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ANALYSIS OF THE ROLE AND MOTIVATION OF HUMAN CAPITAL IN THE POST-PANDEMIC PERIOD OF COVID-19

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Abstract. In this era of globalization, human capital as human capital is a determining factor in ensuring social and cultural progress. Human capital is able to develop itself and contribute to understanding the problems that exist in science and high technology, social, and modern economy. In creating quality education, it is determined by the role of human capital, namely the teacher as a role holder in the world of education who has the ability of intellectual capital to transfer knowledge. The quality of human capital will determine the quality of the transfer of knowledge. This study uses qualitative research so that it will produce descriptive data. This study was carried out in a Junior High School in the Malang district. 67% of human capital has carried out skills development in the form of online learning media training, 50% participated in training dissemination from teachers who had attended training, and as many as 33% had never participated in scientific activities. This shows that the quality and motivation of teachers as human capital in self-development is quite high.

Keywords: human capital, motivation, human resource

JEL Classification: J24, E22, M12, M14.

INTRODUCTION

In the current era of globalization, education has a very important role in the modern era of life. Moreover, in the world of work, human resources are required to be qualified and qualified. Therefore, the world of education must become a means of infrastructure and even a place of training to create skilled human resources. Human resources commonly known as human resources have shifted to become human capital. Several large companies also have a human capital development division as an effort to develop the human resources division. Literally, human capital can be interpreted that human is human, capital is capital. So it can be concluded that human capital is an effort to make humans as capital to innovate, build development, and respond to changing times because humans are assets that are intangible but valuable for the company.

In its development, human capital assists in human development which aims to improve organizational quality as a means of nation building. Humans as human capital are part of a non-physical investment that is far more valuable than other investments. In this era of globalization, human capital as human capital is a determining factor in ensuring social and cultural progress.

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Human capital is able to develop itself and contribute to understanding the problems that exist in science and high technology, social, and modern economy.

Education as a means for the growth of a country emphasizes improving the quality and quality of human resources through training in skills, skills and knowledge to create highly competitive, competent, creative spirit, integrity and broad-mindedness in various business and industrial sectors. . In addition, education is also a means of creating human resources for a company that wants to have continuous sustainability. In dealing with human resources, it is necessary to develop a corporate culture to support the application of innovation and flexibility as a strategic effort in business organizations. Therefore, expertise in dealing with labor competition is also influenced by the extent of each individual's education in improving abilities. In creating quality education, it is determined by the role of human capital, namely the teacher as a role holder in the world of education who has the ability of intellectual capital to transfer knowledge. The quality of human capital will determine the quality of the transfer of knowledge. This study aims to explain the role and motivation of human capital in the post-pandemic era.

LITERATURE REVIEW

Moheriono (2012: 305) defines human capital as follows: "Human capital is knowledge, skills, and competencies that reflect the company's collective ability to produce the best solutions based on the knowledge possessed by the people in the company." Christian (2015: 44) adds that Human capital is the stock of competences, knowledge and personality attributes embodied in the ability to perform (labor) so as to produce economic value. It is the attribute gained by an individual through education and experience. Pasban (2016: 250) Human capital plays an important role in people's development, improving life and income, increasing knowledge, skills, and product capacities, economic growth and reducing poverty. Human capital is therefore considered the most vital resource of the organization with the ability to increase the performance of an organization in the current business environment (Narayan, 2010; Wickramasinghe & Fonseka, 2012).

In the explanations of Kucharcikova (2011) economists seek to highlight and draw attention to the abilities of workers to work with machines and the same design to enable humans to cope with hard work in the world of work. According to Kucharcikova (2011), the new theories of economic growth characterize the human capital as the sum of the individual's congenital and acquired skills, knowledge, and experiences of individuals. Often writers omit "commitment" in their listing of the characteristics of human capital such as knowledge, skills, experience, which may appear to them very important.

Many organizations are increasingly aware of the value of their Human Capital in improving organizational performance (Lajili, 2015). Human capital refers to the knowledge, skills, and abilities to produce a certain set of results (Hitt, Bierman, Shimizu, & Kochhar, 2001). Human capital investment decisions are related to business success and ultimately to the possibility of survival (Wyatt & Frick, 2010). Slow investment in human capital can affect sustainable development in these countries (Pelinescu, 2015). The characteristics refer to the components of "The human capital in the organization", as follows: Professional training and skills, Experience and expertise, and Creativeness and innovation (Zlate & Enache, 2015). Meyer, et al (2015:7) stated that a review of the literature on risk suggests that one finds general business risks in these areas are compliance with legislation, understanding trends in the business environment, people and corporate culture, implementing business strategy, carrying out operations. Human resource risks are no different, one finds them in the same areas, the sections that follow discuss each of these Human Resource risk areas in more detail. According to Ndinguri, Prieto, Machtes, (2012) the goal of human capital approach sought to improve values, team work, consciousness among individual employees and overall collective performance.

An organization is a collection of resources, which can be grouped into several categories, namely financial resources, physical resources, human resources, organizational knowledge and

learning, and general organizational resources. A successful organization is a vision and mission organization in the long term that is effectively able to provide, develop, and manage its resources and capabilities as a competitive advantage (Suhairi, et al, 2020:34). Suhairi et al also explained that the success of an organization adds value to the capability of the organization to transform internal and external environmental changes, act quickly and remain oriented towards stakeholders, continue to innovate while maintaining efficiency, and optimize the talents of its employees.

Rehman et al. (2011) defined human capital as the skill and creativity of employees that can be further encouraged by investing more in their training programs. Human Capital is the experience and expertise of employees which increases the efficiency of organizations. (Soetrisno & Lina, 2014: 127). Human Capital is defined as the knowledge, qualifications and skills of employees and the fact that companies cannot own or prevent those employees from going home at night (Zeghal and Maaloul, 2010). The ability of an individual to apply information and expertise can enhance behavioral skills, personal growth, and is a crucial component of plan implementation. Suhairi, et al (2020:37) drawn strategic alignment of human resources.

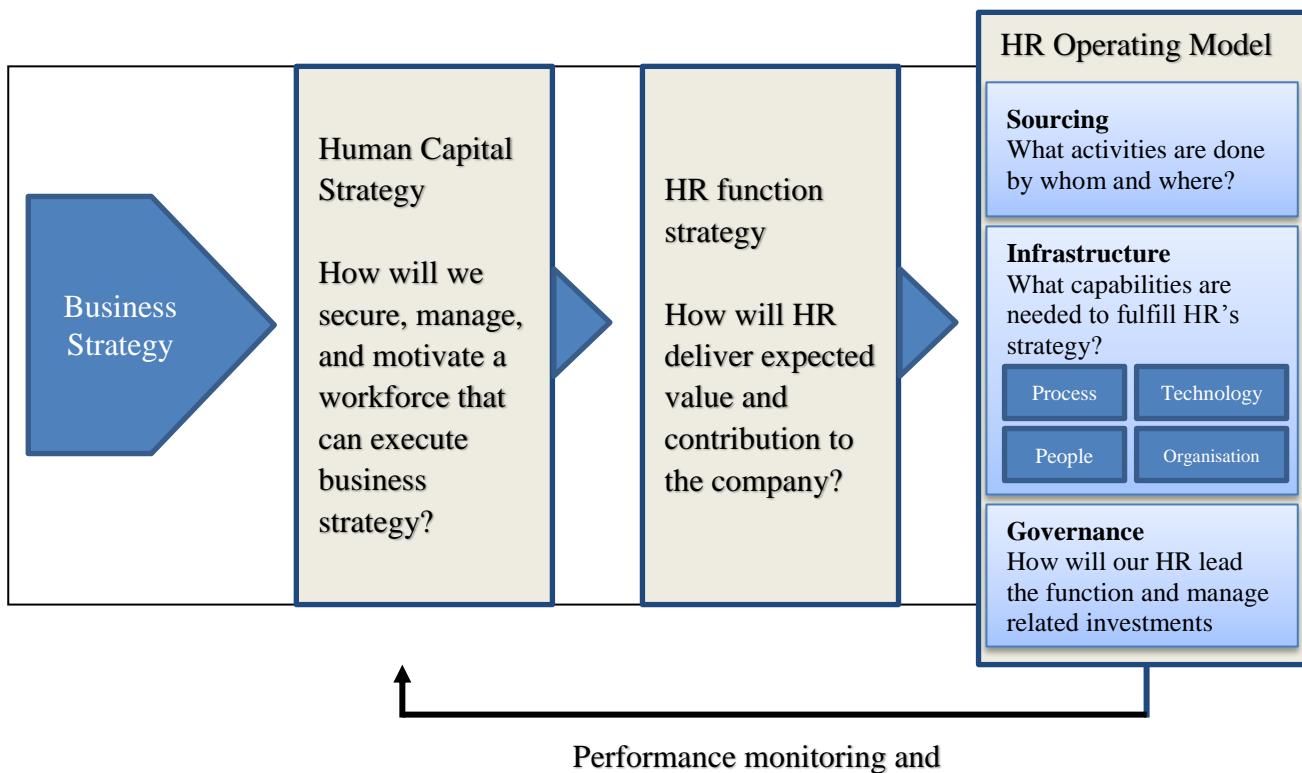


Figure 1. Strategic Alignment of Human Resource

Gao (2014) argued that the first stage in looking at human capital in the financial aspect is to improve or change the results of traditional measures per employee. However, this equation is no longer used (using). Djarwanto (2011) said that in an organizational climate, changing according to market demands, organizations employ human resources in several ways, namely the result of work per working time (including full time, part time and unitary working hours), with full-time work being a substitute for the total working hours invested. The quality of human capital added by Sartono (2001) is influenced by various factors, including recruitment policies to attract new talents, competency development, and how companies align strategies, motivate workers, and reward performance.

Afiouni (2013), given after a thorough review of literature on human capital definitions, explains human capital as a combination of cognitive component (knowledge, skills and abilities)

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behavioural component (willingness and capability to install knowledge, skills and abilities), fit component (alignment of cognitive and behavioural components with strategic imperatives), flexibility component (capability to acclimatise to various business strategies) and measurement component (assessing human capital's contribution to value creation).

Although some challenges emerged on the measurement of human capital (and intangible assets in general as mentioned earlier), the prominence of human capital as a key source of sustainable competitive advantage is still growing (Campbell, Saxton & Banerjee, 2014; Duarte-Alonso & Bressan, 2016; Ordenez de Pablos & Edvinsson, 2015; Wright, et al., 1994). Human capital is also reflected as an important asset that drives profit generation in organisations (Crook et al., 2011; Stewart, 1997; Sveiby, 1997). Supporting the link between human capital and organisational performance, other researchers argue that there is a positive relationship between human capital disclosure and the profitability of the organisation (Lin, Huang, Du & Lin, 2012; Skoog, 2003).

PAPER OBJECTIVE

The purpose of this study is to analyze the role of human capital, namely teachers as role holders in the world of education who have the ability of intellectual capital to transfer knowledge. In addition, through this research to analyze the role, motivation, and quality of human capital which will determine the quality of the transfer of knowledge in the post-pandemic era.

METHODOLOGY

This study used qualitative research so that it produced descriptive data. Through this research, information and phenomena will be collected on a subject that you want to examine in depth. This study used interview techniques in the process of collecting data and information. Since the research subject is well defined in order to obtain the necessary data, qualitative descriptive research is performed. This study was carried out in a Junior High School in the Malang district, which is a place of learning. English teachers are the study's subjects and objects. Researchers employed the variables they are studying as instruments and data collectors in the data collection process. The goal of the data analysis method utilized was to analyze the motivation of teachers as human capital. Five interconnected parts make up the data analysis component: data gathering, reduction, data display, conclusion drawing, and verification.

RESULT AND DISCUSSION

This research was conducted on human capital informants, namely English teachers at junior high schools in Malang with a working period of more than 1 year. The interview results can be explained from several aspects, namely:

a. The Role of Human Capital

The role of the teacher as human capital in transferring knowledge during the teaching and learning process. The ability of human capital is shown by the knowledge, skills and work experience of a teacher in educating his students. This ability can be reflected in the completion of the teacher's work as human capital in the learning process.

The quality of education and learning is determined by the teacher's role in improving the competence and quality of his skills. However, during the Covid 19 pandemic and the post-Covid 19 pandemic, the learning system has changed, from offline to online and is now starting to use the hybrid learning method.

This learning will be effective if the teacher as human capital is able to adapt to technology and its sophistication because in virtual and hybrid learning what plays an important role is the use

of digital media as a learning tool. The role of human capital can be measured through several things, namely:

1. Knowledge

Through the ability of human capital, knowledge plays a role in teaching because it is intellectually centered. Mastery of technology is needed in this global era. Therefore, as human capital must continue to be able to hone knowledge in improving their abilities.

2. Skills

This skill is related to aspects of the teacher's ability to transfer knowledge and motivate students in carrying out learning activities.

3. Experience

Experience is a factor that influences a person's performance and will have an impact on teaching and learning activities including experience in handling classroom conditions and experience in mastering technology.

b. Motivation

Motivation is something that encourages and triggers other people to do something better and achieve certain goals. High motivation in human capital will create good work performance or performance, and vice versa if human capital motivation is low then work performance and performance will also be low. This motivation will determine the quality of the work completed.

c. Ability or quality of Human Capital

This ability is defined as the ability to carry out the duties and obligations of a human capital. Capability must be accompanied by professional, pedagogic, and social competence. If human capital has the ability to be educated and well trained then human capital will have good quality.

The Role of Human Capital in Transferring Knowledge

Human Capital is the ability that is reflected in a person in solving everyday problems. The formation of human capital is analyzed based on the role of human capital (level of knowledge, skills and experience), motivation, and the ability or quality of human capital itself. Based on these indicators, the role of human capital or teachers in the transfer of knowledge is strongly influenced by the level of education and experience because there has been a change, from which activities were initially carried out offline to online and now they are hybrid. This hybrid is an activity that is not completely offline but still collaborates between offline and online. This changing era requires human capital skills to continue to develop itself through training activities, seminars or training to improve the quality of capabilities. As a human capital, he must continue to learn in the midst of the demands of the times because teachers as human capital need to develop their teaching skills and develop their knowledge so that the transfer of knowledge goes well.

In improving the quality of his ability can not be separated from motivation. Motivation is something that encourages and triggers other people to do something better and achieve certain goals. High motivation in human capital will create work performance or good performance. Training and motivation are important factors in developing human resources. Through this, resources not only increase knowledge, but also improve work skills so that work productivity also increases.

This research was conducted on 30 human capital people, namely teachers who teach English in junior high schools in Malang, of the 30 teachers who have a Bachelor's degree qualification. In developing skills in the form of online learning media training, 20 teachers have carried out, namely 67%, 15 teachers participated in training dissemination from teachers who had attended training by 50%, and as many as 10 teachers had never participated in scientific activities or by 33 %. This shows that the quality and motivation of teachers as human capital in self-development is quite high.

Changes in the learning process from face-to-face to online and/or even hybrid learning using information technology have an impact on teachers as human capital, students, and even students' parents. One of the impacts that occurs on the teacher is the difficulty in giving value to

student work, students also feel that their interest in learning is lacking, causing indifference to the assignments given by the teacher. Parents also feel the impact, namely if students experience difficulties, parents do not have the ability to explain the material being taught and students are more likely to use gadgets to play than to do assignments. Because there are several obstacles when conducting online learning, the principal has the initiative to facilitate various kinds of training on using online applications for learning to teachers as human capital to be applied to students. After participating in the training, many changes occurred in teachers, namely teachers began to understand the use of information technology, teachers were able to use learning applications, teachers could make learning videos, teachers were able to make student attendance and assessments online, and through training teachers became motivated to develop themselves. The role of the teacher as human capital in transferring knowledge to students continues to be developed through training so that the ability and enthusiasm for achievement motivation in teaching will increase and students will feel more enthusiastic about learning online.

Motivation

Distance learning in Indonesia. The result was that 59.19% of respondents were unhappy when doing distance learning. For teachers as human capital, the main obstacle is the lack of interaction between students and teachers. This was acknowledged by 88.28% of the teachers involved in the survey. Furthermore, 47.59% considered too much material to be conveyed. 40.69% then answered less supporting equipment. Then, 26.21% of respondents felt a lack of creativity and 15.86% did not understand how to teach remotely. Lack of interaction was also the main complaint of students in the survey. 79% admit to a lack of interaction in class, both with the teacher and with other students.

Obstacles Faced by Teachers as Human Capital

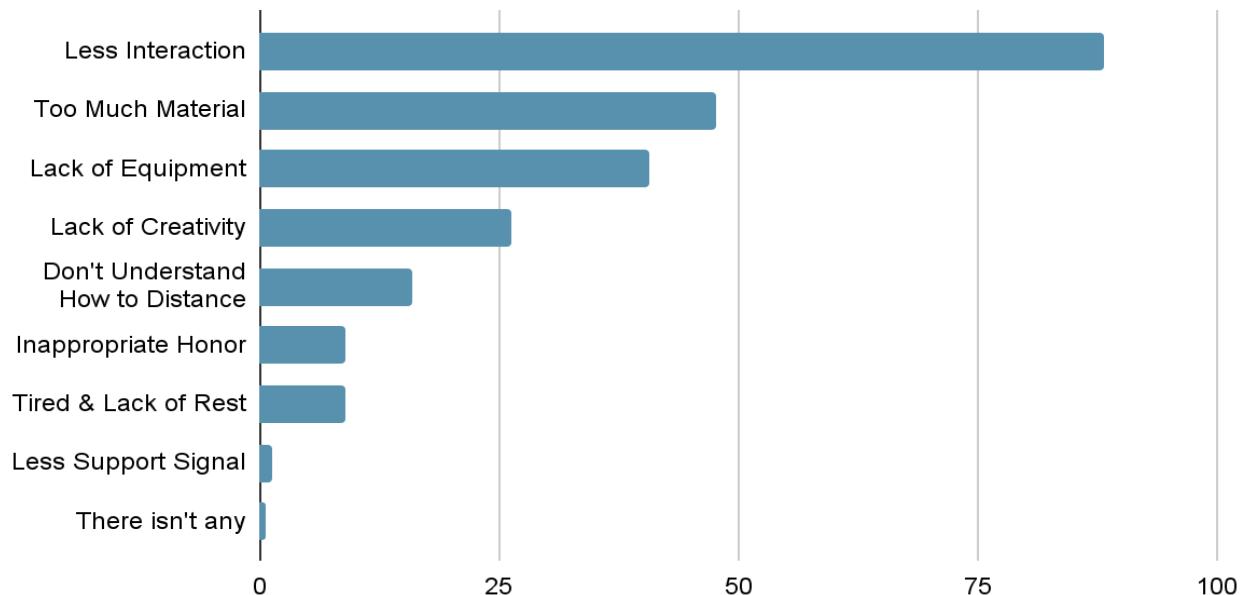


Figure 2. Obstacles Faced by Teachers as Human Capital

Source : Databoks

Motivation is something that encourages and triggers other people to do something better and achieve certain goals without being constrained by anything. High motivation in human capital will create good work performance or performance, and vice versa if human capital motivation is low then work performance and performance will also be low. This motivation will

determine the quality of the work completed. The results of the research show that teachers as human capital in junior high schools have the motivation to adapt to the new learning system, but there are some teachers who still have problems with the ability to use information technology. These obstacles will affect the quality of human capital in transferring knowledge during this post-pandemic period. To overcome these obstacles, school principals took steps to provide skills training to teachers. Various kinds of efforts have been made by school principals to motivate teachers, namely providing incentive quotas or pulses to support online learning, involving teachers in training, and inviting speakers for seminars to schools.

Ability

This ability is defined as the ability to carry out the duties and obligations of a human capital. Capability must be accompanied by professional, pedagogic, and social competence. If human capital has the ability to be educated and well trained then human capital will have good quality. Changes in the pandemic era have forced teachers as human capital to become learners because the interactions between teachers and students have changed from offline to online. The learning teacher means the teacher as a person who continuously learns, updates knowledge, and is able to master competence to the fullest. Therefore, a learning teacher must continue to improve his abilities and skills as a form of professional responsibility.

The pandemic has changed the learning process so that there are not a few obstacles faced by teachers as human capital, namely some teachers are still unable to master the use of information technology, teachers must be able to master learning technology quickly because learning cannot be stopped. After the training was held, teachers increasingly had creative abilities in designing and designing online learning, making presentation slides, using applications and animations. The learning process will be more successful if the teacher as human capital is willing to hone his skills in adapting to information technology because teaching is not only a transfer of knowledge but is able to ensure that any knowledge imparted to students can be well absorbed and useful for students' lives.

CONCLUSION

There are various supporting factors and obstacles for teachers as human capital in transferring knowledge. The supporting factors are that the teacher has the ability and good will in improving abilities, the principal facilitates and motivates in improving abilities. Various activities are carried out to facilitate teachers as human capital, training is a systematic activity that changes the behavior of human capital for the better in order to improve organizational goals, provide skills according to their responsibilities, increase expertise and knowledge specifically.

The forms of training that have been carried out by teachers as human capital during the pandemic are training on self-development motivation, training on developing teaching skills, training on mastering information technology, and training on online learning designs. Through this training, human capital has a role as an online learning application user who is able to understand and understand how to design creative learning. Apart from training, school principals also provide motivation by providing incentive quotas or pulses to support teaching. Therefore, efforts and programs are needed to create superior and high-quality human resources to face international competition.

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АНАЛІЗ РОЛІ ТА МОТИВАЦІЇ ЛЮДСЬКОГО КАПІТАЛУ В ПОСТПАНДЕМІЙНИЙ ПЕРІОД COVID-19

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В епоху глобалізації людський капітал є визначальним фактором у забезпеченні соціального та культурного прогресу. Людський капітал здатний саморозвиватися та сприяти розумінню проблем, які існують у науці та високих технологіях, соціальній та сучасній економіці. У створенні якісної освіти вона визначається роллю людського капіталу, а саме вчителя як учасника ролі у світі освіти, який має здатність інтелектуального капіталу передавати знання. Якість людського капіталу визначатиме якість передачі знань. У цьому дослідженні використовуються якісні дослідження, щоб отримати описові дані. Це дослідження було проведено в середній школі в районі Маланг. 67% людського капіталу здійснили розвиток навичок у формі онлайн-навчальних медіа-тренінгів, 50% брали участь у розповсюджені тренінгів від викладачів, які відвідували навчання, а 33% ніколи не брали участі в науковій діяльності. Це свідчить про те, що якість і мотивація вчителів як людського капіталу в саморозвитку досить висока.

Ключові слова: людський капітал, мотивація, людський ресурс.