The Strengthening of Human Resources in Private Universities During the Covid-19 Pandemic in Banjarmasin, Indonesia

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The purpose of this research to explore information from 4 private universities in Banjamasin, Indonesia regarding how to strengthen human resources during the Covid-19 pandemic so that students can still utilise their right to gain knowledge from lecturers even though students study from home and lecturers work from home. Sources of data from this qualitative research are lecturers, students, educational staff, parents and the Head of the Higher Education Services Region-11 Kalimantan. Focus of the research includes: 1) impact of the pandemic on the private universities; 2) obstacles in the learning process strategy; and 3) policies in managing resources. The result of this research are: 1) the leaders in private universities and the head of the foundations work together to optimise the role of all lecturers and educational staff to continue working, even from home; 2) private universities collaborate with telecommunications offices in the regions to provide free internet to lecturers and students so that the learning process can continue to run well; and 3) private higher educational institutions work together with the government to provide health information updates to parents of students so that parents can continue to follow the development process of handling Covid-19.

Keywords: *Strengthen Policy, Learning Strategy, Policy Collaboration, Private University*

INTRODUCTION

Studying in higher education is a privilege for students, because not many people can participate in these learning activities. Graduates from these institution are expected to have more complex competencies compared to the educational institutions below. Graduates at the tertiary level aim to prepare students to become members of society who have noble character, have knowledge, skills, independence, and attitudes to discover, develop, and apply science, technology, and arts that are beneficial to humanity.

The first problem felt for the higher education, especially private higher education from data from the Association of Indonesian Private higher educations on May 2020 stated that 50 percent of students are unable to pay the educational development contribution. This was felt by private higher education colleges that have less than 2,500 students. The number of private universities in this category is very significant, around 75% of the total tertiary institutions in Indonesia.

The majority of students who study at private higher education institutes come from middle-class families and poor families, so they cannot afford to pay tuition fees smoothly, even though the main source of income of private higher education is from students. As a result of students being unable to pay the tuition fee, this naturally impacts the operational costs of private universities. So with this condition many private higher education lecturers have not received their salaries.

The Government through the Ministry of Education and Culture, Republic of Indonesia made a number of regulations governing the above problems, including Circular Letter Number 302/E.E2/KR/2020 regarding learning periods in the pandemic era which explained that the implementation of educational programs in higher education must prioritise the principle of facilitating and to not complicate learning during Covid-19 emergencies. This circular also advises universities to subsidise credit quota to support online learning. Some universities have done it even though the implementation varies in providing these subsidies. In addition, the Ministry of Education and Culture in this circular requested that universities be able to make creative efforts in order to help ease the burden on students with economic limitations.

The total number of private universities in Banjarmasin is 4 universities. During the pandemic, all of these private universities conducted online learning, lecturers worked from home, and students also studied from home. This condition also affects the performance of lecturers throughout the private university because the lesson plan that has been prepared previously for face-to-face learning then turns into online learning that requires adaptation. That is not easy for lecturers and students who are not familiar with the use of online media. Several things have happened in universities related to the decreasing performance of the lecturers such as lecturers having difficulty in adapting from face to face learning to online

learning; the interaction between lecturers and students being very limited because lecturers cannot directly know the condition of students when participating in learning; and the depth of knowledge received by students may not guarantee a good understanding of the course being studied.

Several studies conducted by Lupak, et al (2020); Suparman, et al (2020); Abbasi, et al (2020) stated that during the Covid-19 pandemic that occurred in all countries, all universities must be able to adapt to existing conditions, so learning must still be done so that students can still utilise their right to receive knowledge from lecturers. This is like the results of research by Sharma (2020), AACU (2007) suggesting that in the current global development conditions, universities must be able to adapt in learning systems that make it easier for students to accept learning in all conditions, both in different places or different times. The intended learning conditions are online based learning.

METHODOLOGY

This qualitative research was conducted in Banjarmasin City with a sample of 4 private universities. Collecting data was conducted through Focus Group Discussions (FGD) online using zoom to discuss each focus of this research, namely: a) impact of the Covid-19 pandemic on the private higher educations; b) obstacles in the learning process strategy; and c) policies in managing resources.

From these three focuses, the purpose of this research was to gain an understanding of: a) what is the impact of Covid-19 pandemic on the private universities, b) what efforts are made by the lecturer so that learning can still be conveyed to students, and students understand all the learning given by the lecturer, and c) efforts are made by leaders at the university to maintain stability at the university so that students can still utilise their right to gain knowledge even during this pandemic.

Informants in this research amounted to 50 persons, consisting of 4 leaders of the private universities, 15 lecturers, 4 educational staff, 15 students, 10 parents, and 2 people from the Head of Higher Education Rervices in Region XI Kalimantan. This research was conducted for 3 months from April to June 2020. The reseacher conducted three FGDs to dig direct information from all informants in all samples of the private higher educations. These online FGDs were conducted 3 times using zoom according to the numbers of focus in this research. All information during FGDs was recorded in writing and tape recorder were also used for further scrutiny by researchers. The answers of those informants were classified based on the meaning of each focus in this research.

This study uses the constant comparative method, in which case researchers compare the conceptual findings in each individual case to construct conceptual or cross-case propositions

and substantive theories as the final findings of the study. In the multi case study design, the data was the analysed in two stages, namely: (1) analysis of individual case data conducted by the researcher on each research object in th 4 private universities; and (2) cross-case analysis which is a process of comparing the findings obtained from each case, as well as the process of combining findings between cases of research.

According to Creswell (2014) the compilation of steps in a constant comparative method to develop theory is done by: (1) data collection; (2) finding of key issues, recurring events, (3) classifying incidents of the data about focus categories based on the diversity of dimensions under categories, (4) identifying all categories under investigation with the intent in order to describe and explain all events that have been informed in the data while continuing to search for new events, (5) processing data with appropriate methods to discover the existence of social processes and relationships, (6) coding and writing the focus of the analysis of the categories.

Criteria for selecting informants are as follows: 1) for students, randomly selected after the researcher coordinates with the Vice Leader for Academic Affairs in each private university. The criteria are students in the last semester, middle semester, and early semester. It aims to get information from students about the focus of this research and their expectations; 2) for lecturers, selected by the dean. It aims to get information from lecturers about the answers to students' perceptions and the conditions experienced by the teachers when teaching these students using zoom during the Covid-19 pandemic; 3) for parents, researchers coordinate with the the President in each university to select the parents who can joint in the FGD online because many of the parents do not know much about online meeting using zoom; 4) for the team from the Head of Higher Education Services in Region XI Kalimantan who can be met directly at any time.

FINDINGS

1. Impact of the Covid-19 Pandemic on the Private Higher Education Institutes

Several things that emerged as an impact of the Covid-19 pandemic experienced by private universities including : 1) students returned to their hometowns because parents were worried about the health of their children; 2) many parents of students lost their jobs so that they cannot help with their children's tuition fees; 3) students are less familiar with online-based learning.

First, students return to their hometowns because parents are worried about the health of their children. The condition of the Covid-19 pandemic in Bajarmasin, which is the capital of the South Kalimantan Province, was still uncontrolled from April to June 2020 with an increase in Covid-19 sufferers every day. This condition caused parents to worry about their children

and ask their children children to return to their hometowns, or to remain in Banjarmasin but not permitting travel in public places. This was stated by several leaders of private universities:

> "*We cannot, do not allow our students not to go home because of parents' concerns so that children will be safer with their parents*". One student also said: "*We are afraid to live in Banjarmasin, we don't have relatives here, we are also uncomfortable because we can't go anywhere and face-to-face lectures on campus have been abolished, so we better go home.*"

Second, many parents lose their jobs so that they cannot help with their children's tuition. The Covid-19 pandemic has had an impact on the economic sector, thus affecting the work of parents of students, most of whom work as laborers or entrepreneurs. This is said by one parent of a student:

> "*I pay for my child's tuition every month from my income working as a laborer in the company, but because of this pandemic the company is closed and all employees are laid off so I cannot afford to pay for my child's tuition, because of this then I ask my child to come back because I can't afford to give my child monthly living expenses.*"

This was also stated by one of the Student Academic Advisors:

> "*Many of my guidance students met me with the problem of having to go home and the problem of how to continue my studies. To this, I am responsible that the campus will continue to learn but learning online.*"

Third, students are less familiar with online-based learning. The city of Banjarmasin is one of the major cities on the island of Kalimantan and is also one of the cities where young people aim to continue their studies and have hope for a better future. Many of the students who came to Banjarmasin came from regional areas, and when the Covid-19 pandemic occurred they had to return to their hometowns because the campuses carried out Work from Home (WFH) and Study from Home (SFH). Most of them when returning to the village were having difficulty adapting to the use of zoom for online learning, including the difficulty of the internet network in their village. This was stated by students:

> "*When I arrived at the village, I had difficulty attending online lectures because the internet was very bad, but because I wanted to succeed I went every day to the village office which was about 5 km away to get an internet signal so I can attend lectures*".

One lecturer also said:

> "*We cannot do online lectures ontime because many students have to adjust the place first, but as time goes on, online lectures can now run ontime and smoothly*".

One parent of the student also stated:

> "*I am happy but also sorry for my child. I am happy because my child can be close to parents and I can see his enthusiasm for learning, but also pity because she has to walk about 3 km to get an internet signal in our village*".

Based on the above conditions, it can be interpreted that the pandemic has influenced the financial stability of the campus, the economic stability of the students' parents, and the stability of the teaching and learning process. However, this condition is experienced by all universities so that all managers of private universities need to think tactically and appropriately about the diversification of learning strategies and the diversification of campus financial resources so that the university's responsibility to provide the best educational services for its students can be carried out optimally.

2. Obstacles to the Learning Process Strategy During the Covid-19 Pandemic

The implementation of learning during the Covid-19 pandemic found several interesting things, such as: 1) lecturers and students have not been able to quickly adapt to online-based learning; 2) a lack of interactivity between students and lecturers when learning is done; and 3) students get a lot of assignments from lecturers each time after lectures and more and more lecturers correct assignments from students.

First, lecturers and students have not been able to quickly adapt to online-based learning. The online-based learning process is new to almost all private universities in Banjarmasin, because it has never happened before. With the Covid-19 pandemic, lecturers and students must be able to adapt to online learning so that even though students in each place are different or Study from Home (SFH), they still have the right to receive knowledge from lecturers, and even lecturers Work from Home (WFH) there is still the obligation to teach well. This is as said by one of the senior lecturers:

> "*I have taught more than 20 years and now I really need to be able to use technology to teach my students online*". A young lecturer also said: "*Although I am still young at the moment as a lecturer, it is not easy for me to adapt to this online-based learning, because I also realize that I had never experienced this when I was a student first*".

One student who was at the end of the semester said:

> "*I thank the supervisor who is very easy to contact me and I can consult to complete my thesis*".

However, there are also students who find it difficult to take part in online lectures, this is as stated by an early semester student, as follows:

> "*I am still in the second semester, and I still don't understand the internet, so when I was learning online I was still having trouble but many of my friends helped me so that I started to know about using the internet*".

Second, the lack of interaction between students and lecturers during learning. Online learning on the one hand is beneficial because it can help the learning process continue during the Covid-19 pandemic, but on the other hand it is also less profitable because there are many complaints raised by lecturers and students in implementing online-based learning. This is as stated by one of the lecturers as follows:

> "*When I teach, it is often found students present but only show photos during lectures. I do not know whether the student participated during the course or not*".

A student also stated:

> "*During lectures online I always present via video in zoom, but if I have to do something during the lecture process then I will exit the video and only display my photos only*".

Similarly, there were other students who said the following:

> "*During this pandemic I stayed at home with my parents in the village and I had to help work. Honestly, when I went to college using zoom, I only showed more photos but I didn't attend the lecture process. The photo is just a formality showing my presence*".

Third, students get many assignments from lecturers after each lecture and more and more lecturers correct assignments from students. To find out the learning achievements of lecturers for students, many lecturers provide lecture assignments that must be completed by students and students submit these assignments online to lecturers. With this condition, it is certain that each student will get an assignment from each lecturer in each lecture he follows.

Likewise the lecturer also has the obligation to read and review all assignments sent by his students. One lecturer stated as follows:

> "*To assess students' understanding of the recovery that I gave then I gave an assignment after lecture is finished, and this is a policy issued by our university*".

One parent expressed his opinion:

> "*Sometimes I feel bad for my child because every day I have to sleep until late at night to do assignments from the lecturer, but I support because this has become his responsibility*".

Likewise the opinion of a student:

> "*Even though I cannot meet face to face with the lecturer, we are all students happy because the assignments given by the lecturer make us understand the material presented and the lecturer also provides guidance to us to understand our assignments*".

3. Policies in Managing Resources During the Covid-19 Pandemic

The most noticeable impact is on private universities because private universities can carry on if there are students and there is also support from the foundation. Some of the findings obtained were: 1) the existence of budget allocations for free internet quota fee for lecturers and students for the online learning process; 2) there is a review of student tuition fees; 3) the existence of case-based learning strategies provided by lecturers to students.

First, budget allocation for free pulses assistance to lecturers and students for the online learning process. Direct face-to-face learning has now been replaced with online-based learning. With this condition, there is a diversification of the budget allocation strategy by the university so that it can continue to provide lecture services to its students. This was stated by the Vice President for Resources from one of the universities:

> "*From March 23, 2020 to the present, we have implemented Work from Home for lecturers and education staff, as well as Study from Home for students. For this we make changes to the budget allocation to provide free pulses assistance to lecturers and students*".

A similar statement was said by the Head of Finance of one of the private universities:

> "*Based on the results of an academic meeting, our university allocates free pulses assistance of 25 GB for each month to Lecturers and Students, but not for education staff*".

Another statement was also made by one of the senior lecturers:

> "*We are very pleased with the policy of the leadership of the university to provide credit assistance free of charge so that we can still teach*".

A young lecturer who has just taught at a private university said the following:

> "*I have difficulty interacting with students when studying online because many students experience internet signal interference and cannot communicate properly*".

One student also expressed the following opinion:

> "*The existence of free credit assistance from campus really helped our parents, and we thank the leadership of the university*".

Second, a review of student tuition fees. The Covid-19 pandemic has had an impact on the economic condition of parents of students, such as: job loss, loss of regular income, increasingly expensive health costs. Many parents can no longer afford to pay for their children's tuition fee so that due to this condition there are students who drop out and cannot continuing their studies, besides that there are students who drop out and then get married. This is as said by one of the university leaders:

> "*Our university has not been able to give tuition deductions, but our concern for parents and students is that we make free credit contributions for lectures*".

This condition is different from the leaders of one of the other tertiary education institutions who say:

> "*We provide relief in the form of three times the payment of tuition fees in one semester*".

One parent also expressed his opinion, as follows:

> "*My child's tuition is not entirely from me, I was only able to pay for his tuition, but my child while working for living expenses and hostel payments. I am very grateful because tuition in one semester can be paid three times*".

Third, case-based learning strategies provided by lecturers to students. Face-to-face learning cannot be carried out during the Covid-19 pandemic. Lecturers must be able to innovate to change learning strategies by using online-based learning so that all teaching material that has been written in the lesson plan can be conveyed to students, and students can still receive knowledge from the lecturers. During this pandemic, many campuses where lecturers gave their students assignments, such as group assignments or individual assignments to analyse reference books, published papers in national and international journals, the task of making products in the form of goods, research assignments at home, to college assignments case-based at home and discussed during online learning with lecturers. All of these learning strategy innovations aim to ensure students are able to learn even when they are not on campus. One student also said:

> "*Very happy with this case-based learning because we were invited to be more sensitive to our environment*".

The Vice President of Human Resources at a university expressed his opinion:

> "*In the current era of disruption, the world is changing very fast, many things that have not been recorded have changed in the field. Many work characters cannot be captured through just reading, but through real experience, it is important to free students to be able to learn with anyone*".

The opinion delivered by the Head of Higher Education Services Region XI Kalimantan is as follows:

> "*The pandemic gave valuable lessons, the crisis forced us to make new ways, build new norms. Online lectures that have been slow to run now are very growing. Online lectures will be new normal and will be next normal. I am sure that new normality will grow more innovative and productive.*

DISCUSSION

1. Impact of the Covid-19 Pandemic on Universities

The Covid-19 pandemic has closed almost all campuses down since mid-March 2020. This is the first time the campus has truly faced uncertainty (Bobrytska, et al, 2020). This condition causes campus people think hard on how to adapt to uncertainty. It turned out that the campus was also required to try to mitigate this uncertainty. What kind of adaptation and mitigation can the campus do? *First*, adapt the lecture to a new style. At this time, online learning is a necessity. When the discourse of online learning was encouraged in response to the Industrial

Revolution 4.0, many parties opposed. Yet at that time the reason was as a form of flexibility according to millennial behaviour (Bobrytska, et al, 2020). It must be recognised that flexibility is the answer to uncertainty as VUCA (Volatility, Uncertainty, Complexcity, and Ambiguity). But now lecturers and students are "forced" to get used to new learning patterns. So, the lecture 4.0 pattern finally materialised and it turned out that coercion was Covid-19. However, the problem that arises is the readiness of lecturers to prepare online material, and the readiness of students to prepare internet quotas. Lecturers within 1-2 weeks must prepare online material for the rest of the meeting, and not just filter out conventional lecture material. Of course the challenge is not just the implementation of online lectures, but how to guarantee the achievement of learning outcomes of a course in an emergency. In general, students object that online lectures are carried out synchronously through video conferencing because this method erodes student internet quota.

Second, adaptation to work flexibility. Working from home or Work from Home (WFH) is a new habit. Some multinational companies have long applied the principle of flexibility in their time and place of work. The important thing is measured work output. For the campus, of course it is not easy to adapt to flexibility, especially employee performance measurement. Even in conventional working conditions, it is still difficult for the campus to apply the principle of performance measurement, except for lecturers whose output is easier to measure. Therefore, in an emergency like this, employee incentives are finally "generalised" and are no longer performance based. However, in fact these emergencies can be a momentum for learning about the effectiveness of work flexibility and performance measurement. Of course this is important if the campus really wants to transform into a modern organisation that is adaptive to VUCA which requires a great deal of flexibility and agility.

Third, socio-economic adaptation. Collective anxiety occurs because information on social media increasingly warns about the dangers of this disease as well as anxiety due to the deteriorating economy. Social anxiety is welcomed with new information that is a relief about various ways of prevention (Buxton, 2019; Hershock, et al, 2007; Lee, et at, 2004). This is the case of extraordinary mass learning because people are increasingly literate about the world of health and the importance of a healthy lifestyle. Many academics later emerged with new information about the type of food for endurance, the right time to sunbathe in the morning and other psychological tips. In essence, everyone becomes a learner because of the curiosity about Covid-19 and its prevention. Similarly, campus volunteers have sprung up to help deal with the outbreak. It is time for the campus to move in their respective ways to reduce the economic burden on vulnerable economic groups. This momentum must also be utilised by the campus not only to educate entrepreneurs, but also sociopreneurs.

Fourth, innovation adaptation and mitigation. Seeing the socioeconomic anxiety above, it is the duty of the campus not only to help educate the public with important information, but

also how new ideas for solutions to innovations should emerge, both innovation for adaptation and innovation for mitigation. Innovations for adaptation are starting to develop, such as natural disinfectant innovations, personal protective equipment, or robots to serve patients. In mitigation, world scientists are competing to find vaccines. Research does not all lead to innovation products, but also policy recommendations.

At least 4 competencies are expected to be possessed by the lecturers as a result of this pandemic to be considered in providing knowledge during the learning process. *First*, critical thinking and problem-solving skills. It is the ability to understand a problem, get as much information as possible so that it can be elaborated and bring up various perspectives to solve the problem. Lecturers are expected to be able to design learning and convey this competency to their students. *Second*, communication and collaboration skills. These skills are not immune to information technology-based abilities, so teachers can apply collaboration in the teaching process. *Third*, the ability to think creatively and innovatively. It is hoped that new ideas can be applied by lecturers in the learning process so that it spurs students to think creatively and innovatively. For example, in doing tasks by utilising technology and information. *Fourth*, technology and information literacy. Lecturers are expected to be able to obtain many references in the use of technology and information to support the teaching and learning process.

2. Learning Strategy During the Covid-19 Pandemic

In the situation of the corona virus outbreak in Indonesia, it has had an impact on the world of education, the central government to the regions provide policies to dismiss all educational institutions. This is done as an effort to prevent corona virus transmission. However, education does not just stop. For example, now all higher educations apply online lectures. This is actually not a problem for the higher education that have online-based academic systems. However, it will be a problem for higher education that do not yet have online-based academics, but every activity undertaken must have positive and negative impacts as well as online learning systems that are starting to be implemented in several countries, including Indonesia. Online lectures are conducted to provide opportunities for all students to enjoy education wherever they are during this pandemic.

First, the positive impacts that can occur such as: 1) students can get material easily and learn to evaluate their own learning at home in accordance with the schedule determined by the lecturer for online lectures, and can also access all learning materials freely, easily, quickly, while implementing social distancing and staying at home according to instructions from the government; 2) students can study either in a closed room or an open room, in addition students and lecturers can make a time commitment to be able to do the learning process freely without the usual time limit set for each course on campus so that it is easier to understand the material delivered by the lecturer.

Second, the negative impacts that can occur such as: 1) many students misuse online learning time or do not make use of online learning, such as when studying online students can do other activities and not focus on learning material taught by lecturers but are busy with other activities such as: open Instagram or play online games. Whereas E-learning is opened only to fill the attendance list and not to read material or to study; 2) if there is no guidance by an expert, then many students who do the learning are not optimal, maybe there is only 1 target to be achieved by the student, that is, just fill in the attendance list, and after that there is no effort to learn online. Lack of intention to study independently like this can have an impact on material that is not understood by students, and when they go back to take the exam or study again, students miss and do not understand the lecture material that has been delivered by the lecturer.

This change certainly has consequences for several aspects, one of which is from the aspect of lecturer readiness. With online learning the system demands lecturers' readiness to be able to carry out such learning to be carried out optimally. The readiness of the lecturer starts from preparing the content, strategy and how to implement it. Of course this online system learning is not just giving assignments through applications on the internet such as Whatsapp, but of course also followed by other ways that allow students to learn well. Related to this, of course a good or positive mindset is needed from every lecturer, because learning with an online system will run optimally or not well when the lecturer mindset is negative, such as: blaming the situation, frustration, indifference, and not being sensitive to the situation which is happening right now. This negative mindset is of course dangerous, not only for themselves but also for students, because the lecturer will carry out learning with the online system only limited to aborting obligations or only to fulfill answers to questions from university leaders that the online learning system has been implemented, without regard to aspects relating to its quality where in fact the essence of the online learning system has not been fully implemented.

The principle of teaching as interaction has the axiom that teaching is the interaction between educators and students around learning content (Nuryadi, et al, 2020; Li and Zizzi, 2018; Lupak, et al, 2020). In other words, this principle interprets teaching as what educators do, say, and think together with their students about learning content in a learning environment. Therefore, to design effective distance learning, various strategies need to be thought out and designed to facilitate interaction between lecturers with learning content, students with learning content, students with lecturers, and students with other students.

The very important role of lecturers in the management of distance learning is to develop learning content (Boynton and Boynton, 2005; Marzano, et al, 2003). To do this, the lecturer must think that the learning content will be delivered online. Then, the lecturer also needs to determine the components of the learning content, consider and pay attention to existing

learning content, and finally develop it. As mentioned earlier, the assumption that the learning content is delivered online is important in developing content for distance learning. With this assumption, the lecturer must be aware that the purpose of distance learning is to replace the face-to-face learning experience in class. In addition, in contrast to face-to-face learning, facilitation of lecturers to their students will be centered on the software and online applications used during learning. Students in this learning system are also assumed to be independent or not too dependent on the direct assistance of lecturers.

3. Policy to Support Managing Resources to University

In recent months, the Covid-19 pandemic has changed the patterns of life of billions of people throughout the universe. Indonesia cannot be separated from it. Working from home seems to be a new custom, with various notes. In the world of education, online learning that manifests in various modes and strategies becomes a necessity because there are not many other choices. Lecturers and students are both looking for the right amount of learning, especially those not familiar with it. Criticism and turmoil also emerged accompanying this new practice. Something that is very reasonable, because the situation has forced us to live a new lifestyle.

The pandemic situation makes most higher education institutions wonder how to change the education system so that students are prepared for whatever conditions occur in the future? Higher education must place the academic process within the framework of educating humanity to become a humanum community that is interconnected and works through global collaboration. The immediate consequence is that educators must move towards facilitating the development of the quality of students as members of the community who have contributed to change.

Based on the above understanding, there are important things that must be considered in the framework of universities issuing policies to optimise existing resources. Some of these important things include: *first*, focus on human skills. Today's industries are created based on technology and demand that human skills develop quickly. Educators and leaders of tertiary education must focus on the competencies of graduates needed as a pattern of growth that is flexible and supports the career profile of graduates. Students are encouraged to be skilled at approaching problems from many perspectives, fostering and exploiting imaginative creativity, engaging in complex communication, and utilising critical thinking skills. These skills include: creativity, imagination, abstraction, communication and collaboration, empathy and emotional intelligence, and the ability to work effectively and collectively without questioning identity (Chao, 2017). The Integrated curriculum model becomes the best opportunity to combine all disciplines to think and work across borders and generations. Concretely, vertical expertise (disciplines according to student interests/majors) is combined

with horizontal knowledge (cross-disciplinary disciplines outside the majors of student interest).

Second, digitalisation is a must. This pandemic situation also 'forces' higher education to utilise a series of digital learning platforms (e-learning) so that the transfer of knowledge is easily accessible to students wherever they are. We may no longer be able to rely on classrooms during pandemics because social restrictions are considered to be one of the solutions to break the chain of virus spread. However, the need for knowledge transfer and academic achievement should not be subject to the conditions of the pandemic. There is an undeniable need to develop digital competence responsibly and responsibly. The Wall Street Journal analysis found that more than 40% of manufacturing workers now have bachelor's degrees. In 2022, the industry is projected to employ more college graduates than workers with secondary education. Artificial Intelligence (AI) technology-based learning tools have tremendous potential to personalise education, increase the readiness of the education system, access tertiary institutions to society and the industrial world and increase the quality of graduates, even predict the narrowing of the socio-economic gap (Luger, 2009).

Third, collaboration between the private sector and government. The fast pace of advancement in higher education provides for a comprehensive collaboration between the private sector and the government which includes policies, access, programs and outreach of education services. The private sector, government, educators and policy makers must work together to provide many opportunities for tertiary education graduates to be accepted by the labor market and continuing training to survive in the world of work. For example, universities must continue to innovate in human resources, leadership management, and design relevant program majors. Collaboration must also be affiliated with tertiary research, the demands of civilisation, the need for socio-entrepreneurship, and ecological balance. When the pandemic undermined the civilisation revolution, the inevitable progress of technology continued to change the civilian space and the world of work. The education system must not be cut off from the needs of the global economy and society. The future demands a higher education system that is dynamic and can adapt to technology. The education model must adapt to equip each generation with the skills to create a more inclusive, cohesive, and productive world. Some jobs that are considered inefficient and effective will disappear by themselves, the economy moves very quickly, and higher education must be able to prepare quality competent and skilled generations (graduates) for the present and the future.

At present the condition of education in Indonesia is still uneven. Geography and financing are some of the challenges currently being faced. In this regard, tertiary institutions show a positive transformation by conducting online learning, even though they are constrained in several ways such as network access and learning infrastructure. Thus, MOOC's (Massive

Open Online Courses) should be seen as an opportunity because they have a good purpose in equalising education in Indonesia.

CONCLUSION

Human resource development becomes the mainstreaming of the Indonesian nation's development strategy going forward with real involvement from tertiary institutions, this strategic choice is aimed to accelerate the economic growth needed to improve people's welfare, both before the Covid-19 pandemic, during the pandemic and after the pandemic is over.

The urgency of human resource development is a key factor in winning global competition, which has the consequence of increasingly intense competition in the midst of uncertainty during this pandemic, so the strategic steps that must be taken by each tertiary institution should receive the full support of all stakeholders. The strengthening of human resources has a strong relationship with increasing work productivity, to compete in the global era in education, business, politics, economy and culture.

SUGGESTION

The role of universities in the aspects of online education and learning services needs to be improved in quantity and quality. In the current pandemic era, university leaders and lecturers are also expected to continue to make online lecture designs that are easier, cheaper, faster and more effective for students and the public.

The need for online-based home based learning lectures can be an alternative and a new trend that needs further development. It is hoped that the main role of tertiary institutions as an academic place in strengthening and enhancing aspects of intellectual, moral and professional abilities is still needed in the intelligence generation movement of the nation.

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