MANEGGIO JOURNAL

Building Globally Competitive Human Resources: Integration, Competence, Technology, and Local Values

Nico Kosasih¹*
¹STIE PANCASETIA, Indonesia
Email : nicokosasih@gmail.com *

ABSTRAK

Dalam era globalisasi dan disrupsi teknologi, penguatan sumber daya manusia (SDM) yang berdaya saing global menjadi kebutuhan mendesak bagi kemajuan bangsa. Penelitian ini bertujuan untuk mengkaji strategi pembangunan SDM melalui pendekatan integratif yang menggabungkan penguasaan kompetensi global, pemanfaatan teknologi digital, serta pelestarian nilai-nilai lokal. Dengan menggunakan pendekatan kualitatif-deskriptif, kajian ini menyoroti pentingnya sinergi antara pendidikan, pelatihan berbasis kebutuhan industri, dan penguatan karakter lokal dalam mencetak SDM unggul. Hasil penelitian menunjukkan bahwa pengembangan SDM yang berdaya saing global tidak hanya bergantung pada kecakapan teknis dan adaptasi teknologi, tetapi juga pada internalisasi nilai-nilai kearifan lokal sebagai pembentuk identitas dan etika kerja. Integrasi antara aspek kompetensi, teknologi, dan budaya lokal diyakini mampu menciptakan SDM yang tidak hanya siap bersaing di tingkat global, tetapi juga tetap berakar pada nilai-nilai nasional. Kajian ini merekomendasikan perlunya kolaborasi multisektor antara pemerintah, lembaga pendidikan, dan dunia usaha dalam membangun ekosistem pengembangan SDM yang berkelanjutan dan kontekstual.

Kata kunci: daya saing global, sumber daya manusia, kompetensi, teknologi, nilai lokal

ABSTRACT

In the era of globalization and technological disruption, strengthening globally competitive human resources (HR) is an urgent need for national progress. This study aims to examine HR development strategies through an integrative approach that combines mastery of global competencies, utilization of digital technology, and preservation of local values. Using a qualitative-descriptive approach, this study highlights the importance of synergy between education, industry-based training, and strengthening local character in producing superior HR. The results of the study show that the development of globally competitive HR depends not only on technical skills and technological adaptation, but also on the internalization of local wisdom values as a shaper of identity and work ethics. The integration of aspects of competence, technology, and local culture is believed to be able to create HR that is not only ready to compete globally, but also remains rooted in national values. This study recommends the need for multi-sector collaboration between the government, educational institutions, and the business world in building a sustainable and contextual HR development ecosystem.

***Keywords:** global competitiveness, human resources, competence, technology, local values*

INTRODUCTION

In the era of globalization and the rapidly developing industrial revolution 4.0, the development of high-quality human resources (HR) is the main pillar in increasing the competitiveness of a nation. Rapid technological changes, the emergence of digital business models, and the dynamics of the global job market require HR who are not only technically skilled, but also adaptive, creative, and have high social skills.(Budiarto et al., 2018). Countries with the ability to build superior human resources will have a stronger position in facing global competition, while countries that lag behind in human resource development will face serious challenges, both in economic, social, and political aspects. In the context of Indonesia, these challenges are increasingly complex because they must integrate human resource development into a framework that is not only global, but also remains rooted in local cultural values that are the characteristics and strengths of the nation (Susanto & Hakim 2024).

The importance of building globally competitive human resources in Indonesia cannot be separated from the fact that the current demographic bonus is both an opportunity and a challenge. If not accompanied by the right strategy in developing human resources, the demographic bonus could actually become a burden. Data shows that although Indonesia has a large workforce, the level of productivity and competence is still uneven. Many graduates of education are not absorbed by the world of work because of the mismatch between the competencies they have and the needs of the industry. In addition, the development of digital technology has created a need for new skills that have not been fully accommodated by the national education system. This shows that there is a gap between the world of education, training, and the world of work that must be bridged immediately through an integrative approach in human resource development (Abdoellah, 2016).

Developing globally competitive human resources is not enough to rely solely on increasing cognitive capacity and mastery of technology. Although academic ability and mastery of the latest technological devices are important assets in facing the era of globalization, this is not enough to create resilient human resources as a whole. It is also necessary to strengthen character, ethical values, and strong cultural roots as a foundation for forming Indonesian people who are not only intelligent, but also moral, have integrity, and have a social soul (GS, IAD 2022). In the midst of a competitive and rapidly changing world, a strong character is an anchor that keeps a person from easily slipping into unethical practices or losing their national identity. Therefore, the approach to human resource development must be carried out holistically, by integrating three main components: mastery of global competencies, productive use of technology, and preservation and internalization of local values as a form of national character.

In practice, this integrative approach demands a transformation in the education and training system, which no longer only emphasizes cognitive aspects and academic achievement, but also the development of 21st-century skills that are relevant to the needs of the times. Skills such as critical thinking, effective communication skills, cross-disciplinary collaboration, and creativity in solving complex problems must be instilled early on through a contextual curriculum, project-based learning, and a learning environment that encourages exploration and innovation. However, these technical and intellectual aspects must be balanced with character education that instills the noble values of the nation's culture. Local values such as mutual cooperation, honesty, responsibility, discipline, and a spirit of togetherness must remain the breath of every education and training process, because these values are what form a strong work ethic and social solidarity (Adnyana et al., 2025).

These local values are not only a legacy of the past, but also social capital that is relevant for the future. In the midst of globalization that often standardizes culture and perspectives, preserving local values is an important strategy to maintain the uniqueness and personality of Indonesian human resources (Patta, 2016). Human resources who are able to compete on the international stage but remain grounded in their cultural values will have moral strength and identity that is not easily faded. Thus, human resource development must be directed to not only produce individuals who are globally competent, but also those who have a sense of love for the homeland, concern for society, and commitment to the progress of the nation. When technology and competence combine with character and values, superior human resources will be created who are ready to face world challenges, but remain down to earth and have a humanitarian orientation (Hardiyanti, 2020).

The use of technology in human resource development cannot be ignored. Digital technologies, such as e-learning, artificial intelligence (AI), and big data, have opened up new opportunities in the learning and job training process. Digital transformation can increase the accessibility of education, accelerate the transfer of knowledge, and improve training efficiency. However, the use of technology must be accompanied by an awareness of the importance of human values so that the human resources produced are not alienated from the social and cultural context in which they live. Therefore, building globally competitive human resources also means creating a balance between technology and values, between modernity and tradition, between global competence and local identity (Maria et al., 2024).

The importance of integration between competence, technology, and local values in human resource development is also in line with the vision of Indonesia Emas 2045, where the quality of Indonesian people is the main key to achieving an independent and sovereign developed country. In this case, the role of the government, educational institutions, the business world, and civil society is very crucial. Synergy between stakeholders needs to be built to create a sustainable, contextual, and inclusive human resource development ecosystem. Without strong cross-sector cooperation, efforts to build globally competitive human resources will be difficult to achieve. Therefore, this study is relevant to answer the challenges and formulate human resource development strategies that are not only able to compete globally, but also able to maintain local wisdom as an invaluable national identity (Saripah et al., 2025).

METHOD

This study uses a qualitative-descriptive approach that aims to explore in depth the strategy for developing globally competitive human resources (HR) through the integration of competence, technology, and local values. This approach was chosen because it allows a comprehensive understanding of the social, cultural, and educational phenomena that influence HR development in Indonesia. Data were collected through literature studies by reviewing various secondary sources, such as books, scientific journals, policy reports, and relevant official documents, with a focus on three main aspects, namely global competence, utilization of digital technology, and internalization of local values in the education process and job training. Data analysis was carried out using content analysis techniques to identify key themes and patterns of relationships between concepts, and to assess their practical implications for HR development policies. To increase the validity of the findings, data triangulation was carried out by comparing various sources from different perspectives. Through this method, the study is expected to be able to provide a contextual strategic picture of the development of Indonesian HR that is superior globally but remains strongly rooted in local identity and values.

RESULTS AND DICSUSSIONS
1. Global Competence as the Main Pillar of HR Competitiveness

The results of literature studies consistently confirm that global competence is one of the main pillars in creating competitive human resources (HR) amidst the flow of globalization and technological disruption. Global competence is not only limited to technical or academic aspects, but also includes cultural, social, and emotional dimensions that enable individuals to work effectively in multicultural and dynamic contexts. This competence includes cross-cultural communication skills, foreign language proficiency, critical and creative thinking skills, international collaboration skills, and adaptability to global change and uncertainty (Zahwa et al., 2025). Individuals who have global competence are able to understand cross-cultural perspectives, solve complex problems collaboratively, and play an active role in international networks. In the era of the Industrial Revolution 4.0 and Society 5.0, this global competence is an added value that determines the success of individuals in the global job market. However, in the Indonesian context, the development of global competence faces a number of structural and systemic challenges. One of the main obstacles is the gap in the quality of education between regions, which causes disparities in the achievement of student competence. In remote and underdeveloped areas, access to quality education is still limited, both in terms of infrastructure, teaching staff, and learning resources. This has an impact on the minimal exposure of students to global-minded materials and 21st-century skills (Agustin et al., 2024).

The mismatch between the education curriculum and the needs of the global job market is also a crucial issue. Many educational institutions are still oriented towards memorization and cognitive values, without providing sufficient space for the development of soft skills such as creativity, communication skills, leadership, and problem solving. In fact, multinational companies now prioritize prospective workers who have adaptive, communicative, and innovative characters. Soft skills development programs in educational environments are still sporadic and have not been systematically integrated into the learning process (Apriyanti et al., 2023). As a result, graduates of formal education tend to experience a gap between their competencies and the demands of the world of work, especially in sectors with high global exposure such as technology, international finance, and the creative industry.

Various literatures suggest the need for a transformation of the national education curriculum to address these challenges. The static and uniform curriculum needs to be replaced with a learning model that is more contextual, flexible, and responsive to global developments. The integration of global character education, strengthening problem-solving skills, project-based learning, and collaborative approaches are believed to be able to form students who are not only academically intelligent, but also socially and emotionally resilient in facing global challenges. In addition to formal education, informal sectors such as vocational training, foreign language courses, and international internship programs also have the potential to become strategic means of fostering global competence. Support from the government and the private sector is needed to expand the reach of these programs, especially for the younger generation in areas that have been underserved. Thus, strengthening global competence is not only an educational agenda, but also a long-term national development agenda. Indonesian human resources who have global competence will be better able to compete, contribute, and innovate in the international work ecosystem, without losing the roots of its identity as a nation rich in cultural and social values.

2. The Role of Digital Technology in HR Transformation

Digital technology has become a transformational force that has revolutionized almost all aspects of human life, including in the development of human resources (HR). In the context of globalization and technological disruption, the use of digital technology is no longer an option, but a necessity to improve the quality and competitiveness of Indonesian HR in the international arena. Technology is an enabler that accelerates the learning process, expands access to training, and creates an adaptive and sustainable education and work ecosystem. The results of the literature review show that the use of digital technology has changed the paradigm of HR development, from a conventional face-to-face and centralized approach, to an open, flexible, and data-based learning model (Supriyanto & Sepriano, 2025). Digital learning platforms such as Learning Management Systems (LMS), Massive Open Online Courses (MOOCs), and Artificial Intelligence (AI) technology now enable students and workers to acquire new knowledge and skills anytime and anywhere. Technology also supports the personalization of the learning process, where materials can be adjusted to the needs and learning speed of individuals (Kusuma & Muharom, 2025).

Technologies such as AI and big data play a critical role in detecting competency gaps, predicting job market needs, and designing more relevant training programs. For example, the use of learning analytics can help policymakers understand participant participation patterns in training programs and improve interventions in real time. Meanwhile, virtual reality (VR) and augmented reality (AR) technologies are beginning to be used in practical training to efficiently improve technical skills. However, the use of digital technology in HR development also presents challenges that cannot be ignored, especially related to the digital divide, namely the gap in terms of access, infrastructure, and digital literacy. In the 3T (Disadvantaged, Frontier, and Outermost) regions, many individuals still have difficulty accessing internet networks, digital devices, and online learning resources. This challenge causes disparities in the quality of HR between regions which have the potential to widen social and economic gaps (Zaenuddin & Riyan, 2024).

In response to these challenges, the Indonesian government has launched various strategic policies such as the Merdeka Belajar program, the Digital Talent Scholarship, and the development of ICT infrastructure in 3T areas. The Merdeka Belajar program, for example, encourages the integration of technology in the teaching and learning process and provides autonomy to educational units to innovate. Meanwhile, the Digital Talent Scholarship initiated by the Ministry of Communication and Informatics aims to improve the digital skills of the community, especially in the fields of information technology, cybersecurity, and software development. Although these steps are commendable, their scope still needs to be expanded, especially in terms of improving the quality of digital literacy in the community, training for educators and trainers, and the sustainability of programs at the regional level. It is not enough to just provide technology as a tool, but there must also be serious efforts to build a sustainable digital ecosystem, starting from regulations, budget support, to partnerships with the private sector (Siagian & SIK, 2024). Furthermore, the use of digital technology in human resource development must be accompanied by systematic reskilling and upskilling strategies. Sectors affected by automation and digitalization, such as manufacturing, administration, and transportation, require a workforce that is able to adapt to new devices and systems. Therefore, training programs that integrate digital technology and labor market needs must be designed dynamically and contextually.

Technology can also be utilized to enhance local potential in human resource development. For example, digital platforms can be used to disseminate local wisdom, traditional work culture, and local values to the younger generation in a more attractive and accessible format. In this way, technology not only acts as an accelerator of global competence, but also as a means to preserve local values that are an important part of the character of Indonesian human resources. Thus, the role of digital technology in human resource transformation is not only as a means of learning or training, but also as an integral strategy in forming adaptive, inclusive, and globally competitive human resources. The use of technology must be directed not only to pursue efficiency, but also to strengthen the quality of Indonesian people within the framework of national development based on the integration of competence, local values, and global competitiveness (Paroli et al., 2024).

3. Internalization of Local Values as the Foundation of Human Resources Identity

In the rapid flow of globalization and increasingly rapid technological progress, human resource development (HRD) cannot only rely on mastery of technical competencies and utilization of technology alone. In the midst of the rapid global transformation, local values are the mainstay that maintains the direction, ethics, and character of Indonesian HR. Internalization of the nation's noble values is an important foundation in forming HR with integrity, a social spirit, and remains rooted in national cultural identity, while being ready to face global dynamics (Suttrisno & Rofi'ah, 2023).

The results of the literature review show that values such as mutual cooperation, responsibility, honesty, hard work, and social concern are cultural heritages that contribute greatly to the development of national character. These values have proven to be a social force that binds Indonesian society in facing various historical and social challenges. Therefore, within the framework of developing globally competitive human resources, these local values should not be ignored. In fact, these values can be a differentiating factor that distinguishes Indonesian human resources from human resources from other countries. It is important to note that local values are not just a legacy of the past, but can be contextualized into social and cultural capital in the development of modern human resources. The value of mutual cooperation, for example, can be interpreted as a spirit of collaboration and teamwork in the context of global work. Likewise, the value of social responsibility can be developed into sustainability awareness in facing environmental and social crises (Sholeh, et al., 2025).

In practice, internalization of local values needs to be carried out systematically, starting from formal to non-formal education. Schools and educational institutions have a strategic role in instilling national character values through character education, integration of cultural curriculum, and extracurricular activities based on local culture. For example, the use of folklore, local philosophy, or traditional arts in learning can be an effective educational medium in shaping students' character. In addition to formal education, community-based job training, corporate social responsibility (CSR) programs, and community empowerment initiatives are also important spaces for revitalizing local values. Local communities have rich social and cultural mechanisms to shape the character of citizens, including through traditions, deliberation forums, and customs that instill moral values from generation to generation. Therefore, human resource development needs to be pushed towards a participatory direction and based on local culture, not just technocratic (Herawati, et al., 2025).

Informal institutions such as Islamic boarding schools, community organizations, and traditional institutions also have a major contribution in internalizing noble values. Islamic boarding schools, for example, are not only places for religious education, but also shape the character of students through the values of simplicity, independence, discipline, and togetherness. In this context, human resource development should not negate the role of these local institutions, but rather involve them in the planning and implementation of human capacity building programs. In order for these efforts to internalize local values to be successful, national human resource development policies need to adopt a contextual and locality-based approach. This means that policies cannot be uniform for all regions of Indonesia, but must consider the cultural richness and values of local communities. In other words, human resource development strategies must be flexible, decentralized, and respect local wisdom as a strength of development (Chotimah et al., 2023).

Internalization of local values can also strengthen the nation's cultural and moral resilience, which is a fortress in facing the onslaught of foreign values that are not always in line with the values of Pancasila. In the world of work, local values can be the basis for professional ethics, loyalty to the organization, and the spirit of clean and integrated public service. By integrating local values into all stages of human resource development from education planning, vocational training, to employment policies, Indonesia will not only produce technically competent and technologically sophisticated human resources, but also have identity, noble character, and social concern. This kind of human resources is the main foundation for building a sovereign, competitive, but down-to-earth nation (Patta Rappana, 2016).

4. Strategic Integration: Bringing Together Local Competencies, Technologies and Values

The development of globally competitive human resources (HR) cannot be achieved by strengthening only one dimension separately. The results of analysis from various literatures confirm that global competence, mastery of digital technology, and internalization of local values are three main pillars that must be integrated strategically and synergistically. The three complement each other and form a solid foundation for creating Indonesian HR who are not only superior in international competition, but also have strong character and contribute positively to national development (Setyanti, 2025).

This strategic integration model demands a holistic, cross-sectoral, and system-based approach, where formal education, vocational training, and lifelong learning are designed within a sustainable development framework. It is not enough to just prepare individuals to be technically proficient, but also to instill ethical awareness, social concern, and adaptive capacity to change. In other words, human resource development must not only produce a "workforce," but whole people who are ready to face the complexities of the world of work and global life.

Education as a Connector of Strategic Pillars

Educational institutions have a central position as a space for integrating these three pillars. The national curriculum must be designed to bridge global and technological competencies with local cultural roots. For example, project-based learning can be designed to solve local community problems with a digital technology approach

and critical thinking. This is where the importance of contextual and transdisciplinary curriculum lies, which encourages students to think globally, act locally, and collaborate across fields. Furthermore, vocational education and job training need to transform from a narrow approach based on technical vocations to a lifelong learning approach that combines technology-based upskilling with the formation of virtuous work characters. Competency certification must include technical and ethical dimensions, so that training graduates are not only skilled, but also(Budiarto et al., 2018)i also have values, work ethic, and integrity (Hariyono, et al., 2025).

Multi-Party Collaboration as Key to Implementation

To ensure the success of this integration, close collaboration between human resource development actors is needed. The government acts as a facilitator, regulator, and guarantor of equal access. The business world is responsible for aligning industry needs with job training and absorbing graduates fairly. Educational institutions play a role in designing adaptive and relevant curricula. Meanwhile, civil society, including local communities, Islamic boarding schools, and traditional institutions, are important actors in internalizing values and shaping the social identity of human resources. This collaboration needs to be facilitated in the form of an integrated human resource development ecosystem where policies, resources, curriculum, technology, and cultural values support each other. This approach requires inclusive, participatory, and data-based governance. Digitalization of human resource policies, such as regional competency mapping, training monitoring systems, and workforce skills databases, is important to support informed decision-making (Aji et al., 2024).

Realizing "Glocal" Indonesian HR

Within the framework of national development, this integration strategy is in line with the ideals of Indonesia Emas 2045, which places superior human resources as the main foundation of national progress. Indonesian human resources must be encouraged to become "glocal", namely global in insight and competence, but local in identity and ethics. This concept reflects a combination of the ability to respond to global challenges and a commitment to the values that shape the nation's identity. Therefore, the direction of future human resource development policies must not be fragmented. All programs and initiatives in the fields of education, job training, technology development, and cultural preservation must be linked to the grand vision of forming superior, adaptive, and characterful human resources (Indartiningsih et al., 2023).

CONCLUSIONS

The development of superior and globally competitive Indonesian human resources (HR) can only be achieved through a holistic, integrative, and contextual approach. This study emphasizes that the three main pillars, namely global competence, utilization of digital technology, and internalization of local values, must be developed simultaneously, not separately. Global competence provides the foundation for 21st-century skills needed to address global challenges. Digital technology accelerates the learning process and expands access to knowledge and job training. Meanwhile, local values strengthen the character, ethics, and identity of Indonesian HR amidst increasingly uniform cultural currents. However, the successful integration of these three aspects requires the support of a strong and collaborative ecosystem. The government, private sector, educational institutions, and civil society must work together in designing policies, compiling

curricula, building infrastructure, and ensuring that the nation's noble values remain the spirit of the HR development process. Indonesia's future HR development strategy must be directed at creating Indonesian people who are glocal, globally minded, mastering technology, but still rooted in local values and culture. Thus, the HR produced is not only able to compete globally, but also has integrity, social concern, and real contribution to the nation and humanity. This study provides an important conceptual basis for the formulation of national human resource development policies and programs towards Golden Indonesia 2045.

DAFTAR PUSTAKA

Abdoellah, O. S. (2016). Pembangunan berkelanjutan di Indonesia: Di persimpangan jalan. Gramedia Pustaka Utama.

Adnyana, P. E. S., Juansa, A., Rianty, E., Saputro, D. R. S., Andryadi, A., Winatha, K. R., ... & Na'imah, T. (2025). Pendidikan Abad Ke-21: Tantangan, Strategi dan Inovasi Pendidikan Masa Depan. PT. Star Digital Publishing.

Agustin, D., Utami, S. S., Kushariyadi, K., Suprayitno, D., & Dwiwijaya, K. A. (2024). Pengantar Manajemen: Teori komprehensif pada era revolusi industri 4.0 menuju era society 5.0. PT. Sonpedia Publishing Indonesia.

Aji, H. R., Nurfauziah, N. M., & Salshabilla, A. Z. (2024). Kolaborasi Multi-Pihak Untuk Pencapaian Tujuan Pembangunan Berkelanjutan Pada Studi Kasus CSR Pertamina AFT Sepinggan, Balikpapan. REKA RUANG, 7(1), 1-9.

Apriyanti, Y. O., Darmansyah, R., Kurnia, L. I., Zebua, R. S. Y., Ramli, A., Mamlu'ah, A. W., & Barokah, A. (2023). ILMU MANAJEMEN PENDIDIKAN: Teori dan praktek mengelola Lembaga Pendidikan Era Industri 4.0 & Soceity 5.0. PT. Sonpedia Publishing Indonesia

Budiarto, R., Putero, S. H., Suyatna, H., Astuti, P., Saptoadi, H., Ridwan, M. M., & Susilo, B. (2018). Pengembangan UMKM antara konseptual dan pengalaman praktis. Ugm Press.

Chotimah, C., Natsir, A., & Siddiq, S. (2023). Manajemen Kebudayaan Pesantren Pascamodern di Indonesia. Muslim Heritage, 8(1), 65-78.

GS, I. A. D. (2022). Membangun Kinerja Karyawan Berbasis Kompetensi. Unitomo Press.

Hardiyanti, E. L. (2020). Analisis Program Pelatihan Ekonomi Kreatif Dalam Meningkatkan Keunggulan Bersaing Dalam Perspektif Ekonomi Islam (Studi Pada Rumah Tapis Lampung) (Doctoral dissertation, UIN Raden Intan Lampung).

Hariyono, H., Judijanto, L., Haryono, P., Ulfah, Y. F., Suharyatun, S., Arifin, M., ... & Suyanto, S. (2025). Manajemen Pendidikan Bermutu. PT. Sonpedia Publishing Indonesia.

Herawati, A., Sinta, P. D., Marati, S. N., & Sari, H. P. (2025). Peran Pendidikan Islam Dalam Membangun Karakter Generasi Muda di Tengah Arus Globalisasi. IHSAN: Jurnal Pendidikan Islam, 3(2), 370-380.

Indartiningsih, D., Mariana, N., & Subrata, H. (2023). Perspektif Glokal Dalam Implementasi Teachıng At The Rıght Level (Tarl) Pada Pembelajaran Berdıfrensıası Pada Kurıkulum Merdeka. Jurnal Elementaria Edukasia, 6(4), 1984-1994.

Kusuma, M. T. A., & Muharom, F. (2025). Transformasi Peran Pendidik dan Tren Pembelajaran Digital di Era Teknologi. Indonesian Journal of Community Engagement, 1(2), 84-97.

Maria, V., Rizky, S. D., & Akram, A. M. (2024). Mengamati Perkembangan Teknologi dan Bisnis Digital dalam Transisi Menuju Era Industri 5.0. Wawasan: Jurnal Ilmu Manajemen, Ekonomi Dan Kewirausahaan, 2(3), 175-187.

Patta Rapanna, S. E. (2016). Membumikan Kearifan Lokal Menuju Kemandirian Ekonomi (Vol. 1). Sah Media.

Patta Rapanna, S. E. (2016). Membumikan Kearifan Lokal Menuju Kemandirian Ekonomi (Vol. 1). Sah Media.

Saripah, N., Herlambang, Y. T., & Muhtar, T. (2025). Reorientasi Pendidikan Karakter dalam Menyongsong Indonesia Emas 2045: Sebuah Tinjauan dalam Perspektif Pedagogik Kritis. Ideguru: Jurnal Karya Ilmiah Guru, 10(2), 1003-1009.

Setyanti, S. W. L. H. (2025). Strategi Manajemen Sumber Daya Manusia: Meningkatkan Daya Saing Organisasi. Takaza Innovatix Labs.

Sholeh, M. I., Sokip, S., Syafi'i, A., Habibulloh, M., Sahri, S., & Al Farisy, F. (2025). Integrasi Nilai-nilai Islam dan Kearifan Lokal dalam Pengembangan Kurikulum Pendidikan Berbasis Karakter. ABDUSSALAM: Jurnal Pendidikan dan Kebudayaan Islam, 1(1), 56-67.

Supriyanto, A., & Sepriano, S. (2025). Buku Referensi Pengantar Bisnis Modern: Teori dan Praktik. PT. Sonpedia Publishing Indonesia.

Susanto, D., & Hakim, L. (2024). Manajemen Strategik Pendidikan Islam Dalam Menghadapi Tantangan Globalisasi. IHSAN: Jurnal Pendidikan Islam, 2(1), 58-70.

Suttrisno, S., & Rofi'ah, F. Z. (2023). Integrasi Nilai-Nilai Kearifan Lokal Guna Mengoptimalkan Projek Penguatan Pelajar Pancasila Madrasah Ibtidaiyah Di Bojonegoro. Pionir: Jurnal Pendidikan, 12(1).

Zaenudin, I., & Riyan, A. B. (2024). Perkembangan Kecerdasan Buatan (AI) Dan Dampaknya Pada Dunia Teknologi. Jurnal Informatika Utama, 2(2), 128-153.