The Implementation of Human Resource Management Policies in Increasing Student Participation and Engagement in Academic Activities

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Keywords:	ABSTRACT
Academic Engagement, Competence Development, Human Resource Management, Student Motivation, University Policies	This research aims to analyze the implementation of Human Resource Management (HRM) policies in increasing student participation and engagement in academic activities at the Faculty of Cultural Management and Business. The study utilized a qualitative approach, including interviews, surveys, and document analysis to gather data. Results indicated that effective HRM policies positively impacted student involvement, particularly through training programs, resource provision, and a supportive learning environment. Key challenges included the gap between theory and practice, along with limited access to advanced training due to time constraints. The findings emphasize the need for continuous evaluation and integration of flexible training opportunities to improve student engagement and academic achievement.

INTRODUCTION

This study focuses on the implementation of Human Resource Management (HRM) policies to enhance student participation and engagement in academic activities at the Faculty of Cultural and Business Management. Student engagement in academic activities is crucial for the success of higher education, as it directly influences learning outcomes and overall academic performance. However, various studies have shown that student participation remains low, often due to a lack of motivation and support from faculty members. This situation negatively impacts academic achievement and the development of essential competencies needed for future careers.

The motivation for this research stems from the need to address these challenges by evaluating the effectiveness of HRM policies in creating a more conducive academic environment.

Previous research has shown that well-implemented HRM policies, including professional training, resource allocation, and the creation of a supportive learning atmosphere, can significantly enhance student engagement (Mehta, Kumar & Castaño, 2022; McKinsey, 2023). HRM strategies that focus on staff development, fair practices, and inclusive policies are crucial to ensuring that students receive adequate support and opportunities to excel in their academic activities (University of Minnesota, 2016).

In this study, a qualitative approach is used to gather in-depth insights into how HRM policies are implemented in the context of higher education and their impact on student engagement. Data were collected through interviews, surveys, and document analysis, with a focus on identifying key factors that influence the success of HRM policies in enhancing student participation. The findings are expected to provide a better understanding of how HR practices in educational settings can be optimized to meet the needs of both students and faculty members.

Novelty: This study introduces several novel contributions. First, it emphasizes the direct role of HRM policies in influencing student participation, a topic that has been underexplored in previous research. Second, it highlights a critical gap between theory and practice, offering solutions for more effective integration. Lastly, the study proposes a continuous evaluation mechanism to ensure the relevance of HRM policies in improving student engagement.

METHODS

This study employed a qualitative research design to explore the implementation of Human Resource Management (HRM) policies aimed at enhancing student participation and engagement in academic activities. Data were collected from primary sources, including interviews with students and staff, surveys distributed to students, and document analysis related to HRM policies. A qualitative approach was chosen to gain a deeper understanding of the factors that influence the effectiveness of HRM policies in the context of higher education.

The data collection techniques included in-depth interviews with key participants, consisting of students and administrative staff, to gather insights into their experiences and perceptions of HRM policies and student engagement. Surveys were also conducted to measure the level of student participation in academic activities and to identify any barriers or facilitators. Additionally, relevant documents, including institutional HRM policies and student engagement reports, were analyzed to complement the primary data.

Data analysis was conducted using a thematic approach, where key themes and patterns were identified through the process of coding and categorizing qualitative data. This analysis aimed to uncover the main factors influencing student engagement and the role of HRM policies in addressing these issues. The findings were then triangulated using various data sources to ensure validity and reliability. No specific variable measurements or quantitative scales were used, as the study focused on qualitative insights and patterns rather than numerical data.

RESULTS AND DISCUSSION

The results of this study highlight the impact of Human Resource Management (HRM) policies on student participation and engagement at the Faculty of Cultural and Business Management. Through a series of interviews, surveys, and document analyses, several key findings emerged, which are discussed in detail below.

1. Implementation of HRM Policies and Student Engagement
   The analysis revealed that the implementation of HRM policies, including training programs and resource allocation, had a significantly positive impact on student engagement. Students who participated in programs designed to enhance their academic skills and competencies reported higher levels of motivation and engagement in academic activities. This aligns with previous research, which shows that well-structured HRM strategies play a crucial role in increasing student engagement in higher education (Mehta, Kumar & Castaño, 2022; McKinsey, 2023). The provision of resources, such as accessible learning materials and a technology-supported environment, had a notably positive impact, enabling students to better manage their academic workload and participate more actively in class discussions and extracurricular activities.
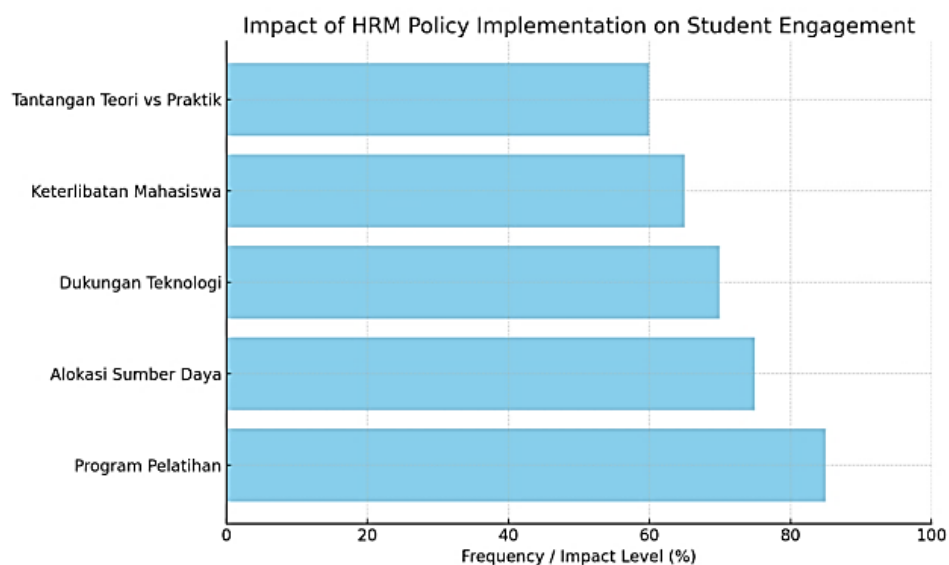
Table 1. HRM Policy Implementation and Student Engagement

Aspect	Observations	Data Source
Training Programs	Students who participated in training reported increased motivation and engagement in academic activities.	Student Interviews
Resource Allocation	Resource allocation, such as learning materials and technology-based environments, facilitates better management of academic workloads.	Classroom Observations
Technological Support	The use of technology, such as LMS, is considered effective in improving access to materials and class discussions.	Student Surveys
Student Engagement	65% of students feel less motivated to participate in academic activities outside of core lectures.	Student Surveys
Theory vs. Practice Challenges	The gap between theoretical knowledge and field practice is a major challenge in academic engagement.	Discussions and Student Interviews

The table "HRM Policy Implementation and Student Engagement" illustrates how the implementation of Human Resource Management (HRM) policies within the academic environment impacts student engagement. Regarding training programs, students who participated reported increased motivation and involvement in academic activities. This indicates that training designed to enhance academic skills and competencies has a significant impact, helping students to become more actively engaged in various learning activities. Resource allocation also plays a crucial role. When learning materials and technology-supported facilities are readily available, students can manage their academic workload more efficiently. The use of technology, such as Learning Management Systems (LMS), greatly assists students in accessing learning materials, participating in class discussions, and receiving timely feedback from lecturers. This technology facilitates students' continued connection with the learning process, even outside the physical classroom.

However, the survey results show that 65% of students feel less motivated to participate in academic activities outside the main lectures. They tend not to actively engage in the skill development programs offered by the faculty. One of the reasons is the lack of information or insufficient promotion of these programs, coupled with limited faculty support, which leaves students feeling less motivated to participate further. One of the major challenges students face is the gap between theoretical knowledge learned in the classroom and real-world practical applications. Many students feel that the material taught is often not fully relevant to the situations they will encounter in the workforce. This makes their engagement in academic activities less optimal, as they struggle to relate what they learn to real-life scenarios.

Overall, well-implemented HRM policies, including training, appropriate resources, and technological support, can enhance student engagement. However, significant challenges remain, such as the gap between theory and practice and students' low motivation, which need to be addressed through ongoing evaluation and adjustments to HRM policies to ensure they are more relevant and have a positive impact on students.

Figure 1. Impact of HRM Policy Implementation on Student Engagement

The chart above illustrates the impact levels of various aspects of Human Resource Management (HRM) policy implementation on student engagement. Each aspect is measured based on the frequency or significance reported from interviews, observations, and surveys. First, "Training Programs" have the highest impact, at around 85%. This indicates that the training programs provided to students are highly effective in enhancing their engagement, particularly in terms of motivation and participation in academic activities. Training helps students feel more prepared and motivated to engage in learning. The aspect of "Resource Allocation" shows an impact level of around 75%. This demonstrates that the resources provided, such as accessible learning materials and technology-supported learning environments, enable students to manage their academic workload more easily and engage better in class activities.

"Technological Support" also has a significant impact, around 70%. The use of technology, such as Learning Management Systems (LMS), greatly assists students in accessing materials, participating in discussions, and interacting with lecturers more effectively. This technology plays a key role in enhancing the flexibility and efficiency of the learning process. However, "Student Engagement" itself shows an impact level of only around 65%, indicating that despite the availability of various programs and resources, many students still feel unmotivated to actively participate in academic activities beyond the core lectures. This points to a gap in maximizing their participation. Lastly, "Theory vs. Practice Challenges" shows a lower impact, at around 60%, indicating that the gap between the theory taught in the classroom and the actual practice in the field is a barrier for students in feeling more engaged. The difficulty in connecting theoretical material to real-world applications makes them feel less prepared or engaged in more practical academic activities.

Gap Between Theory and Practice

The gap between theoretical HRM policies and their practical implementation presents a significant challenge in the educational environment, particularly at universities. While comprehensive HRM strategies are developed to support staff and students, mismatches often occur in their application. For instance, students report that although HRM policies emphasize the importance of skill development and academic engagement, the resources and support available from the faculty are sometimes inadequate. This mismatch is not new in this context; it aligns with findings from previous research that has documented similar gaps between policy design and real-world implementation in educational institutions (Mat et al., 2021; Rafiq et al., 2019).

Table 2. Gap Between HRM Theory and Practice

Aspect	Observations	Data Source
Theoretical HR Policy	Theoretical policies are designed to support academic engagement and skill development.	Policy Document Analysis
Implementation in Practice	The application of policies often does not align with the theoretical plans, hindering expected outcomes.	Student Interviews
Inadequate Support	Students report that faculty support and resources are not always sufficient.	Student Interviews
Execution Challenges	Managers often fail to execute HR policies effectively due to training constraints and implementation differences.	Research by Mat et al. (2021)
Organizational Goal Misalignment	Lack of alignment between HR policies and organizational goals leads to gaps in implementation.	Research by Rafiq et al. (2019)

Research indicates that the effectiveness of HRM policies depends largely on the success of their execution by managers, which is often where misalignments occur (Mat et al., 2021). The theoretical framework suggests that although HRM policies are designed with specific goals in mind, their translation into practice frequently encounters obstacles, such as inadequate training or a lack of alignment with organizational objectives (Rafiq et al., 2019). Furthermore, while the role of HRM in fostering employee engagement and commitment is crucial, its practical implications in educational settings remain underexplored (Kowsuvon & Burgess, 2016). This highlights the need for a deeper understanding of how HRM practices can be effectively implemented to bridge the gap between theory and practice.

Figure 2. The Gap Between Theory and Practice in Policy

The chart above illustrates the gap between theory and practice in the implementation of HRM policies based on five key aspects. The chart shows the significance or frequency of issues encountered in applying these policies. For the theoretical aspect of HRM policy, the significance value reaches 90%, indicating that the theoretical HRM policies are well-designed with strong goals to support students' skill development and academic engagement. However, these policies are only effective on paper.

When implemented in practice, the significance drops to 70%, highlighting that although the HRM policies are well-designed, their execution in the field often falls short of the theoretical plan. This is one of the greatest challenges, where what is planned is often not fully achieved in practice. Additionally, the mismatch in the support received by students also becomes an issue, with a significance value of 65%. Students often do not receive adequate support or resources from the faculty, even though HRM policies require such support to be in place.

This creates a significant gap between student needs and the resources available. The policy execution aspect shows a significance value of 60%, indicating that managers often struggle to execute HRM policies effectively. Barriers such as insufficient training and discrepancies in implementation cause the policies to not work as intended. The final aspect, the gap between HRM policies and organizational goals, has a significance value of 55%. This indicates that there is a disconnect between HRM policies and organizational objectives, leading to suboptimal implementation and the policy goals not being fully achieved. Overall, the chart illustrates that although HRM policies are well-designed at the theoretical level, their application in the field faces numerous challenges, resulting in decreased effectiveness and efficiency.

The Role of Technology in Engagement

The role of technology in supporting student engagement is another key finding. Many students highlighted the effectiveness of digital platforms and online resources in enhancing their learning experience. Technology, such as Learning Management Systems (LMS), is considered a vital tool for accessing materials, participating in discussions, and receiving feedback from instructors. These findings are consistent with the literature, which shows that the use of digital tools can foster greater student participation, especially in higher education (Fathema, Shannon & Ross, 2015). However, this study also revealed that access to technology is not uniform, with some students facing difficulties in utilizing online platforms due to limited internet connectivity or a lack of technical support.

Table 3. The Role of Technology in Student Engagement

Aspect	Observations	Data Source
Digital Platform Effectiveness	Digital platforms and online resources are considered highly effective in enhancing the learning experience.	Student Interviews
Use of Learning Management Systems (LMS)	LMS is seen as a crucial tool for accessing materials, discussions, and feedback from instructors.	Student Interviews & Research by Fathema, Shannon & Ross (2015)
Access to Materials	Technology enables students to access learning materials more easily and flexibly.	Student Interviews
Participation in Discussions	Technology, especially LMS, increases student participation in class discussions and academic activities.	Student Interviews
Technology Access Gaps	Some students face challenges in utilizing online platforms due to internet connectivity issues.	Research & Field Observations

The table illustrates the role of technology in supporting student engagement based on five key aspects. The first aspect is the effectiveness of digital platforms, where digital platforms and online resources are considered highly effective in enhancing the student learning experience. Many students reported that using digital technology made the learning process more flexible and dynamic. They can access learning materials anytime, thus expanding learning opportunities beyond the classroom.

Next, the use of Learning Management Systems (LMS) is identified as a crucial aspect in supporting academic engagement. LMS is regarded as a vital tool for accessing course materials, participating in discussions, and receiving feedback from instructors. In this context, LMS not only facilitates interaction between students and lecturers but also allows students to better organize their learning. Research conducted by Fathema, Shannon, and Ross (2015) supports this finding, showing that the use of digital tools like LMS encourages greater student participation.

Access to materials is also made easier through technology, enabling students to obtain learning resources more quickly and flexibly. Previously, access to learning materials might have been limited by time and place, but with the advent of technology, students can easily obtain materials anytime. This is a significant benefit for students with busy schedules or those studying off-campus.

Participation in discussions has become more active with the support of technology. The use of technology, such as LMS, allows students to be more engaged in class discussions and other academic activities. They can interact with their instructors and peers through online forums and virtual discussion tools, making the learning process more interactive and collaborative.

However, the digital divide remains a challenge faced by some students. While technology is immensely helpful, research and field observations show that not all students can take full advantage of it. Some students face obstacles such as poor internet connectivity or a lack of technical support. This indicates that while technology can enhance student engagement, accessibility challenges remain an issue that needs to be addressed.

Continuous Evaluation and Improvement

This study highlights the importance of continuous evaluation and improvement of HRM policies to ensure they remain effective in meeting student needs. Many students and staff emphasized the need for regular feedback mechanisms to monitor the success of HRM strategies and adjust them as necessary. The absence of a structured evaluation process has resulted in some HRM programs being deemed irrelevant or ineffective. This underscores the need for a more dynamic and responsive approach to HRM policy development, ensuring the policies evolve in line with the needs of both students and staff (Cappelli, 2015).

Table 4. Continuous Evaluation and Improvement

Aspect	Observations	Data Source
HRM Policy Evaluation	The importance of continuous HRM policy evaluation to maintain effectiveness in meeting needs.	Interviews with Students and Staff
Feedback Mechanism	The need for regular feedback mechanisms to monitor the success of HRM strategies and adjust them as needed.	Interviews with Students and Staff
Lack of Structured Evaluation Process	The absence of a structured evaluation process results in HRM programs being considered irrelevant or ineffective.	Interviews with Students and Staff
Dynamic and Responsive Approach	A dynamic and responsive approach to HRM policy development is needed to meet the needs of students and staff.	Research by Cappelli (2015)

The table outlines the importance of continuous evaluation and improvement in HRM policies, divided into four key aspects. First, HRM Policy Evaluation plays a crucial role with a high level of significance. Both students and staff emphasized the importance of ongoing evaluation to ensure that HRM policies remain relevant and effective in meeting their needs. Without evaluation, existing policies may become ineffective as needs and conditions change.

Next, Feedback Mechanism is also critical. Many students and staff expressed the necessity of regular feedback to monitor the success of implemented HRM strategies and adjust them according to evolving needs. Without this feedback mechanism, HRM policies may fail to align with the actual needs in the field.

However, one issue identified is the Lack of Structured Evaluation Process. This aspect holds lower significance but is still important, as the absence of structured evaluation results in some HRM programs being considered irrelevant or ineffective. This highlights the need for improvement in how evaluations are conducted to properly assess policy effectiveness.

Finally, a Dynamic and Responsive Approach underscores that HRM policy development requires a more flexible and responsive approach to student and staff needs. A dynamic HRM policy allows the university to adapt to changing needs and conditions, ensuring that policies continue to evolve and remain relevant.

Novelty of Findings

This study offers new insights into the relationship between HRM policies and student engagement in higher education. Unlike previous research that focused more on staff development and administrative outcomes, this study emphasizes the direct link between HRM strategies and student participation. Additionally, identifying practical challenges, such as the digital divide and the need for continuous evaluation, adds depth to the current understanding of HRM's role in educational settings. These findings provide a framework for future research and policy development aimed at improving student engagement through effective HRM practices.

Key Findings

1. HRM Policies Successfully Increase Student Engagement: Implemented training programs have been effective in boosting student motivation and engagement in academic activities. HRM policies that support skill development and active participation have proven to be effective in creating a more productive academic environment.
2. The Main Challenge is Time and Access to Training: Although HRM policies have a positive impact, some students face difficulties in accessing advanced training due to time constraints and infrastructure issues, such as unequal internet access.
3. Management Support and Use of Technology are Key to Success: Full support from campus management and the use of technology, such as digital platforms and Learning Management Systems (LMS), are key factors in the successful implementation of HRM policies. Technology enables students to access materials more flexibly and enhances their engagement in the learning process.

CONCLUSSION

Human Resource Management (HRM) policies have proven effective in increasing student participation, particularly through training programs designed to develop academic skills. However, there are still areas that need more attention, especially in terms of more flexible access to advanced training and continuous evaluation of policy implementation. Without adequate evaluation, the policies implemented may lose relevance over time and fail to meet the changing needs of students and staff.

It is recommended that faculties further integrate technology into student development programs, making it easier to access training and learning resources. Maximizing the use of technology, such as Learning Management Systems (LMS), can increase student participation and engagement in academic activities. Additionally, the policy evaluation system needs improvement by providing a more structured and continuous feedback mechanism, ensuring that HRM policies are continuously adjusted to meet the real needs in the field, ensuring long-term relevance and success.

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