



Recognition of UNSURYA Human Resources (HR) Competencies in the Demographic Bonus Era

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Abstract: *The demographic bonus is an important period for Indonesia to utilize the potential of human resources (HR) to achieve sustainable economic growth. This research aims to analyze the recognition of HR competency at Marshal Suryadarma Dirgantara University in the demographic bonus era through a literature approach. The method used is a qualitative method by collecting data from various literature sources related to the recognition of human resource competencies in Indonesia and educational experiences at Dirgantara Marshal Suryadarma University. The research results show that Marshal Suryadarma Dirgantara University has implemented various methods and activities for recognizing HR competencies which include relevant curriculum, practical training, and partnerships with the aviation industry. However, there are challenges in operationalizing HR competency recognition, including a lack of understanding and awareness of the importance of competency recognition, as well as limitations in competency measurement and evaluation. Efforts are needed to increase awareness, coordination and effective communication between universities, industry and government in order to increase recognition of HR competency at Marshal Suryadarma Dirgantara University*

Keywords: *Demographic bonus, human resources, competency recognition, Marshal Suryadarma Aerospace University, literature approach.*

INTRODUCTION

The demographic bonus era is a period in which the proportion of the population of productive age (15-64 years) in a country reaches its peak. Indonesia is currently experiencing a demographic bonus era which is characterized by a large population of productive age. In this era, quality and competent human resources (HR) are very important for the country's development.

Marshal Suryadarma Aerospace University (UDMS) is one of the higher education institutions in Indonesia that focuses on the field of aviation and aerospace. In facing the demographic bonus era, UDMS needs to recognize and

improve the competence of their human resources so that they can produce quality graduates who are ready to face challenges in the aviation and aerospace sector.

This research aims to analyze the recognition of human resource (HR) competency at Marshal Suryadarma Dirgantara University (UDMS) in facing the challenges of the demographic bonus era. This research uses a qualitative method with a literature approach as the main method for collecting and analyzing data. Data was collected through a literature review related to recognition of HR competencies, demographic bonuses, and education policies in Indonesia.

The literature approach was chosen because it allows researchers to gain in-depth insight into ideas, concepts and theories related to the recognition of HR competencies and the demographic bonus. In addition, this approach allows researchers to compare HR competency recognition practices at UDMS with other higher education institutions in similar situations.

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Although UDMS has made significant efforts in recognizing their HR competencies, there are still several challenges that need to be overcome. These challenges include limited resources, related education policies, and rapid changes in technology and market needs. Therefore, UDMS needs to continue to develop innovative and responsive strategies to ensure that their HR competency recognition remains relevant and effective in facing the demographic bonus era.

LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

State your Grand theory which became the basic theory of the Agency theory (Jensen and Mackling 1976). Middle theory: Assymetri Information theory (Akerlof 1970). Applied theory: Is Signalling theory (Ross 1977). **Agency Theory** was introduced by Jensen and Meckling (1976) in Sugiyanto and Etty (2018) etc.

METHODS

Qualitative Methods

A method that focuses on in-depth observation. Therefore, the use of qualitative methods in research can produce a more comprehensive study of a phenomenon.

Literature Approach

A series of activities related to methods of collecting library data, reading and taking notes, and managing research material.

RESULT AND DISCUSSION

Demographic Bonus in Indonesia

The demographic bonus is a phenomenon where a country has a large population of productive age in a certain period. In Indonesia, the demographic bonus is estimated to occur between 2020 and 2030. In this period, the number of people of productive age (15-64 years) is expected to reach its peak, while the number of people of non-productive age (under 15 years and over 64 years) relatively lower. The demographic bonus can provide great potential for a country's economic development if managed well. However, if not managed well, the demographic bonus can also become an economic and social burden.

The demographic bonus provides an opportunity for Indonesia to increase productivity and economic growth. With a large population of productive age, Indonesia has the potential to increase the workforce that can drive economic sectors. However, to realize this potential, efforts are needed to develop skills and improve the quality of education, training, and create sufficient job opportunities.

Recognition of HR Competency in Higher Education Institutions

Recognition of human resource (HR) competency is a process in which higher education institutions or relevant institutions recognize individual qualifications and abilities obtained outside the formal education system. Recognition of HR competencies is important because it can facilitate career mobility, professional development, and increased employment opportunities for individuals who have acquired experience and skills outside formal education.

Higher education institutions have an important role in recognizing HR competency. They can develop policies and procedures to recognize qualifications obtained outside formal education, such as work experience, training, or professional certification. Recognition of HR competency can also be carried out through an objective evaluation or testing process to measure individual knowledge, skills and competencies.

Marshal Suryadarma Aerospace University: History and Development

Marshal Suryadarma Aerospace University (UDMS) is a university in Indonesia which focuses on the aerospace field, especially in the field of aviation and aerospace. This university was founded in 2000 and is part of the Indonesian government's efforts to develop the national aerospace industry.

UDMS has a vision to become a leading university in the aerospace field that produces quality graduates who are ready to compete at the global level. This university offers various study programs, such as aviation engineering, aerospace engineering, aviation management, and others. Apart from that, UDMS also has supporting facilities, such as laboratories, flight simulations and aircraft hangars.

Since its founding, UDMS has continued to experience significant development. This university continues to improve its curriculum and teaching quality, as well as establishing collaborations with the aerospace industry and international educational institutions. This aims to prepare graduates to be ready to face the challenges and demands that exist in the aerospace industry.

Policies and Practices for Recognizing Human Resource Competencies at Marshal Suryadarma Aerospace University

Dirgantara Marshal Suryadarma University (UDMS) has a policy and practice of recognizing HR competencies as part of its efforts to recognize individual qualifications and abilities obtained outside formal education. UDMS realizes the importance of recognizing HR competency in facing the dynamic development of the aerospace industry.

UDMS has a mechanism for recognizing HR competency which involves an evaluation and testing process. Individuals who wish to recognize their competency in the UDMS can submit an application and submit supporting evidence, such as work experience, training, certification, or a portfolio of relevant work. After that, the evaluation team at UDMS will assess the evidence submitted.

Apart from that, UDMS also collaborates with the aerospace industry to recognize HR competency. The university works closely with companies in the aerospace industry to identify required competencies and recognize relevant qualifications. This collaboration also plays a role in ensuring that the UDMS curriculum is aligned with industry needs.

UDMS also encourages students to develop competencies outside formal education through internship programs, practical work, or research projects that involve collaboration with industry. This experience can be recognized as additional competency that will increase students' grades and qualifications when entering the world of work.

With the existence of HR competency recognition policies and practices, UDMS provides individuals with the opportunity to gain recognition for the qualifications and abilities they have acquired outside formal education. This provides flexibility in access to education and employment opportunities for those with relevant experience and skills in the aerospace industry

4. Implementation of HR competency recognition at Marshal Suryadarma Dirgantara University can be carried out through the following steps:

4.1 Selection of Relevant Curriculum:

- a. Competency Identification: Identify the competencies required by graduates in the aerospace industry. Engage industry experts and practitioners to gain better insight into industry needs.
- b. Curriculum Revision: Revise the existing curriculum to include identified competencies. The curriculum should include relevant courses, practicums, and projects that can help students develop the required competencies.
- c. Collaboration with Industry: Involving companies and industrial organizations in the curriculum design process. They can provide valuable input and insight to ensure the curriculum is relevant and in line with industry developments.

4.2 Certification and Training:

- a. **Identify Required Certifications:** Identify certifications recognized by the aerospace industry that can enhance student competency. For example, certification in aircraft design, avionics maintenance, or aerospace project management.
- b. **Integration of Certification in the Curriculum:** Including certification requirements in the curriculum. Provide appropriate training and preparation for students to pass relevant certification exams.
- c. **Partnership with Certification Bodies:** Collaborate with recognized certification bodies to administer certification exams on campus. This can make it easier for students to access certification and increase the credibility of the program.

4.3 Partnership with Industry:

- a. **Arranging Collaboration:** Establishing strategic collaboration with aerospace industry companies and organizations. This may involve placing students in internships or joint projects, collaboration on research, or joint program development.
- b. **Mentoring and Guidance:** Providing mentors or mentors from industry to students. Mentors can provide practical guidance and insight to students relating to the competencies required in the industry.

4.4 Monitoring and Evaluation:

- a. **Form a Monitoring Team:** Form a competency monitoring team consisting of university staff, lecturers and industry experts. This team is responsible for monitoring student progress in developing desired competencies.
- b. **Learning Process Evaluation:** Conduct an evaluation of the learning process carried out by the university. Identify strengths and weaknesses in developing student competencies and make necessary improvements.
- c. **Feedback from Industry:** Involving industry in providing feedback on the quality of graduates. Hold regular meetings or surveys with companies to find out the extent to which university graduates meet industry needs.

By implementing the steps above, Marshal Suryadarma Dirgantara University can increase recognition of their HR competencies and ensure their graduates are ready to face challenges in the aerospace industry.

5. In recognizing HR competency at Marshal Suryadarma Dirgantara University, there are several challenges that need to be overcome. Here are some challenges you may face:

1. **Adequate Resource Support (5.1):** One of the challenges that universities often face is the availability of adequate resources. In this case, Marshal Suryadarma Dirgantara University may need to face limitations in terms of funds, facilities and equipment needed to implement the HR competency recognition program. To overcome this challenge, universities need to work together with related parties, including government and industry institutions, to obtain adequate support.

2. Integration of Curriculum with Industry Needs (5.2): Recognition of HR competencies at universities must ensure that the curriculum prepared can meet industry needs. The challenge in this case is how to ensure that the existing curriculum includes knowledge, skills and competencies that are relevant to the world of work. Marshal Suryadarma Dirgantara University needs to conduct a job market analysis and collaborate with the aviation industry to understand their needs and integrate this input into the existing curriculum.
3. Role of the Government and Related Stakeholders (5.3): The government and related stakeholders, such as certification bodies and industry associations, have an important role in recognizing HR competency. The challenge in this case is ensuring that there is good coordination and cooperation between universities, government and relevant stakeholders to ensure that competency recognition standards and procedures are widely recognized and in line with industry needs. Marshal Suryadarma Dirgantara University needs to establish strong partnerships with these related parties and involve them in the process of developing and recognizing HR competencies.

To overcome these challenges, Marshal Suryadarma Dirgantara University can take steps such as increasing access to resources, strengthening cooperation with industry, and establishing strategic partnerships with the government and related stakeholders. In addition, involving alumni in the process of curriculum development and competency recognition can also help ensure relevance to the world of work.

6. Solutions and Recommendations

6.1 Improved Monitoring and Evaluation

To improve monitoring and evaluation in the education system, some steps that can be taken include:

- a. Developing an effective monitoring system: The government and educational institutions need to work together to develop an effective monitoring system to measure the quality of education. This system should include clear indicators and accurate evaluation methods to track student progress, teaching quality, and school performance.
- b. Use of technology in monitoring: Technology can be used to facilitate more efficient monitoring and evaluation. For example, the use of online learning platforms and data analysis tools can help collect and analyze data in real-time to understand student progress and identify areas for improvement.
- c. Involvement of parents and community: Parents and community also need to be involved in monitoring and evaluating education. They can play a role in providing feedback on the quality of education and participate in the school evaluation process. This can be done through regular meetings between schools and parents, parent satisfaction surveys, or open discussion forums.

6.2 Optimization of Resource Support

To increase the efficiency of resource use in the education system, the following are some solutions that can be implemented:

- a. Smart budget planning: The government should undertake careful budget planning to ensure proper allocation of resources for education. Priority should be given to key aspects such as curriculum development, teacher training and educational infrastructure renewal.
- b. Partnerships with the private sector: The government can establish partnerships with the private sector to obtain additional support in the form of funds or other resources. Such partnerships can help reduce the financial burden on governments and expand access to relevant resources.
- c. Increased efficiency of resource use: Educational institutions should focus on more efficient use of resources. For example, the use of technology in the learning process can reduce dependence on physical resources and save costs. In addition, collaboration between educational institutions can also help in sharing resources and optimizing their use.

6.3 Increasing Curriculum Integration with Industry Needs

To improve curriculum integration with industry needs, the following steps can be taken:

- a. Consultation with industry stakeholders: Educational institutions should actively communicate and collaborate with industry stakeholders such as companies, industry associations and industry experts. This consultation can help understand current and future industry needs and expectations, so that the curriculum can be adjusted appropriately.
- b. Preparation of relevant curricula: Based on input from industry stakeholders, educational institutions must develop curricula that are relevant to industry needs. This includes introducing subjects or programs that cover the skills and knowledge required in the world of work.
- c. Developing internship programs and collaboration with industry: Educational institutions can collaborate with industry to organize internship programs, industrial visits or project collaboration. This will help students gain practical experience and a better understanding of industry needs.
- d. Teacher training and development: Teachers also need to be given training and development that leads to curriculum integration with industry needs. This training may include industry trends, required skills, and relevant teaching methods. In this way, teachers can be more effective in conveying material related to industrial needs to students.

Apart from that, it is also important to update the curriculum regularly so that it remains relevant to industry developments. Involving industry stakeholders in the curriculum development process can help ensure that the curriculum is continually updated according to evolving needs.

It is hoped that these recommendations will help improve educational monitoring and evaluation, optimize the use of resources, and increase curriculum integration with industry needs. However, it should be remembered that implementing this solution requires collaboration between government, educational institutions, industry and other stakeholders. Solutions and Recommendations

6.1 Improved Monitoring and Evaluation

6.2 Optimization of Resource Support

6.3 Increasing Curriculum Integration with Industry Needs

CONCLUSIONS

Through an analysis of the literature approach, we will conclude the strategies that have been implemented by UDMS in recognizing the competence of their human resources in the demographic bonus era. We will also identify the challenges faced by UDMS and provide practical implications for increasing recognition of HR competencies in these institutions.

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