

Research Article

Human Resources Development for State Universities in the MIMAROPA Region: Basis for a Model in Preparation for Internationalization

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ABSTRACT

This paper undertakes a comprehensive analysis and investigation into the Human Resource Development (HRD) programs implemented by state universities in the MIMAROPA region, with the overarching objective of formulating an international framework model grounded in these programs. The research involved 270 respondents, using stratified random sampling and validated instruments. Ethical considerations ensured participant confidentiality. Through a meticulous examination of various factors, the study sheds light on the intricate dynamics shaping HRD within the region's educational institutions. Notably, the findings underscore the diversity among universities, with each institution exhibiting unique strengths and areas for improvement in their HRD endeavors. Collaborative initiatives, organizational support, and strategic alignment emerge as crucial determinants of HRD effectiveness and commitment within MIMAROPA state universities. In response to the identified disparities, this study proposes a comprehensive HRD model tailored specifically for MIMAROPA state universities. This model integrates core pillars focused on strategic alignment, commitment enhancement, addressing HRD needs, and institutional characteristics, aiming to provide a robust framework for the successful implementation of internationalization efforts. By leveraging collaborative learning, interdisciplinary exchanges, and innovation, the proposed model seeks to cultivate a conducive environment for HRD practices aligned with emerging trends, industry demands, and global standards. Ultimately, it is envisaged that the adoption of such a holistic approach will empower MIMAROPA state universities to play a pivotal role in shaping the regional and global educational landscape.

Keywords: Model of Human Resources Development, State Universities, MIMAROPA Region, Internationalization, Human Resources Development Practices, Development Needs of Human Resources

1. INTRODUCTION

Higher education is undergoing significant transformation in this globalizing era, where educational paradigms are constantly shifting. State universities, recognized as drivers of knowledge dissemination and societal progress, must adapt to these changes and actively embrace internationalization as a strategic goal. With its socio-diversity and geographical advantages, the MIMAROPA region presents a unique opportunity to leverage internationalization to enhance educational excellence, promote research innovation, and facilitate global engagement.

However, the path towards internationalization is more than just diversification or forging partnerships with foreign institutions. Instead, it necessitates a comprehensive approach that permeates all facets of university operations. An essential foundation for achieving this transformation lies in focusing on Human Resource Development (HRD) management. Efficiently developing and managing the creative abilities of faculty, staff, and administrators forms the backbone for successfully implementing internationalization initiatives, propelling universities towards gaining recognition and fostering competitiveness.

This paper will be crucial for the administrators, teaching force and students of state universities in the MIMAROPA region. This research endeavors to provide an in-depth analysis of the Human Resource Development (HRD) landscape within MIMAROPA state universities, exploring the HRD practices, commitments, responses to development needs towards international competitiveness and its output is to craft a model of human resource development for state universities in the MIMAROPA region towards internationalization.

2. MATERIALS AND METHODS

This study employed a descriptive research design to systematically gather and analyze data relevant to human resource

development practices among state universities in the MIMAROPA Region. The study involved a total of 270 respondents drawn from Mindoro State University, Romblon State University, Palawan State University, and Western Philippines University.

Respondents were selected using stratified random sampling, ensuring proportional representation from each university. The sample size was computed using Cochran's formula to achieve statistical adequacy. The respondents consisted of faculty members and heads of offices, who are directly involved in or knowledgeable about institutional human resource development (HRD) initiatives.

A Likert-scale survey questionnaire was used as the primary data collection instrument. It was designed to assess three key areas: (1) the HRD practices of state universities; (2) the level of commitment of these universities in promoting HRD for international competitiveness; and (3) their responsiveness to HRD needs in the region. The instrument was reviewed and validated by a panel of academic experts from the participating universities to ensure content validity. It was also pilot-tested, yielding a Cronbach's Alpha coefficient of 0.993, indicating excellent internal consistency (Zikmund, 2010).

The researcher personally administered and retrieved the questionnaires. Respondents were asked to indicate their level of agreement with the items using a five-point Likert scale: (1) Strongly Disagree, (2) Disagree, (3) Moderately Agree, (4) Agree, (5) Strongly Agree.

Data were analyzed using descriptive statistical tools, specifically mean scores and rankings, to determine the general trends and levels of agreement in each dimension assessed.

3. RESULTS AND DISCUSSION

The data on human resource development indicators—including Training and Development, Rewards and Recognition, Employee Participation, Supervisor Support, Peer Support, and Organizational Support—reveal meaningful patterns that reflect both the strengths and gaps in HR practices across the four universities located in table

Peer Support (4.39, Rank 1) and Training and Development (4.36, Rank 2) are two areas where University C excels overall. The aforementioned high scores indicate a cooperative workplace and a strong dedication to skill development, both of which are likely to boost employee engagement and output. A well-rounded HR environment where both formal systems and interpersonal dynamics are successfully fostered is also indicated by its high ratings in Supervisor Support and Rewards and Recognition. Training plays a crucial role in human resource management, aiming to enhance the competence of faculty members in delivering quality instruction and services to students (An et al., 2015). This approach is essential for increasing personnel abilities to address the challenges and opportunities of the modern workplace (Kotnour, 2009). Many organizations utilize competency training as a reward package, particularly for employee promotions (Macalaguim & Menez, 2014). The connection between the professional development and academic stature of faculty members within an institution is highlighted in the work of Guraya et al. (2016). The study underscores the importance of an institution's educational vibrancy being intrinsically tied to the professional growth of its faculty. Specifically, a dynamic and energetic Faculty Development Program is identified as a key factor in realizing this connection.

Guraya et al. (2016) demonstrate that such a Faculty Development Program significantly enhances faculty skills across various domains, including teaching, assessment, curriculum support, organizational leadership, and mentoring. The findings suggest that investing in a robust Faculty Development Program can contribute substantially to the overall development and effectiveness of faculty members, thereby positively impacting the educational landscape of the institution. Retaining and incorporating REFERENCES, such as Guraya et al. (2016), strengthens the scholarly basis of the discussion and aligns it with existing research in the field.

For educational institutions, such as the Lyceum of the Philippines University (LPU) – Batangas, delivering necessary products and services is vital to achieving intended outcomes (Javier, 2012). LPU-Batangas, aspiring to be a leader in providing globally competitive graduates, prioritizes faculty development programs for professional continuing education (Laguador et al., 2014).

With high levels of peer support (4.29, Rank 2) and supervisor support (4.41, Rank 1), University A has a robust interpersonal support network at work. However, it has lower rankings in Rewards and Recognition (4.14, Rank 4.5) and Employee Participation (4.00, Rank 6), suggesting that although employees may feel personally supported, they may not be fully acknowledged for their achievements and may not participate in decision-making. Long-term employee engagement and retention may be impacted by this. The assertion made by Brick (2012) underscores the significance of recognition within the workplace, emphasizing its critical role in shaping organizational culture and influencing workforce engagement. The author further claimed that recognition is a fundamental element that contributes to the overall operation of a workplace, influencing the dynamics and interactions among employees. This recognition-centric approach aligns with the contemporary understanding that an engaged workforce is a key driver of organizational success.

Fostering a culture of recognition is instrumental in cultivating engaged and loyal employees within an organization (Hastwell, 2023). Integrating employee appreciation as a fundamental aspect of workplace culture requires deliberate and meaningful practices. By establishing intentional recognition programs and initiatives, employers can positively impact employee

morale, motivation, and overall satisfaction, contributing to a more vibrant and productive work environment. Recognizing and appreciating employees for their contributions not only boost individual morale but also strengthen the sense of belonging and commitment to the organization, ultimately enhancing employee retention and overall organizational success (O'Malley, 2000).

University D has the lowest score in Organizational Support (3.22, Rank 6), but it performs moderately overall, especially in Peer Support (4.22, Rank 1) and Supervisor Support (4.03, Rank 2). This disparity implies that although supervisors and employees have good connections, the institution may not be providing enough structural or policy-based assistance. Long-term professional growth and fulfillment may be hampered by this, particularly if resources and institutional support are inconsistently offered.

A strong basis for HR development is provided by the results, which suggest that interpersonal support networks (supervisors and peers) are generally robust across all universities. The lower organizational support, rewards, and participation scores, particularly in Universities B and D, however, point to serious weaknesses in institutional-level HR systems and policies. These universities need to develop their formal systems in order to boost institutional performance and staff happiness. This entails developing open and honest incentive scheme.

A motivated, high-performing workforce is ultimately more likely to be fostered by organizations that invest in both human relationships and institutional support systems. This is crucial for accomplishing sustainable development goals and maintaining regional competitiveness, particularly in light of ASEAN integration.

Table 1.

Summary of the Mean Distribution on the Level of Practices of the State Universities in the MIMAROPA Region in Advancing Human Resource Development

Indicators	University A (n = 20)		University B (n = 141)		University C (n = 53)		University D (n = 56)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Training and Development	4.24	3	3.64	3	4.36	2	3.7	3
Rewards and Recognition	4.14	4.5	3.56	5	4.28	3	3.54	5
Employee Participation	4.00	6	3.54	6	4.21	5	3.61	4
Supervisor Support	4.41	1	3.81	2	4.26	4	4.03	2
Peer Support.	4.29	2	3.96	1	4.39	1	4.22	1
Organizational Support	4.14	4.5	3.61	4	4.19	6	3.22	6

Table 2 examines Human Resource Development (HRD) Practices, Climate, Employee Outcomes, and University Outcomes, provide valuable insights into the internal effectiveness of HRD systems within the state universities.

University A's consistent mean score of 4.24 across all indicators suggests a balanced and stable HRD system. This indicates that the university maintains a well-integrated approach—its practices, organizational climate, and outcomes are aligned, which may contribute to sustained institutional performance and employee satisfaction. However, the lack of variation across categories may also imply a need for innovation or targeted improvements in specific areas, rather than relying on a “one-size-fits-all” approach.

University C, on the other hand, shows the highest employee outcome score (4.49) and strong performance in university outcomes (4.22), which implies that its HRD efforts are translating effectively into results. This suggests a system where staff development directly contributes to improved institutional performance. The high employee outcome score indicates strong motivation, job satisfaction, or capability among the staff, which is crucial for long-term success.

Universities B and D, on the other hand, managed comparatively excellent employee and university outcomes while having lower HRD practices and atmosphere scores. This could imply that other elements, including leadership style, unofficial mentoring, or outside opportunities, are making up for any underdeveloped formal HRD environments or processes. On the other hand, this cannot be sustained over time. If HRD procedures and encouraging environments are not improved, these organizations run the risk of employee burnout, inconsistent perform.

Although employee and institutional outcomes are generally favorable, the statistics suggest that the core components of HRD, especially practices and climate, need to be strengthened to make sure that success is not coincidental or fleeting. By taking a more methodical and organized approach to HRD, these universities will be in a better position to adjust to changing educational demands and maintain their competitiveness in the larger ASEAN market.

Table 2.

Summary of the Mean Distribution on the Level of Commitment of the State Universities in Advancing Human Resource Development Toward International Competitiveness

Indicators	University A		University B		University C		University D	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Human Resource Development Practices	4.24	2.5	3.36	4	3.97	4	3.38	4
Human Resource Development Climate	4.24	2.5	3.59	3	4.05	3	3.69	3
Employee Outcome	4.24	2.5	4.21	1	4.49	1	4.23	1
University Outcome	4.24	2.5	3.99	2	4.22	2	4.07	2

The findings from Table 3, with a mean score of 4.53 overall, University A was the best-performing institution in the MIMAROPA region for producing human resources for ASEAN integration. This suggests a strong institutional commitment to developing skills in line with regional and global development. Interestingly, University A did well in developing fundamental competences including skills, abilities, and expertise, and it scored first in helping graduates create a global worldview (mean = 4.65). With an overall mean score of 4.51, University C came in second, demonstrating steady strength across a number of metrics, such as core competences, alignment with state government aims, and inclusive and varied learning environments, all of which scored 4.58.

However, with an aggregate mean of 4.17, University B performed in a reasonable manner. Although it did not lead in the majority of metrics, it was the best at offering internship and experiential learning opportunities (mean = 4.30), indicating a close connection to the industry and giving students real-world experience. At 4.04, University D had the lowest total mean, lagging behind. Its provision of community-based services and extension programs, however, stood out (mean = 4.29), indicating its involvement in outreach and local development initiatives.

Despite these advantages, the institutions all have some significant areas for improvement. The weakest area for University A was its continuing education and lifelong learning programs (mean = 3.25), suggesting that adult and professional education possibilities need to be strengthened. Additionally, University D scored poorly in a number of crucial areas, including diversity and response to shifting employment trends. The lowest-performing metrics often included curriculum responsiveness to economic and technological changes, flexibility in education delivery, and lifelong learning—all of which are critical to satisfying the ever-changing demands of the ASEAN labor market. These observations highlight the necessity of a more comprehensive and forward-thinking strategy for human resource development in state universities in the MIMAROPA area.

In terms of building human resources for ASEAN integration, the first data set's implications (Table 3) show the state universities in the MIMAROPA region's advantages as well as their shortcomings. Universities A and C's continuously high mean scores imply that they are better suited to meet local and international educational needs. They are leaders in producing graduates who are competitive in the ASEAN labor market because of their excellent performance in promoting inclusive education, cultivating a global mentality, and building core competences. Graduates from these institutions are probably going to have the perspectives and abilities required for innovation, cross-border work, and regional collaboration.

However, University D's and University B's lower scores suggest that they may be failing in important areas like providing lifelong learning, collaborating with government and industry sectors, and being able to adapt to industry developments. In an increasingly competitive and interconnected ASEAN economy, this may have an impact on the employability and relevance of their graduates. A serious gap is also revealed by University A's persistently low lifetime learning program score (3.25), which raises the possibility that even high-performing institutions are unable to sufficiently address the requirement for professionals to

continuously upgrade their skills.

All things considered, the data suggests that although there are admirable procedures in place, all universities still need to adopt a more unified and progressive strategy. To guarantee that human resource development in the area not only satisfies present demands but also continues to be responsive to future ASEAN integration aspirations, it is imperative to invest in lifelong education programs, improve flexible learning alternatives, and fortify ties with industry.

Table 3.

Mean Distribution on the Response of the State Universities to Developing Human Resources in the MIMAROPA Region for ASEAN Integration

Indicators	University A		University B		University C		University D	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
The University develops a global mindset among graduates.	4.65	1	4.28	2.5	4.51	11.5	3.95	12.5
Focuses on developing core competencies such as skills, talents, expertise and ideas.	4.60	3	4.28	2.5	4.58	2	4.14	3
The HR contributes to local and regional economic development by fostering entrepreneurship, supporting small businesses, and providing economic growth resources.	4.55	7.5	4.09	13	4.38	14	4.05	7
Developing partnerships with local employers, industry associations, and government bodies to facilitate internships and other experiential learning opportunities may enhance students' employability.	4.15	14	4.30	1	4.43	13	4.18	2
HR development needs to focus on the tourism sector, including training and education for tour guides, hospitality professionals, and environmental preservation efforts.	4.45	12.5	4.17	8	4.36	15	4.11	4.5
Engagement in research activities contributes to the development of cutting-edge knowledge and technology.	4.50	11	4.19	5	4.53	7.5	4.00	9
Indicators	University A		University B		University C		University D	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
There is collaboration with local industries, businesses, and government agencies to develop programs and curricula that align with the specific needs of the regional job market.	4.45	12.5	4.06	14	4.53	7.5	3.96	11
Offers extension programs, workshops, and resources to the local community, helping individuals acquire new skills, update their knowledge, and enhance their employability.	4.55	7.5	4.18	6	4.57	4	4.29	1
Provides online and distance learning options, making education more flexible and accessible to working adults and individuals	4.60	3	4.15	9.5	4.51	11.5	4.07	6

who may not have the opportunity to attend traditional on-campus classes.								
Offers a range of scholarships, grants, and financial aid programs to help students and teachers cover their educational expenses.	4.55	7.5	4.26	4	4.53	7.5	3.95	12.5
Aims to create inclusive and diverse learning environments, reflecting the diversity of their region.	4.55	7.5	4.15	9.5	4.58	2	4.11	4.5
Aligns educational programs and research activities with the broader development goals and priorities of the state government.	4.55	7.5	4.12	11	4.58	2	4.04	8

Achieving the foundation through Core Pillars in the Internationalization Model for HRD in MIMAROPA State Universities involves a strategic alignment at its core (Figure 1). The foundational principle was to align HRD practices with institutional strategic objectives.

The Level of Commitment Enhancement is pivotal in laying the foundation of the Internationalization Model for HRD in MIMAROPA State Universities (Figure 1). Its primary focus is fortifying the commitment to strategic alignment, ensuring that HRD practices go beyond mere adherence to institutional objectives and become deeply ingrained in the organizational culture. Strategic Alignment Enhancement holds paramount importance in this context. This component is a linchpin by reinforcing the foundational principle of aligning HRD practices with the institution's strategic objectives (Brun, 2014). Considering the dynamic nature of educational landscapes, an enhanced commitment to strategic alignment is deemed essential. It ensures that HRD practices evolve harmoniously with the changing goals and priorities of the institution, a critical factor for maintaining relevance and effectiveness (Popov et al., 2021).

The commitment to Capacity Building emerges as an indispensable aspect of commitment enhancement. According to Osborne and Hammoud (2017), by implementing targeted initiatives, institutions can bolster the capabilities of their workforce, providing them with the skills and expertise necessary to execute HRD practices in alignment with strategic objectives. This commitment is foundational to ensuring that the human capital within the institution is well-equipped to navigate and contribute to the evolving landscape of HRD.

On the other hand, Performance Indicator Refinement emerges as another vital component in commitment enhancement. Regularly reviewing and refining performance indicators is integral to this process, aligning the metrics for measuring HRD effectiveness with the institution's strategic goals (Brown et al., 2019). Smither and London (2009) further argued that fine-tuning performance indicators enables a more accurate assessment of how HRD practices contribute to the overarching strategic alignment, fostering a culture of continuous improvement.

Emphasizing a Positive HRD Climate is crucial for nurturing a culture that values strategic alignment and prioritizes it in daily practices. According to Zhenjing et al. (2022), a positive work environment, characterized by collaboration, innovation, and a shared commitment to institutional objectives, enhances the overall effectiveness of HRD practices. This emphasis on a favorable climate becomes a cornerstone for embedding strategic alignment within the organizational DNA. Commitment to improving Employee Outcomes is vital to the commitment enhancement framework. Ensuring that HRD practices positively impact individual satisfaction, motivation, and career growth is humane and aligns seamlessly with broader institutional goals. According to Jawaad et al. (2019), the commitment to enhancing employee outcomes is integral to the foundational strategic alignment.

Encouraging Global Engagement Strategies reflects a commitment to preparing the educational community for a globalized job market. According to Brown et al. (2018), institutions contribute significantly to strategic alignment by fostering a global mindset by aligning HRD practices with the realities of the international employment landscape. This global perspective becomes imperative for graduates entering an interconnected world. From another perspective, maintaining a Sustained Accreditation Focus is imperative in commitment enhancement. This sustained commitment demonstrates an unwavering dedication to quality and excellence.

The HRD Needs Addressing component within the Internationalization Model for HRD in MIMAROPA State Universities is a linchpin for achieving the foundation, underscoring the critical importance of aligning HRD practices with institutional strategic objectives (Figure 1). Each facet within HRD Needs Addressing contributes distinctively to the strategic alignment, and a comprehensive examination of these components reveals their pivotal role in the overall framework.

Encouraging knowledge sharing among institutions is a cornerstone in fostering a collaborative environment. The

significance lies in its substantial contribution to the Foundation's strategic alignment. According to Gede and Huluka (2023), knowledge sharing facilitates the exchange of best practices and innovative approaches and ensures that HRD practices remain pertinent and in harmony with institutional objectives. Halawi (2023) further claimed that this aspect cultivates a continuous improvement and adaptability culture, which is essential for the dynamic educational landscape.

On the other hand, strengthening collaboration with local industries for program relevance is crucial for bridging the gap between academia and the workforce's real-world needs. This component aligns HRD practices with industry demands, producing well-prepared graduates and synchronizing with current job market requirements (Kozlowski & Ilgen, 2006). The strategic foundation benefits significantly from this alignment, ensuring that HRD practices are theoretically sound and practically applicable. Ensuring consistent dedication across all HRD dimensions, as expressed in the commitment to consistent capacity building, is foundational for cultivating a skilled and adaptable workforce. This commitment contributes substantially to the strategic alignment by enhancing the capabilities of faculty and staff. In doing so, HRD practices align with the evolving institutional objectives and foster a culture of continuous learning and development, reinforcing the strategic foundation.

Establishing a robust system for monitoring and evaluating HRD initiatives is paramount for gauging the effectiveness of practices aligned with institutional goals. Regular assessments provide valuable insights for continuous improvement, ensuring that HRD practices remain dynamic and aligned with the ever-changing educational landscape (Brown et al., 2018). This commitment ensures that the strategic foundation is not static but responsive to emerging needs and challenges.

The Institutional Characteristics component in the Internationalization Model for HRD in MIMAROPA State Universities is a linchpin for achieving the foundation, underlining the paramount importance of aligning HRD practices with institutional strategic objectives (Figure 3). A detailed exploration of each characteristic within this component reveals their integral role in the broader framework and their substantial contributions to strategic alignment.

Collaboration Strengthening holds pivotal significance. According to Day et al. (2020), strategic alignment is enhanced by nurturing an environment of continuous improvement through collaborative efforts among faculty, departments, and institutions. This synergy contributes to the dynamic evolution of HRD practices, ensuring their alignment with institutional objectives while fostering innovation and adaptability. Promoting Interdisciplinary Approaches is crucial for a holistic learning experience that aligns seamlessly with the strategic foundation (Adipat, 2024). By integrating diverse perspectives and knowledge areas, institutions can enrich HRD practices, equipping students to tackle multifaceted challenges in the professional landscape.

On the other hand, the Global Perspectives Integration assumes paramount importance in aligning HRD practices with the internationalization goals of the Foundation. By emphasizing the integration of global perspectives, this characteristic ensures that the curriculum and HRD initiatives remain globally relevant, cultivating a mindset that prepares students for a connected and diverse global workplace (Cheung & Jackie, 2023).

HRD Model for State Universities in the MIMARPA Region Towards Internationalization



Figure 1. A Proposed Model of HRD for State Universities in MIMAROPA Region towards Internationalization

In the intricate web of the Internationalization Model for HRD in MIMAROPA State Universities, the interconnectedness of Core Pillars, Level of Commitment Enhancement, HRD Needs Addressing, and Institutional Characteristics is depicted through meaningful two-way relationships, each influencing and being influenced by the others (Figure 1).

The Core Pillars, foundational to the model, share a reciprocal relationship with the Level of Commitment Enhancement. Here, the strategic initiatives outlined in the Core Pillars play a guiding role in influencing commitment levels, ensuring a continuous alignment with institutional objectives. Simultaneously, the commitment enhancement efforts feed into the development and refinement of the Core Pillars, creating a dynamic feedback loop that sustains strategic alignment. The bidirectional relationship between Core Pillars and HRD Needs Addressing is pivotal. The Core Pillars, championing international standards, collaboration, and academic excellence, directly address the identified needs within HRD. This interaction ensures that programs not only align with institutional objectives but also stay responsive to the dynamic and evolving landscape of HRD.

The influence of Core Pillars extends to and is shaped by Institutional Characteristics. The establishment of Centers of Excellence, collaboration strengthening, and global engagement strategies outlined in Core Pillars are both influenced by and influence the collaborative and interdisciplinary approaches highlighted in Institutional Characteristics. This dynamic exchange ensures a cohesive integration of the foundational principles and institutional characteristics.

Moving to the relationship between Level of Commitment Enhancement and HRD Needs Addressing, we find a mutual connection. Commitment enhancement efforts, focusing on strategic alignment, capacity building, and a positive HRD climate, are deeply intertwined with HRD Needs Addressing. Identifying and addressing HRD needs is a guiding force, directing commitment enhancement efforts toward the most relevant and impactful areas within HRD. Similarly, the Level of Commitment Enhancement interacts with Institutional Characteristics through efforts like faculty development and sustained accreditation focus. These commitment enhancement initiatives influence and are influenced by collaboration strengthening, interdisciplinary approaches, and other characteristics that define the institution. The ongoing exchange ensures that commitment enhancement efforts are harmonized with the broader institutional characteristics.

The interlinking of HRD Needs Addressing with Institutional Characteristics underscores their dynamic relationship. Identifying and addressing HRD needs are intricately connected with collaborative research and innovation, interdisciplinary approaches, and other characteristics. This interplay ensures that institutional characteristics recognize and actively contribute to addressing the identified needs within HRD. These two-way relationships form a tapestry of interdependence within the Internationalization Model for HRD. The arrows represent the continuous exchange of influence, feedback, and refinement, emphasizing the need for a holistic and integrated approach. This intricate dance ensures that the model remains responsive to the evolving needs of the institution, the HRD landscape, and the broader educational context.

4. CONCLUSION

This study uncovered substantial differences in HRD practices among MIMAROPA state universities, shedding light on their distinct approaches to HRD. Notably, significant variations were observed in training and development initiatives, rewards and recognition practices, and employee participation levels, indicating diverse organizational cultures and priorities across these institutions. Disparities in support systems and HRD effectiveness further underscored the necessity for customized interventions tailored to each university's specific needs. Moreover, differences in HRD climate, employee outcomes, and university outcomes highlighted the intricate dynamics within these organizations. Addressing these variations through targeted strategies was imperative for enhancing overall effectiveness and performance, ensuring that HRD practices align with institutional goals, and fostering a conducive work environment across MIMAROPA state universities.

The Core Pillars serve as the sturdy base for the HRD internationalization model in MIMAROPA State Universities, guaranteeing compliance with global standards and industry requisites. Elevated levels of commitment play a pivotal role in ingraining strategic alignment deeply within HRD practices, nurturing a culture marked by dedication and adaptability. Addressing HRD needs comprehensively is imperative to ensure relevance, inclusivity, and adaptability, which are crucial for meeting the ever-evolving educational and societal requirements. Institutional characteristics such as collaboration, interdisciplinary learning, and global perspectives are pivotal in shaping HRD practices to align with institutional objectives and industry demands. The interdependence among these components establishes a resilient framework for the successful implementation of HRD internationalization in MIMAROPA State Universities.

Targeted interventions are recommended to enhance HRD practices within universities. There should be increased support for training and development initiatives, particularly in institutions with lower commitment levels.

Encouraging universities to expand and formalize job rotation programs is crucial for enriching employee skills through

diverse job experiences, fostering adaptability and versatility among the workforce. It is paramount to align HRD practices with institutional goals to ensure a coherent approach to employee development, thereby enhancing organizational cohesion and effectiveness. Prioritizing initiatives that support career growth and offer personalized development plans is essential for fostering individualized employee growth and satisfaction, ultimately contributing to organizational success.

Addressing specific areas of improvement within universities requires targeted interventions. For instance, establishing programs aimed at enhancing the global mindset development among students, particularly in universities like University D, which may be lagging in this aspect, is crucial. This initiative can broaden students' perspectives, preparing them for success in an increasingly interconnected global landscape.

Implementing targeted training programs to address disparities in training and development initiatives among universities is crucial for promoting equity and enhancing the overall effectiveness of HRD practices. Tailoring training programs to the unique needs and challenges of each institution ensures that all employees have access to relevant skill development opportunities, fostering a culture of continuous learning and improvement.

Furthermore, enhancing recognition schemes and support systems is essential to promote employee participation and organizational support for HRD initiatives. Recognizing and rewarding employees for their contributions to HRD efforts boosts morale, motivation, and engagement while providing adequate support systems to ensure that employees have the resources and guidance, they need to succeed in their development endeavors.

Faculty members may collaborate to share best practices and adapt training and development approaches to suit the unique needs of their respective institutions. Additionally, faculty should establish consistent support systems and recognition practices to foster a positive HRD climate and improve overall effectiveness. Students can actively engage in providing feedback and suggestions to faculty and administration regarding HRD practices, contributing to a culture of continuous improvement. By addressing observed differences through tailored strategies, both faculty and students play a crucial role in enhancing overall effectiveness and performance within their universities.

Forming a cross-functional task force inclusive of faculty, administrators, industry partners, and students is crucial to overseeing strategic planning and ensuring the development of a detailed and phased plan with defined roles, responsibilities, and timelines. This strategic planning should include aligning HRD practices with ISO Certification standards, involving the review of practices, staff training, and regular internal audits for sustained compliance. Collaborating with industries is vital for identifying relevant COPC standards, followed by faculty and staff training to ensure program alignment.

Furthermore, faculty members may prioritize enhancing their commitment levels to ensure deep integration of strategic alignment within HRD practices, fostering a culture of dedication and adaptability. They may also collaborate across disciplines to ensure comprehensive addressing of HRD needs, promoting inclusivity and relevance in education.

Finally, students should actively engage in interdisciplinary learning. Moreover, embrace global perspectives to contribute to the institutional characteristics essential for shaping HRD practices. By recognizing the interconnectedness of these components and working collaboratively, both faculty and students can contribute to the successful implementation of the HRD internationalization model in MIMAROPA State Universities, ensuring alignment with global standards and industry requirements.

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