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Revitalization of the Workforce Training System in Response to the Dynamics of Globalization: A Systematic Literature Review

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Abstract

The global landscape of workforce training has been profoundly influenced by the forces of globalization, digital transformation, and the rapid evolution of job requirements. This paper presents a systematic literature review on the transformation of workforce training in the face of globalization's challenges and opportunities. By examining a wide range of scholarly sources, this study aims to identify emerging trends, prevailing challenges, and potential frameworks for effective workforce development. Findings indicate a growing emphasis on digital skills, adaptability, and lifelong learning, alongside the need for a comprehensive approach that addresses disparities in training accessibility. This review contributes insights into the critical elements for developing workforce training strategies that are globally competitive, inclusive, and resilient.

Keywords

Globalization, Skills, Systematic Literature Review, Technology

1. Introduction

In the current era of globalization, companies are required to compete at the global level, and this is highly dependent on the role of human resources. Sunahwati (2019) states that "Human resources are essential for improving organizational performance and play a key role in organizational management." Human resources are one of the most important assets in the company, serving as the main driver in every activity to achieve the set goals (Mayer, 2021). Human resource management focuses on planning recruitment, organizing, implementing, and controlling human resources, as well as providing various facilities such as training, development, motivation, and compensation as strategies to improve employee performance. Dessler (2006) also states that "human resource management is the process of acquiring, training, assessing, and compensating employees, as well as paying attention to labor relations, health and safety, and justice issues."

Discussing the challenges and opportunities for professionals in the era of globalization cannot be separated from environmental changes. These changes necessitate a significant and fundamental transformation in the way of life across various organizational structures, including among employees, managers and leaders (Indana & Pangestuti, 2024). They must all strive to adapt to the effects of rapid and uncertain change. Today, we are facing fundamental changes in management triggered by rapid and widespread changes in social, economic, and political aspects, further accelerated by technological advances. This situation requires every member of a professional organization to be able to respond to the era of globalization, not only by taking advantage of the various opportunities that exist, but also by turning challenges into opportunities (Rahayu et al., 2022; Ramadhan et al., 2024). In the future, only an innovative and highly competitive nation will be able to master global life (Farida & Setiawan, 2022).

As globalization continues to reshape industries and labor markets, workforce training must evolve to meet new demands. Today's workforce is expected to possess a broader set of skills, particularly digital literacy, cultural adaptability, and problem-solving abilities (Park et al., 2021). The pressures of globalization also bring challenges such as the risk of job displacement due to automation, the widening skills gap, and the need for inclusive training practices. This review aims to synthesize recent research on workforce training transformation, analyzing the ways in which training programs are adapting to globalization and identifying areas that require further innovation.

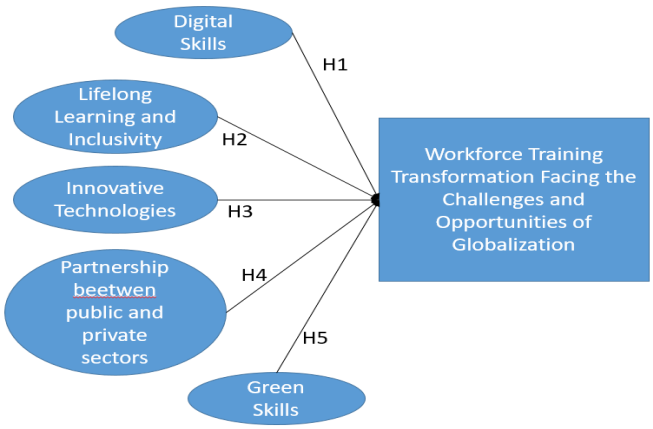

Figure 1. Framework of thinking

2. Methods

The research method used in this research is a literature review regarding transformation of workforce training which includes various types of literature that discuss this topic. recent developments in certain subjects (Wa-Mbaleka & Rosario, 2022). Based on this explanation, this research is research that uses a literature review approach because all information is obtained through a review study approach because all information is obtained through literature study. The literature review method was chosen because it can provide development and fill gaps in previous research. Selection of Data Sources, by identifying various relevant literature sources related to workforce training facing the challenge and opportunities of globalization. Research criteria, by establishing clear criteria in selecting literature that is relevant to the topic of workforce training in the last five years. The data analysis method used by the Miles and Huberman model in the data analysis technique is by collecting data, reducing data, presenting data and drawing conclusions. Qualitative data analysis techniques begin by reducing data obtained from various sources (Siyoto & Sodik, 2015).

3. Results and Discussion

3.1. Key Themes in Workforce Training Transformation

Technology-based training relates to the use of digital technology to deliver, support and enhance training and skills development in the context of (Salas et al., 2012). Technology-based training approaches is based on the principles of modern education principles that emphasize the importance of active learning, providing feedback, and customizing feedback, and customization of materials to individual needs. individual needs. Employees can learn at their own pace, access materials anytime and anywhere, and get quick and specific feedback quick and specific feedback, thus accelerating learning and application of skills in the work environment (Susilawati et al., 2022).

The study results of Ahmed & Ward (2016) showed that employees who participated in technology-based training experienced an increase in productivity, so that they can use new skills more effectively in the workplace. skills more effectively in the workplace (Lubis et al., 2022). Technology-based training helps employees gain technical skills that fit the job. Flexibility not only increases employee participation in training, but also helps them retain knowledge in the long term (Zhang et al., 2020). One of advantages of technology-based training is its flexibility. Employees can access training anytime and from anywhere, which is especially important in dynamic work environment that is not bound by time or place (Wijaya & Wahyudi, 2024). Training that involves elements of games can make the learning process learning process becomes more interesting and challenging, thus increasing participant participation and training outcomes (Deterding et al., 2011). Gamification and other interactive elements in technology-based training can increase employee motivation and engagement of employees. Various studies show that technology-based training is becoming important component in the effort to increase human resource capacity (Mulyana et al., 2022).

Technology-based training is based on constructivist learning theory, which emphasizes the importance of experience and interaction in learning. and interaction in learning. Technology enables simulation of real situations and dynamic interaction, thus helps employees learn skills that are appropriate to their work environment (Salas et al., 2012). their work environment (Salas et al., 2012). Workers who engage in technology technology-based training are more likely to feel comfortable and competent in using the new technology, thereby accelerate technology adoption in the organization (Zhang et al., 2020). Training technology-

based training can improve readiness of the workforce to adopt and utilize new technologies in the workplace. Workplace (Khasanah & Sasana, 2022).

Employees who participated in technology-based training technology-based training showed improvement in their digital and technical skills, which are essential for readiness to face the demands of work in the digital age (Bartolomé et al., 2018). Technology-based training enables the development of relevant and up-to-date skills, as training materials can be updated quickly and according to the dynamics of one of the benefits of technology-based training is its flexibility. One of the benefits of technology-based training is its flexibility (Nguyen et al, 2023). The workforce can access training anytime and anywhere, thereby increases participation and motivation to learn. to learn. Flexibility helps in maintaining a balance between work and training, thereby maintaining workforce readiness maintain workforce readiness amidst dynamic work demands (Ally &Prieto-Blázquez, 2014; Gibson & Harper, 2018). Companies that invest in technology-based training experience increased productivity and innovation, as employees feel better equipped to take the initiative in implement new ideas (Clark & Mayer, 2016). Technology-based training not only improves skills, but also encourages innovation. Employees who are trained using the latest technology will be better able to contribute to the innovation process in the company (Suprapti & Suparmi, 2022).

With digitalization being a core component of the global economy, digital skills training has become indispensable. Numerous studies underscore the importance of equipping workers with skills in areas such as data analysis, cybersecurity, and cloud computing. The literature emphasizes that countries with proactive digital training initiatives see higher productivity gains and lower skill mismatches (Smith et al., 2021; Chen & Green, 2020). Globalization necessitates a workforce that is culturally competent and adept in soft skills such as communication, adaptability, and teamwork. Training programs increasingly incorporate cultural awareness, global business etiquette, and conflict resolution to prepare employees for diverse work environments. As noted by Lee et al. (2019), soft skills are crucial for navigating cross-cultural collaborations and enhancing workplace harmony in multinational settings. The concept of lifelong learning has gained traction as a response to rapid technological advances. Studies indicate that fostering a culture of continuous learning within organizations not only improves employee retention but also enhances adaptability. Programs encouraging lifelong learning include micro-credentials, e-learning modules, and personalized development plans (Gibson & Harper, 2018; Roberts, 2022). Inclusion in workforce training, particularly for underrepresented groups, is a priority as globalization highlights economic inequalities. Several articles highlight efforts to bridge the digital divide and offer accessible training for women, low-income workers, and those in developing economies (Robinson & Li, 2019). This trend underscores the need for inclusive policies that democratize access to skills training and ensure equitable economic participation (Brown & Lee, 2020; Park & Singh, 2021).

3.2. Challenges in Workforce Training

One of the most pressing challenges is the financial and logistical burden of updating training programs to meet global standards. Training initiatives require substantial investment, which can be prohibitive for smaller businesses and organizations in lower-income regions (Jones & Ali, 2018; Lee et al., 2019). A recurring issue in the literature is the skill mismatch that arises as technological changes outpace the workforce's ability to adapt. Even with access to training, employees often struggle to stay current with fast-evolving technologies, which can reduce the effectiveness of training programs over time (Zhang & Mueller, 2021). Globalization encourages the development of standardized training frameworks; however, the implementation of such standards may overlook local labor market needs. Balancing global competencies with locally relevant skills is an ongoing

challenge, as observed in case studies from developing countries (Bellmann & Hübler, 2021).

3.3. Opportunities in Workforce Training

Collaboration between governments, educational institutions, and private companies has shown promising results in workforce training. Such partnerships enable pooling of resources and sharing of expertise, as well as the creation of training programs aligned with industry demands (Brown & Lee, 2020; Smith & Green, 2020). Successful examples include apprenticeships and industry-specific boot camps designed to fill critical skill gaps. Technology offers innovative solutions for workforce training, from virtual reality (VR) for hands-on simulations to artificial intelligence (AI) for personalized learning paths. These tools enhance engagement and improve retention rates. Research suggests that incorporating AI can help track individual progress and adapt content to each learner's pace and needs (Kumar & West, 2022; Sudiantini et al., 2023).

With the rise of the green economy, there is a growing need for training programs focused on sustainability and environmental responsibility. As more companies adopt sustainable practices, workers must acquire green skills such as waste reduction, resource management, and knowledge of renewable energy technologies. This trend is particularly prominent in Europe, where policies encourage green job training as part of broader environmental initiatives (Park & Singh, 2021).

4. Conclusion

This systematic literature review highlights the need for a comprehensive transformation of workforce training to address the challenges and leverage the opportunities presented by globalization. As industries and job markets evolve, workforce training programs must be redefined to ensure that employees possess not only technical and digital skills but also the adaptability and resilience required in a globalized and technologically advanced world. One of the primary findings of this review is the critical importance of digital skills in the modern workforce. As technology continues to advance rapidly, employees across sectors must be proficient in digital tools, including data analysis, cybersecurity, and cloud computing, to stay competitive. This shift necessitates that training programs incorporate foundational and advanced digital competencies to enable workers to thrive in tech-driven environments. However, simply focusing on technical skills is insufficient; training must also cultivate soft skills and cultural competence. These skills, such as communication, teamwork, and cultural awareness, are essential for cross-border collaboration and adapting to diverse work environments, making them invaluable in a global workforce. The concept of lifelong learning emerges as a fundamental pillar for workforce training in response to the fast-paced nature of technological changes and globalization. Lifelong learning supports continuous skill development, enabling employees to keep up with new industry standards and job requirements. Organizations that foster a culture of continuous development not only benefit from a more adaptable workforce but also experience higher employee engagement and retention. This review suggests that workforce training programs should incorporate mechanisms like micro-credentials and personalized development plans to support lifelong learning effectively. Moreover, inclusivity in workforce training is identified as essential for bridging socio-economic and regional disparities. Inclusive training models ensure that all workers, including those from marginalized groups such as women, low-income individuals, and those in developing countries, have equitable access to skill development. By promoting inclusivity, organizations can create a more diverse and competitive workforce, while also addressing global challenges related to inequality and underemployment. Public-private partnerships

also play a critical role in overcoming the resource constraints often faced by training programs, especially in lower-income areas. By combining resources and aligning training objectives with market needs, these collaborations allow organizations to create tailored training programs that are relevant to specific industries and regions. Such partnerships provide a practical framework for bridging the skills gap and preparing a workforce that meets real-world demands. Furthermore, the growing emphasis on green skills reflects the global push toward sustainability. As more industries adopt environmentally friendly practices, workforce training programs must equip employees with the skills needed to contribute to sustainable business models. This includes knowledge of renewable energy, waste management, and sustainable resource utilization. Training programs that incorporate green skills not only contribute to organizational sustainability goals but also prepare employees for the emerging green economy, which is expected to see substantial growth in the coming years.

In summary, the findings of this review underscore the need for an adaptive, inclusive, and technology-driven approach to workforce training. Developing training programs that integrate digital and green skills, foster lifelong learning, promote inclusivity, and encourage public-private partnerships will enable organizations to create a resilient and globally competitive workforce. This transformation is vital for ensuring that employees can not only adapt to current industry demands but also navigate the uncertainties of future market shifts and technological advancements. The collaborative efforts of policymakers, educators, and business leaders are essential to designing and implementing training frameworks that prepare workers for the challenges and opportunities of the globalized world.

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