma University, with a focus on curriculum adjustments, developing lecturer skills, managing student involvement, the role of university staff, supporting student welfare, and sustainability of online learning. This study uses a qualitative approach with literature review analysis. Data was collected to identify trends, challenges and opportunities that emerged amidst changes in learning styles after the COVID-19 pandemic. This research produces an in-depth understanding of the dynamics of the post-pandemic higher education environment and provides a strategic framework for Marshal Dirgantara Suryadarma University. The results include concrete recommendations for curriculum adjustments, improving lecturer skills, optimizing student involvement, strengthening the role of university staff, increasing student welfare support, and implementing sustainable online learning as an integral part of future education models.

Keywords: Human Resources, Learning Styles, Covid-19 Pandemic.

INTRODUCTION

The COVID-19 pandemic has brought about a deep transformation in the education sector, creating significant changes at Marshal Dirgantara Suryadarma University. Imposed social restrictions, travel restrictions, and campus closures are clear symptoms of the uncertainty faced by educational institutions. In response to these challenges, universities were forced to adapt to distance learning as a solution to continue the educational process. This pandemic has forced universities to redesign learning strategies to suit changing conditions. In dealing with these changes, universities must carefully consider their impact on students' learning experiences and

design human resource management strategies that support this transformation effectively. The impact of changes in student learning styles induced by online learning has proven to be significant. Apart from conventional methods, students encounter a shift in their learning approach (Sukartawan, 2022). Online learning raises technical challenges that include internet connection, hardware, and software issues, requiring students to overcome these technological barriers to ensure effective participation in the learning process (Mardhiyah et al., 2021).

The need for flexibility is a critical aspect in this change, considering that students have to adapt to the dynamics of time and different learning environments (Hasanuddin, 2021). More independent time management requires greater independence and self-discipline from students. Therefore, this change in learning style triggers the need to develop time management skills and the ability to adapt to varied learning environments (Hadiapurwa et al., 2021).

Adaptation to technology is also a major highlight. Students must understand and utilize digital learning tools and platforms, enabling them to actively participate in learning activities. Awareness of digital literacy and information technology skills is key in bridging the gap between learning needs and technological competence (Hendrarso, 2020).

Close involvement and collaboration between lecturers, students and staff is a key element in managing the transition towards more adaptive and responsive learning. In the context of changing learning styles after the COVID-19 pandemic, strong synergy is needed between all stakeholders in the academic environment. Lecturers act as learning facilitators who not only provide material, but also understand students' individual needs (Bungawati, 2022). Lecturers' openness to student feedback and the ability to respond to changing learning needs is key to creating a better learning experience. Students also have an active role in this transition. Student involvement in the learning process, including participation in online discussions, collaborative projects, and utilization of digital learning resources, can increase learning effectiveness (Tahar et al., 2022). Collaboration between students can also be a source of support and motivation. University staff, including administrative and technical officers, have an important role in providing operational and technical support necessary for the smooth learning process. They must be involved in providing reliable technological infrastructure, supporting academic administration, and providing technical assistance to lecturers and students. Changes in the roles and responsibilities of relevant parties also need to be acknowledged. Lecturers may need to expand their skills in using learning technology, while administrative staff may experience adjustments in supporting increasingly digital higher education operations (Hayati & Yulianto, 2021).

The continuation of online learning is not just a temporary solution, but a trend that will continue to develop in the future. Universities, including Marshal Dirgantara Suryadarma University, must develop long-term strategies to integrate online learning into their educational structure. This involves aligning the curriculum with online learning needs, so that learning material is not only relevant but also presented with methods appropriate to the digital environment. Universities must also invest in developing technology and infrastructure that supports the continuation of online learning. This includes ensuring adequate availability and accessibility of technology for all parties involved, including students, faculty, and staff. Resources such as hardware and software must be considered carefully, as well as ensuring stable internet access. Integrating technological developments into the learning experience is the key to creating an effective and adaptive learning model.

In dealing with changing learning styles, it is important to ensure that universities have adequate infrastructure to support online learning. Technological developments must be integrated effectively in the learning experience, involving the use of digital learning platforms, collaborative applications, and online teaching tools (Laksana, 2019). Lecturers also need to continue to develop their skills in using technology to improve teaching. These steps ensure that universities not only keep up with online learning trends, but are also proactive in creating an environment that supports the growth and sustainability of online

learning (Pratiwi et al., 2022). By focusing attention on technology and infrastructure, universities can face changing learning styles more readily, ensuring that students' learning experiences remain relevant and of high quality in the digital era.

Supporting student welfare is a crucial aspect in dealing with changing learning conditions. Students may experience additional stress and pressure when adapting to suddenly changing learning conditions, such as the shift to online learning (Sutomo, 2019). Therefore, universities, including Marshal Dirgantara Suryadarma University, must ensure mental and emotional well-being support for students. This involves providing counseling services, mental support resources, and wellness programs that can help students overcome the psychological challenges that may arise during these changes.

In addition, the ever-changing demands of the job market require close collaboration between universities and industry. Universities need to proactively collaborate with industry to understand changes in skills and knowledge needs (Rafiqoh, 2020). Learning strategies must include practical aspects and relevance to industry demands, so that graduates have skills that match job market expectations. Internship programs, collaborative projects with companies, and integration of industry input in curriculum preparation can be effective steps to ensure graduates' suitability for the world of work (Juniarso, 2019).

Commitment to improving the quality of learning is also a top priority. Higher education institutions need to continue to pay attention to the quality of learning in the context of this change. Implementation of human resource management strategies must be closely related to efforts to improve the quality of teaching (Yulia & Ramli, 2019). Lecturer training, innovative curriculum development, and regular evaluation of the learning process are important steps in ensuring that the education provided remains relevant, of high quality, and can meet student needs and expectations amidst continuous change (Sine, 2019).

LITERATURE REVIEW AND DEVELOPMENT HYPOTHESIS

Literature Review

The Importance of Study Skills in the 21st Century: Research by Mardhiyah et al. (2021) highlights the urgency of integrating learning skills in the 21st century education curriculum. Skills such as critical thinking, problem solving, communication, and collaboration are identified as important elements in forming competent human resources. 21st century education does not only focus on knowledge but also on developing skills to face the Industrial Revolution 4.0.

Implementation of Freedom to Learn: Research conducted by Hadiapurwa et al. (2021) demonstrated the successful implementation of the "Freedom to Learn" concept in facing the Society 5.0 era. This program encourages active learning, student participation, and the use of technology as a learning support. The research results show that Merdeka Belajar provides space for students to develop technology skills, collaboration and creativity, in accordance with the demands of a technology-based society.

Opportunities and Challenges of the Merdeka Belajar Curriculum: Research by Bungawati (2022) explores the opportunities and challenges in implementing the Merdeka Belajar curriculum in the Society 5.0 era. Research findings highlight flexibility in knowledge exploration, assessment focused on developing students' talents and interests, and the need to increase the competence of teachers and lecturers. The concept of Freedom to Learn encourages freedom in learning, reduces social jealousy, and creates an environment that supports student creativity.

Hypothesis Development

Based on the literature analysis above, several hypotheses can be proposed: Hypothesis 1:

There is a positive relationship between the implementation of the Independent Learning

concept and the development of students' technology skills. By providing freedom and support for independent learning, Merdeka Belajar is expected to be able to increase students' digital literacy and technology skills.

Hypothesis 2:

There is a positive relationship between curriculum adjustments and teaching methods and changes in learning styles after the COVID-19 pandemic at Marshal Dirgantara Suryadarma University. By incorporating 21st century skills and responsive learning methods, it is hoped that it can meet diverse learning needs and increase student engagement.

Hypothesis 3:

Developing lecturer skills in facing Society 5.0 has a positive impact on student participation and involvement. Lecturers who have the skills to support Merdeka Belajar and technology-based learning are expected to be able to create a more interesting and effective learning environment.

Hypothesis 4:

Good operational support from university staff contributes to the sustainability and effectiveness of learning, especially in the context of Merdeka Belajar and online learning. University staff who provide administrative and technical support can create an environment that supports faculty and student focus on learning activities.

Hypothesis 5:

The sustainability of online learning as a future trend requires strong preparation and support from university human resource management. By designing training programs, providing technology resources, and designing supportive policies, universities can maintain the smoothness and effectiveness of online learning.

METHODS

This research uses a qualitative literature study method to explore the implications of changes in student learning styles after the COVID-19 pandemic at Marshal Dirgantara Suryadarma University.

This research began by determining the focus on changes in student learning styles as a result of online learning after the COVID-19 pandemic. By using qualitative literature study methods, the research will systematically explore and analyze literature sources that are relevant to the context. The critical steps in determining a research topic, selecting literature sources, and then analyzing and synthesizing findings from the literature will form the basis for an in-depth understanding of changes in student learning styles. This research not only aims to identify significant findings, but also to develop a conceptual framework that can help in understanding the implications of these changes holistically. By combining a qualitative approach to literature study and student context at Marshal Dirgantara Suryadarma University, this research seeks to provide meaningful and relevant insights regarding post-pandemic changes in learning styles.

RESULTS AND DISCUSSION

Results

1. The Importance of Learning Skills in the 21st Century as a Demand in Human Resource Development (Mardiyah et al., 2021)

The first research entitled "The Importance of Learning Skills in the 21st Century as a Demand in Human Resource Development" illustrates the urgent need to incorporate learning skills in 21st century education. The balance between knowledge and skills is identified as a key foundation for forming quality human resources.

This research involved writers from the Indonesian University of Education and was conducted using descriptive qualitative methods with a literature study approach. The results of the literature analysis highlight that 21st century learning is focused on training students' skills, including critical thinking, problem solving, metacognition, communication, collaboration, innovation, and information literacy. The research findings underline the important role of education in creating human resources who not only have solid knowledge but also skills relevant to the dynamics of the Industrial Revolution 4.0. The importance of 21st century education in opening up job opportunities and expanding employment opportunities for Indonesian people is highlighted as one of the main contributions of this research. With a focus on learner-centered learning, this research highlights the need for educators who are ready to teach and educate through a 21st century learning approach. It is hoped that 21st century education can create human resources who not only excel in the field of information technology but are also able to integrate human aspects.

2. Implementation of Independent Learning to Equip the Young Generation with Competencies in Facing the Era of Society 5.0 (Hadiapurwa et al., 2021)

The second research, entitled "Implementation of Freedom of Learning to Equip the Young Generation with Competencies in Facing the Era of Society 5.0," provides an in-depth insight into the implementation of the concept of "Freedom of Learning" in higher education and high school environments in Indonesia. Within the framework of Society 5.0, which is an evolution of the Industrial Revolution 4.0, this research reflects an effort to explore the extent to which the Merdeka Belajar program can prepare the younger generation to face an era marked by an increasingly close relationship between humans and technology.

In this research, Angga Hadiapurwa, Putri Riani, Mega Fitria Yulianti, and Endah Kurnia Yuningsih applied a quantitative descriptive method through a survey of 14 SMA/SMK/MA students and 36 university students in several areas in West Java Province. The focus is on the impact of the Merdeka Belajar program on the ability of pupils and students to face the changes brought about by Society 5.0.

The research reached several key findings. In the context of skills in using technology, the results show that respondents generally have proficiency in using technology in everyday life. In more detail,

Most students can be categorized as proficient in using technology, indicating that digital literacy is an important aspect that they can rely on in facing the ever-developing technological era.

The use of technology as a learning support received significant support from respondents. Most students feel that technology makes a positive contribution to the effectiveness of their learning. This emphasizes the importance of integrating technology in the learning context in the 21st century, in line with the demands of a technology-based society.

Aspects of the use of technology-based learning media are also highlighted in this research. The majority of students report that they receive learning through a variety of technological media, indicating that diversifying learning methods can enrich their learning experience.

Research highlights that the Merdeka Belajar program provides clear directions for carrying out group work and participating in learning. This is important because student involvement in group work can improve collaboration and interpersonal skills, in accordance with the demands of Society 5.0 which emphasizes collaboration between humans and technology.

The opportunity to express opinions and contribute to learning receives significant attention from students. Most respondents felt that they were given space to express their thoughts and ideas. This reflects the importance of giving students the opportunity to be part of the learning process, helping them develop critical thinking skills and creativity.

Thus, this research not only illustrates the success of the Merdeka Belajar program in the context of developing technological skills, but also highlights its positive impact on student participation, creativity and collaboration amidst the dynamics of the Society 5.0 Era. This literature study provides a valuable basis for adaptive and progressive educational efforts, raising relevant questions about how the concept of Merdeka Belajar can be further improved and integrated into the education system as a whole to produce human resources ready to face a future full of complexity and change. fast.

3. Opportunities and Challenges of the Independent Learning Curriculum Towards the Era of Society 5.0 (Bungawati, 2022)

This third research, entitled "Opportunities and Challenges of the Independent Learning Curriculum Towards the Era of Society 5.0" by Bungawati, discusses the shift in the modernization of education in Indonesia and the need for updates in the curriculum to equip students with problem-solving abilities in various scientific fields. The concept of independent learning has become a new spirit for the transformation of better education policies. This research uses a literature study method to analyze the opportunities and challenges of the independent learning curriculum in facing the Society 5.0 era.

The shift in educational modernization, as discussed in this research, reflects adaptation to technological developments and social change. Merdeka Belajar is implemented as a supporting component of the Society 5.0 era, where humans are expected to be able to utilize technological developments to overcome social problems and create a better life.

This research highlights several key findings. First, the concept of independent learning provides students with the opportunity to explore various scientific fields without being bound by the boundaries of their study program. This allows the development of independent spirit character through exploring knowledge from various sources, both the real world and the virtual world.

The independent learning curriculum creates opportunities to increase student creativity through outing class programs, where students are freed from the confines of grades and targets. Character formation and assessment in the concept of independent learning focus on developing talents and interests, reducing social jealousy, and allowing students to focus on their personal goals.

This research highlights the importance of increasing the competence of teachers and lecturers as part of improving the quality of human resources in facing Society 5.0. The concept of independent learning challenges educators to be committed, independent, and able to create a pleasant learning atmosphere. Society 5.0 opens up opportunities for the use of artificial intelligence (Artificial Intelligence) in the world of education. This transformation can help humans live a more meaningful life with a balance between the real world and the virtual world. Thus, this research contributes to the understanding of how the concept of independent learning can be the basis for producing a generation that is ready to face global change in the Society 5.0 era.

Discussion

1. Adjustment of Curriculum and Teaching Methods

Adjusting the curriculum and teaching methods is the key to facing changes in learning styles after the COVID-19 pandemic at Marshal Dirgantara Suryadarma University. According to Hadiapurwa et al. (2021), the first study to highlight the importance of learning skills in the 21st century, providing a basis for designing curricula that focus not only on knowledge but also on developing students' skills. In this context, curriculum adjustments need to include the integration of 21st century learning skills such as critical thinking, problem solving, communication and collaboration.

According to Hadiapurwa et al. (2021) in the second study, the implementation of Merdeka Belajar shows that teaching methods must give students the freedom to undertake independent learning. Lecturers need to adopt an approach that facilitates active learning,

utilizes technology as a tool, and provides space for students to express their thoughts and ideas. Therefore, adapting teaching methods must include strategies that allow more active interaction, both online and offline, to support the needs of diverse learning styles.

According to Bungawati (2022) in the third study, which discussed the opportunities and challenges of the Merdeka Belajar curriculum, highlighting the importance of outing classes and assessments focused on developing students' talents and interests. Curriculum adjustments should also include flexibility in providing assessments, considering a variety of ways to evaluate student progress that reflect the diversity of their learning styles.

Create a forum for dialogue between faculty and students to better understand their learning preferences and needs. This can help in designing more specific and relevant curriculum adjustments. By responding actively to student needs, the curriculum can become more adaptive to changes in learning styles after the COVID-19 pandemic.

Overall, adapting the curriculum and teaching methods at Marshal Dirgantara Suryadarma University must be an integral part of the human resource management strategy. By ensuring that this approach is aligned with student needs and developments in 21st century education, universities can meet the challenges of changing learning styles more effectively.

2. Lecturer Skills Development

Developing lecturer skills is a crucial aspect in facing changes in learning styles after the COVID-19 pandemic at Marshal Dirgantara Suryadarma University. According to Hadiapurwa et al. (2021), the second research shows that lecturers need to have skills that support the implementation of the Independent Learning concept, including the ability to manage technology-based learning and encourage active student participation. Therefore, efforts need to be made to develop lecturers' skills so that they can align teaching methods with student needs in facing Society 5.0.

Developing lecturer skills does not only include technological competence, but also the ability to create a learning environment that supports student collaboration and creativity. As found in the second study, lecturers need to be able to provide clear directions for group work and provide space for students to contribute to the learning process. Therefore, lecturer skills development must integrate these aspects, ensuring that they can have a positive impact on student learning and development.

Efforts to develop lecturer skills also need to consider the need for non-technical skills, such as interpersonal skills and the ability to respond to changes in the educational environment. Bungawati (2022) in the third study highlighted the importance of commitment, independence and the ability to create a pleasant learning atmosphere as part of the lecturer's role in facing Society 5.0.

Universities can organize regular training and workshops to help lecturers develop new skills, especially those related to technology and innovative learning approaches. Through this approach, lecturers can be better prepared to face changes in learning styles and meet student expectations in facing future challenges. Lecturer skills development should be an integral part of universities' human resource management strategies, which focus on improving the quality of education and teaching.

Thus, developing lecturers' skills is not only about updating their technical knowledge, but also about understanding and responding to changes in student learning needs and becoming effective facilitators in innovative learning processes.

3. Managing Student Engagement

Managing student involvement is a key element in the human resource management strategy at Marshal Dirgantara Suryadarma University, especially in facing changes in learning styles after the COVID-19 pandemic. Referring to research by Hadiapurwa et al. (2021), as well as relevant research (Mardhiyah et al., 2021; Bungawati, 2022), student

involvement is an important factor in the context of Merdeka Belajar and Society 5.0.

Lecturers, as learning managers, need to understand and manage student involvement effectively. In the context of Merdeka Belajar, lecturers need to provide clear directions for group work and give students space to contribute to learning, as found in the second study. Therefore, universities need to develop strategies to increase student involvement in the learning process, including supporting collaboration between students and ensuring that they feel valued and heard.

Managing student engagement also includes the application of technology as a learning support tool. As highlighted in the second study, students positively perceive the contribution of technology to the effectiveness of their learning. Therefore, universities need to ensure adequate technological infrastructure and provide training to students and lecturers to use technology well.

In addition, strategies for managing student involvement also need to include giving students the opportunity to voice their opinions and ideas, as expressed in the third study. Lecturers need to create an inclusive learning space, where students feel comfortable to contribute and engage in discussions. This can include using active, student-centred learning methods, as well as motivating them to develop critical thinking and creativity skills.

Managing student involvement is not only the responsibility of lecturers but also involves an active role from the university in creating educational policies and environments that support student involvement. Through this approach, universities can ensure that student engagement becomes an integral part of the learning experience, helping them develop skills and knowledge relevant to future demands.

4. The Role of University Staff in Operational Support

The role of university staff in supporting operations is a crucial element in the human resource management strategy of Marshal Dirgantara Suryadarma University amidst changes in learning styles after the COVID-19 pandemic. Research by Hadiapurwa et al. (2021) and other related research highlight the importance of operational support in implementing Merdeka Belajar and Society 5.0 in higher education environments.

University staff have a very significant role in ensuring smooth operations and providing administrative and technical support to lecturers and students. In the context of Merdeka Belajar, staff need to ensure the availability of various learning resources, including teaching materials, discussion rooms and technological facilities. In addition, they can play a role in preparing a schedule that supports the flexibility of Merdeka Belajar learning.

Operational support from university staff also includes technical aspects related to managing online learning platforms. Along with integrating technology in learning, staff need to ensure that online platforms function well, provide technical assistance to lecturers and students, and involve them in training related to learning technology.

In addition, university staff can play a role in providing administrative support that makes the learning process easier. This includes handling administration related to course registration, managing student data, and providing support services related to academic administration. In this way, university staff can help create an environment that supports lecturers' and students' focus on learning activities.

In the context of Society 5.0, the role of university staff is also related to understanding and adapting to new technological developments. They can act as a liaison between lecturers, students and external parties to ensure that the Merdeka Belajar approach and application of learning technology is in line with the latest developments.

The important role of university staff in operational support not only supports educational continuity, but also helps create an environment that is responsive to change, especially in facing the dynamics of changing learning styles and technology after the COVID-19 pandemic. In this way, university staff become an integral part of a successful human

resource management strategy at the university.

5. Sustainability of Online Learning as a Future Trend

The sustainability of online learning as a future trend is an important aspect in the context of human resource management strategies at Marshal Dirgantara Suryadarma University facing changes in learning styles after the COVID-19 pandemic. According to research by Hadiapurwa et al. (2021) and related findings, online learning has a positive impact on the development of technology skills and student learning independence.

The continued importance of online learning as a future trend shows the need for universities to prepare lecturers and students to face this dynamic. In this case, human resource management needs to design special training and development programs to increase the digital literacy of lecturers and students, and ensure that they can integrate technology effectively in the learning process.

Human resource management can also play a role in identifying and providing the resources necessary to support continued online learning, including technology infrastructure, accessibility to online learning platforms, and consistent technical support. This will help ensure that the entire academic community can engage effectively in online learning.

In addition, human resource management can design policies that support the sustainability of online learning, including time flexibility policies for lecturers and students, increasing accessibility to online learning materials, and incentives for lecturers who actively develop and implement innovative learning methods.

By ensuring the continuity of online learning as a future trend, Marshal Dirgantara Suryadarma University can continue to adapt to changes in the world of education and prepare its human resources to become competent in an increasingly digital and connected environment. In this way, human resource management has a key role in supporting the university's vision and mission in providing education that is relevant and responsive to the demands of the times.

CONCLUSIONS

Marshal Dirgantara Suryadarma University's human resource management strategy in facing changes in learning styles after the COVID-19 pandemic requires holistic adjustments. The importance of adapting curricula and teaching methods, as proposed in the second study, forms the basis of the University's efforts to create adaptive learning environments. The development of lecturer skills and the role of university staff in operational support are key factors in ensuring the success of this strategy. In addition, student involvement and support for student welfare play an important role in creating an inclusive and competitive learning environment. In this context, Marshal Dirgantara Suryadarma University can utilize research findings to inform its policies and initiatives. The emphasis on the sustainability of online learning as a future trend indicates the need for investment in technology and supporting infrastructure. In conclusion, a successful human resource management strategy will include curriculum adjustments, lecturer skills development, student engagement management, the role of university staff, and student welfare support, all integrating to create a learning environment that is responsive to changing times.

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