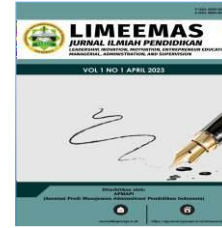


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Human Resource Readiness in Facing the Implementation of Digital Technology: A Study of Training Needs and Competency Development

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Abstract: The rapid digital transformation requires human resources (HR) to be able to adapt to various new technologies in the work environment. This research aims to analyze the level of readiness of human resources in facing the implementation of digital technology, identify the digital competencies needed, and formulate relevant training strategies based on actual needs. The research method used was descriptive quantitative with a survey approach of 120 respondents from the service and public administration sectors. The results show that HR readiness levels vary, with younger generations and operational job positions showing higher readiness than senior generation and top-level management. The most needed digital competencies include basic digital literacy, data analysis skills, work software utilization, cybersecurity, and digital communication. The main implication of these findings is the need for initial competency mapping and the implementation of need-based training to effectively address the challenges of digital transformation. The study also identified implementation barriers, such as budget constraints, resistance to change, and lack of top management support. These findings make an important contribution to the formulation of adaptive and sustainable HR development strategies in the digital era

Keywords: HR readiness, digital transformation, digital competence, needs-based training, change management

Abstrak: Transformasi digital yang berlangsung cepat menuntut sumber daya manusia (SDM) untuk mampu beradaptasi dengan berbagai teknologi baru di lingkungan kerja. Penelitian ini bertujuan untuk menganalisis tingkat kesiapan SDM dalam menghadapi implementasi teknologi digital, mengidentifikasi kompetensi digital yang dibutuhkan, serta merumuskan strategi pelatihan yang relevan berdasarkan kebutuhan aktual. Metode penelitian yang digunakan adalah kuantitatif deskriptif dengan pendekatan survei terhadap 120 responden dari sektor jasa dan administrasi publik. Hasil penelitian menunjukkan bahwa tingkat kesiapan SDM bervariasi, dengan generasi muda dan posisi kerja operasional menunjukkan kesiapan yang lebih tinggi dibandingkan generasi senior dan manajemen tingkat atas. Kompetensi digital yang paling dibutuhkan meliputi literasi digital dasar, kemampuan analisis data, pemanfaatan perangkat lunak kerja, keamanan siber, dan komunikasi digital. Implikasi utama dari temuan ini adalah perlunya pemetaan kompetensi awal dan penerapan pelatihan berbasis kebutuhan (need-based training) untuk menjawab tantangan transformasi digital secara efektif. Penelitian ini juga mengidentifikasi hambatan implementasi, seperti keterbatasan anggaran, resistensi terhadap perubahan, dan kurangnya dukungan manajemen puncak. Temuan ini memberikan kontribusi penting dalam perumusan strategi pengembangan SDM yang adaptif dan berkelanjutan di era digital.

Kata kunci: Kesiapan SDM, transformasi digital, kompetensi digital, pelatihan berbasis kebutuhan, manajemen perubahan

INTRODUCTION

Digital transformation has become a key driver of change in the world of work and organizations. Companies today face immense pressure to integrate technology in their business processes to improve efficiency and competitiveness (Bertens, 1993; Marjaya & Pasaribu, 2019). In this context, human resources (HR) play a central role in ensuring the successful implementation of digitalization in various organizational lines (Hanadya et al., 2023; Hatidah et al., 2025). However, not all organizations are ready for the digital era. Many organizations are still experiencing a *competency gap* between the actual capabilities of employees and the demands of new technologies used (Agustin & Purwanto, 2022; Hope et al., 2024). This unpreparedness is especially seen in the ability of employees to adopt digital systems such as Human Resource Information Systems (HRIS) or cloud-based applications (Ambarwati, 2021; Kusjono & Ratnasari, 2019).

In a study conducted by Hasibuan (2011), it was stated that more than 70% of digital transformation fails to achieve its goals due to low human resource readiness. This failure is not only caused by technical limitations, but also resistance to change, lack of relevant training, and absence of basic digital competencies (Irawan et al., 2024; Muhammad Iqbal et al., 2025; RA Rodia Fitri Indriani et al., 2024). Human resource digital readiness not only includes technical capabilities, but also attitudes, motivation, and openness to change. This is in line with the concept of *digital readiness* which involves cognitive, affective, and behavioral aspects in accepting new technologies (Mappasiara, 2018; Rumahorbo, 2022). Therefore, organizations need to holistically assess the readiness of their employees before stepping into the technology implementation stage.

Training and development are the main strategies in increasing human resource readiness. Effective training programs should be designed based on the specific and contextual needs of the organization (Lee et al., 2010; Trimurni & Evanita, 2021). In addition, flexible training approaches such as blended learning and microlearning are considered more effective in the context of rapid technological change. A study by Adhayanto et al. (2019) shows that organizations that invest in digital human resource development are better able to survive crisis situations such as the COVID-19 pandemic. They are not only able to maintain operations, but also show increased productivity through the adoption of digital-based remote work systems (Widhiarso & Ernawati, 2022). Based on these findings, this study is very important to identify the extent of human resource readiness in facing digitalization, especially in the context of training and competency development. Given that this readiness is dynamic and is greatly influenced by the work environment, employee age, and educational background (Harahap et al., 2021), the research approach used must consider the diversity of these characteristics.

The formulation of the problems proposed in this study includes three main aspects, namely the level of human resource readiness, the type of digital competencies needed, and the most relevant training strategies to be implemented. These questions refer to previous studies that show the importance of *skill mapping* and *needs analysis* in building superior human resources in the digital era (Marsinah Marsinah et al., 2024; Melinda Puspita Sari Jaya et al., 2023). This research aims to provide a comprehensive overview of the state of digital readiness of employees and how organizations can design effective and efficient training. This goal is in line with the needs of today's world of work which emphasizes *agility*, *lifelong learning*, and *reskilling/upskilling* human resources as an adaptive strategy to technological change. Thus, this research is expected to make an academic and practical contribution to the development of human resource management science, especially in terms of digital-based training design. In addition, the results of this study can also be a reference for policy makers in determining sustainable human resource development strategies in the era of digital transformation.

METHODOLOGY

This study uses a quantitative descriptive approach that aims to systematically describe the condition of human resource readiness in facing the implementation of digital technology. The quantitative approach was chosen because it allows researchers to measure research variables objectively through standardized instruments such as questionnaires (Kesumawati & Aridanu, 2017). To strengthen the results of the analysis and capture a deeper dimension, this study also opens up the possibility of being complemented by a qualitative approach through semi-structured interviews. The use of mixed-methods design exploratively is considered appropriate to examine the issue of human resource readiness in the context of digitalization, because in addition to relying on numbers and statistical data, researchers can also capture the narratives, perceptions, and subjective experiences of employees and HR managers (Agustin et al., 2023). Thus, the results of the study can provide a complete and holistic picture.

This research was conducted at PT Pegadaian (Persero) KM 5 Palembang Sub-Branch Office, which was chosen purposively because it was running a program to digitize services and personnel systems. This company represents the state-owned financial services sector that is actively undergoing digital transformation, both in terms of services and internal management (Pegadaian Annual Report, 2023). The research subjects consist of two main categories, namely operational employees who are technical implementers on the front line and HR managers who play a role in planning and implementing training and human resource development. The selection of respondents was carried out using the total sampling technique for employees and purposive sampling for HR

managers, in order to obtain strategic information in terms of training policies.

The main data collection technique used was a closed-ended questionnaire, which was compiled in the form of a five-point Likert scale to measure perceptions of readiness, training needs, and digital competence. This questionnaire was developed based on indicators from the Digital Competence Framework model (European Commission, 2017) and several previous research results such as by (Sinta Bella Agustina & M Bambang Purwanto, 2025). In addition to the questionnaire, the researcher also used open-ended questions at the end to provide space for respondents to convey their views or personal experiences related to readiness to face digitalization. This question provides added value in exploring qualitative aspects that may not be covered by closed items.

To deepen the understanding of quantitative data, semi-structured interviews were also conducted with several key informants, especially HR managers and work unit heads. This interview aims to confirm the findings of the questionnaire as well as identify obstacles in the implementation of digital training and HR development strategies. Documentation is also used as an additional source of data, such as HR training documents, company digitalization roadmaps, and relevant internal reports. These sources can strengthen the analysis and improve the validity of data triangulation (Afini et al., 2023; Netti Herawati et al., 2025).

1. Quantitative data obtained from the questionnaire will be analyzed using descriptive statistical techniques, such as percentage, average, and standard deviation, to illustrate the perception of human resource readiness and general training needs. This process is carried out using statistical data processing software such as SPSS. The qualitative data obtained from interviews and open-ended questions will be analyzed thematically. This analysis was carried out by identifying patterns of findings based on themes such as training challenges, training method preferences, and perceptions of technology. The results of the thematic analysis are then associated with quantitative data to build comprehensive conclusions.

RESULT AND DISCUSSION

Question 1: The level of readiness of human resources in the face of digitalization in the work environment

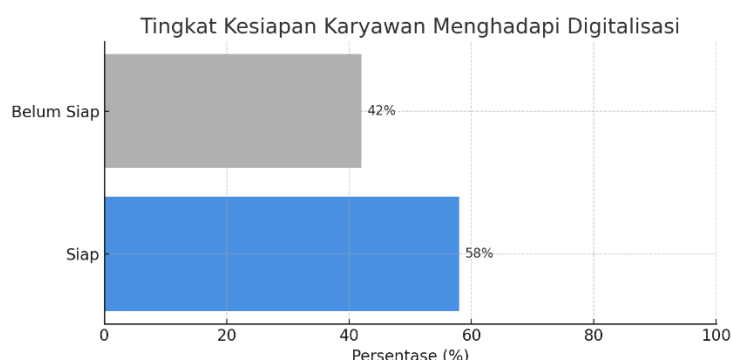


Figure 1. HR Readiness Level

Figure one shows that as many as 58% of respondents stated that they were ready to face the application of digital technology in the workplace, while 42% stated that they were not ready. This figure shows that the majority of employees have confidence in facing digital changes, but there is still a significant portion who feel that they are not able to adapt. This is an indication that training programs or digital transition approaches have not fully touched all levels of employees. This readiness is directly proportional to the individual's perception of technological mastery, previous experience, and exposure to digitalization in his work unit. Therefore, even though the percentage of readiness is in the majority, the success of digital transformation still needs to be supported by comprehensive interventions, including mentoring and ongoing training for unprepared groups.

The results show that age and educational background are two significant factors that affect digital readiness. Employees under the age of 35 are generally more confident and responsive to the use of technology than those over the age of 40. Similarly, respondents with a S1 educational background and above showed higher readiness than high school graduates, especially in the use of digital-based work applications. In addition, the experience of participating in digital training has proven to be a major driver of HR readiness. Employees who have attended more than one training have a higher tendency to be prepared (about 85%) than those who have never attended training (about 30%). This demonstrates the importance of training strategies that are inclusive, sustainable, and tailored to the demographic profile of employees to improve readiness equally.

Question 2: The competencies most needed to support the implementation of digital technology

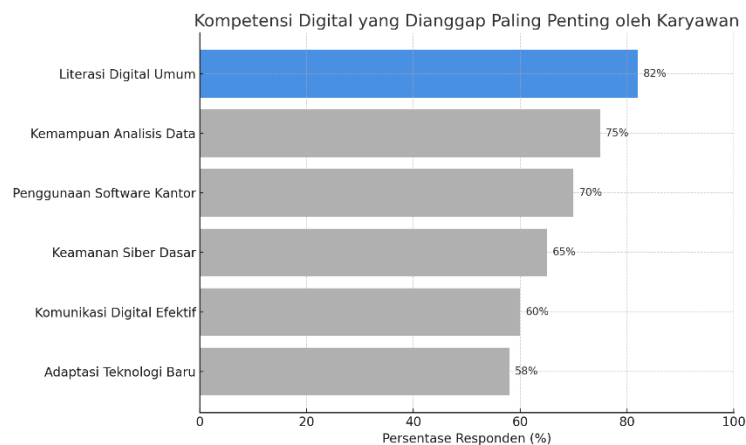


Figure 2. Types of digital competencies

Figure two explains that the survey results show that general digital literacy is the most important competency by respondents, with a percentage of 82%. This reflects that the basic ability to understand, evaluate, and use digital information is the main foundation in dealing with digital transformation in the modern work environment. In second place, data analysis skills are considered important by 75% of respondents. This competency is becoming increasingly vital as the use of data-driven systems increases and the need to make information-based decisions. Employees are not only required to be able to read data, but also understand its strategic meaning in work operations.

As many as 70% of respondents also emphasized the importance of using office software, such as Microsoft Excel, Word, or Google Workspace. Even though it is classified as a basic competence, mastery of this device is still a minimum requirement for work productivity to be maintained in the digital ecosystem. Basic cybersecurity competencies were also identified as important by 65% of respondents. This shows that there is an awareness that the use of digital technology also brings new risks, such as phishing, malware, and data breaches. Therefore, training on information security needs to be inserted in the human resource development program

Furthermore, effective digital communication received the attention of 60% of respondents. In the era of hybrid or digital remote work, the ability to communicate through online platforms (Zoom, Teams, professional email, etc.) has become an integral part of daily performance. Finally, as many as 58% of respondents mentioned adaptation to new technology as an important competency. Although it is in the last position on this list, this competency has strategic value because it relates to the mindset and flexibility of human resources in accepting change. This competency underlies the resilience and competitiveness of employees in the midst of a rapid innovation cycle.

Question 3: Training strategies that are in accordance with the needs of human resource development in the digital era.

Table 1. Training Needs and Formats for Digital HR Development

Types of Training	Percentage (%)	Training Format Preferred	Percentage (%)
Technical Training (Digital Software)	78%	Online (E-learning)	36%
Digital Soft Skills Training	66%	Blended (online & offline)	44%
New Technology Adaptation Training	60%	Live Workshop	20%

Table one explains the results of the study revealing that technical training related to the use of digital software ranks highest in training needs, with 78% of respondents identifying it as a primary need. This reflects the increasing demands of work reliant on software such as ERP, project management systems, analytics applications, and cloud-based tools. In addition to technical competence, 66% of respondents considered that digital soft skills training is also very important, especially in terms of virtual communication, digital ethics, collaboration in remote teams, and time management in a digital context. This reinforces the findings of various studies that digital transformation also requires social and emotional readiness, not just technology.

60% of respondents also want training to adapt to new technologies, which indicates that most employees are aware of the importance of being lifelong learners. This training is expected to prepare employees for changes in new systems or devices in the future. In terms of training formats, respondents showed varied preferences. 44% of respondents chose blended learning, which is a combination of online and face-to-face training. This model is considered to provide flexibility while maintaining effective social interaction.

Meanwhile, 36% of respondents showed interest in full online training. This reflects new post-pandemic habits and increased convenience in accessing training materials from home or their respective work locations (OECD, 2020). Flexibility of time and more efficient operational costs are the main considerations. Interestingly, 20% of respondents still prefer face-to-face workshops, especially for practical trainings that require mentoring or direct simulations. This shows that in the context of technical training, instructor attendance and hands-on experience remain important for some participants.

DISCUSSION

The results show that more than half of the respondents are in the category of being ready for digital transformation. These findings are in line with the concept of *Readiness for Change* put forward by Armenakis et al. (1993), which states that a person's readiness for change is influenced by the perception of the need for change, individual abilities, and organizational support. The high readiness rate reflects the awareness of the importance of technology and the perceived potential of digitalization in improving work efficiency (Weiner, 2009; Holt et al., 2007). However, this readiness is uneven across age groups and

positions. Respondents from the younger age group (under 35 years old) tended to show higher levels of readiness than the age group over 45 years old. This can be explained through *the generational digital divide*, where the digital-native generation is more quickly adapting to technology-based changes (Prensky, 2001; Jones & Shao, 2011). Similarly, operational staff tend to be more technically prepared than top-level management, which tends to take longer to understand new systems. Differences between job positions can also be caused by the frequency of interaction with technology in the workplace. Those who are more in direct contact with information systems, digital software, and work applications have higher exposure, thus forming confidence in adapting. This confirms the importance of a differentiated approach in training strategies based on each individual's job profile and digital experience (Venkatesh et al., 2003).

Based on findings regarding readiness variability, organizations need to conduct initial competency mapping before designing training. This aims to avoid a uniform training approach for all employees, as readiness levels and training needs vary widely. This mapping process can be done through survey-based diagnostic assessments or direct interviews to identify skills and technology knowledge gaps (Blanchard & Thacker, 2010). Furthermore, organizations are advised to implement a need-based training strategy so that the training becomes more targeted. This strategy allows for training designed based on the actual gap between existing competencies and competencies needed in the digital age. This type of training has proven to be more efficient in terms of cost and results, as the material provided is truly relevant to the real-world job challenges faced (Noe et al., 2017; Salas et al., 2012).

The results of this study are in line with the findings of Supriyadi & Mulyani (2022) which identified a digital competency gap in the public sector, especially among senior employees and those who have never attended digital training before. The study confirms that digital readiness is not only determined by age, but also by the availability of training facilities and the involvement of institutions in the transformation process. In addition, these results are also relevant to the study of Rahayu (2021) which states that online training in the private sector is only effective if it is accompanied by a strict evaluation system and management support. This reinforces the importance of developing a structured training strategy, not only in terms of content but also in terms of implementation and post-training follow-up. Various previous studies (Misra et al., 2020; OECD, 2020; McKinsey, 2019) also highlights that the effectiveness of digital training is highly dependent on the personalization of materials and the existence of *a strong internal support system*. In this context, the results of this study contribute by making it clear that without accurate needs mapping and adaptive training strategies, digital transformation will be difficult to achieve comprehensively.

One of the main challenges in the implementation of digital training is the

lack of available training budgets. Many organizations, especially in the public sector or MSMEs, have not allocated adequate funds for technology-based human resource capacity development. When digital training is considered a burden of costs and not investments, the digital transformation process will be slow (World Bank, 2021; Zwick, 2018). The next challenge is resistance to technological change, especially from a group of employees who have been working with manual systems for a long time. This resistance usually arises due to fear of losing control, difficulty relearning, or the perception that technology will replace their role (Kotter & Schlesinger, 2008). Therefore, the training approach needs to pay attention to the psychological aspects and work culture of the organization.

Finally, the success of digital training also relies heavily on support from top management. If organizational leaders do not show a real commitment to digital transformation, then the training program will lose legitimacy and will not get optimal participation from employees. This support is not only in the form of policies, but also exemplary, involvement in the training process, and the provision of adequate digital infrastructure (Yukl, 2012; Beer et al., 2016).

CONCLUSION

This research reveals that the readiness of human resources in facing the implementation of digital technology is at a fairly good level, especially among young employees and those who have experience interacting with technology. However, there are still significant gaps between generations as well as differences based on job positions that indicate the need for a tailored training approach. The types of competencies that are most needed include general digital literacy, data analysis skills, the use of office software, basic cybersecurity, and digital communication skills. The training that was most in demand by respondents was technical training with the blended learning method, indicating the need for flexibility and relevance of the training content to real work. The implications of these findings emphasize the importance of early competency mapping before training, as well as the implementation of need-based training to be more targeted and efficient. Compared to previous studies, the results of this study reinforce the importance of strategic approaches, managerial support, and reduced resistance to technology as determining factors for the success of human resource digital transformation.

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