

## **Sinergi Pemerintah dan Perguruan Tinggi: Strategi Relevan untuk Peningkatan Kualitas SDM Berkelanjutan**

### **Government and University Synergy: A Relevant Strategy for Sustainable Human Resource Quality Improvement**

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#### **Abstrak:**

Pendidikan yang layak merupakan hak fundamental setiap warga negara dan telah dijamin dalam Undang-Undang Dasar 1945. Untuk mewujudkan pendidikan yang berkarakter dan selaras dengan nilai-nilai budaya lokal, diperlukan regulasi yang terstruktur serta kebijakan yang tepat agar tidak menyimpang dari kerangka model pendidikan yang telah ditetapkan. Pengabdian kepada masyarakat ini bertujuan untuk mengkaji dan menguatkan kolaborasi antara pemerintah daerah dan perguruan tinggi dalam membentuk strategi peningkatan mutu sumber daya manusia (SDM) secara berkelanjutan. Penelitian ini menggunakan metode pendekatan kualitatif deskriptif dengan menggali pandangan dan pengalaman dari berbagai pihak yang terlibat langsung dalam dunia pendidikan. Informasi dikumpulkan melalui observasi, wawancara, dan dokumentasi yang melibatkan perwakilan dari unsur pemerintah, praktisi pendidikan, akademisi, organisasi Himpunan Mahasiswa Islam (HMI) Cabang Bangko, mahasiswa dari Universitas Merangin dan IAI Syeh Maulana Qory, serta jurnalis independen lokal. Pelibatan lintas sektor ini bertujuan untuk memperkaya sudut pandang dan menghasilkan solusi yang aplikatif terhadap permasalahan pendidikan yang dihadapi secara lokal. Hasil dari kegiatan ini menunjukkan perlunya sinergi antarpihak dalam menciptakan sistem pendidikan yang inklusif, adaptif, dan berdaya saing. Dengan pendekatan kolaboratif ini, diharapkan terbentuk SDM yang unggul, kreatif, dan kompetitif, sesuai dengan kebutuhan zaman serta tantangan global yang semakin kompleks. Kegiatan pengabdian ini menekankan pentingnya transformasi sistem pendidikan melalui penguatan peran kolektif seluruh pemangku kepentingan.

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#### **Abstract:**

Access to quality education is a fundamental right of every citizen and is guaranteed by the 1945 Constitution of Indonesia. To realize education that is both character-driven and aligned with local cultural values, structured regulations and appropriate policies are required to ensure alignment with established educational frameworks. This community service activity aims to explore and strengthen the collaboration between local government and higher education institutions in formulating strategies to sustainably improve the quality of human resources (HR). A descriptive qualitative approach was employed, gathering insights and

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*perspectives from key stakeholders directly involved in the education sector. Data were collected through observation, interviews, and documentation, involving representatives from local government, education practitioners, academics, members of the Islamic Students Association (HMI) Bangko Branch, students from Universitas Merangin and IAI Syeh Maulana Qory, as well as independent local journalists. The involvement of various sectors was intended to enrich the discourse and produce applicable solutions to existing educational challenges. The findings highlight the need for synergy among all stakeholders to establish an inclusive, adaptive, and competitive education system. Through this collaborative approach, it is expected that the development of superior, creative, and globally competitive human resources can be achieved. This activity emphasizes the importance of transforming the education system by strengthening the collective role of all parties involved in order to respond effectively to the demands of globalization and societal change.*

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## **INTRODUCTION**

The modernization trend has created a new cultural system that is rooted in the values of social traditions. Culture consists of important aspects in the norms that govern procedures for responding to and resolving a problem in a society (Siwitomo et al., 2023). Culture and education are elements that give birth to a wise, inherent and renewal order of life. Education is a right that needs to be possessed by all people in the territory of the Unitary State of the Republic of Indonesia (NKRI) based on Article 31 of the 1945 Constitution (Chandra et al., 2025).

Issues related to education are one of the fundamental problems that continue to be a concern in various countries (Variyani et al., 2024). Problems that often come to the surface are related to unequal access to education, the quality of educators that are not optimal, and the curriculum that is not relevant to the conditions of the times. This inequality is one of the factors that hinder the advancement of education in an area, both in urban and regional areas. Learning facilities are a supporting factor for problem aspects in the world of education (Munawir et al., 2025). Global challenges with the renewal of digitalization encourage a decline in thinking, this is clearly seen an important aspect in education today is how technology can affect the learning system, not the other way around. Therefore, it is very important for *stakeholders* to review strategies and policies that align related to today's educational needs. In order to be able to create adaptive, creative, and competitive human resources (Ulimaz et al., 2024).

Reconstructing the educational problems mentioned above requires a comprehensive and sustainable approach. First, the government needs to expand access to education by building adequate infrastructure, especially in remote and disadvantaged areas. Second, improving the quality of educators can be done through continuous training, professional certification, and improving teacher welfare. Third, the curriculum must be adapted to the times, including the integration of digital technology and strengthening the learning competence of students (Husna et al., 2025). The development of learning facilities that support technology and digital literacy is also crucial so that students and teachers can

adapt to global challenges. Finally, there needs to be synergy between the government, educational institutions, the private sector, and the community in formulating and implementing education policies that are responsive and relevant to current needs (Siwitomo et al., 2023). Thus, an education system that is inclusive, quality, and able to produce human resources will be formed that has an impact on industrial needs in the current global era (Lo et al., 2024).

Creating a more characterful education is not only carried out in learning spaces that are supported by a single source of knowledge, such as books and chasing personnel. Education with true character must be built through a more holistic approach, including creating open and dynamic public discussion spaces (Agus Suherman, Yudi Firmansyah, 2024). Activities such as seminars, training, workshops, and professional education are important forums in encouraging the growth of knowledge and skills across fields. Through active involvement in these activities, students not only improve academic competence, but also hone soft skills such as communication skills, critical thinking, leadership, and teamwork (Asrulla, Samsu, Tuti Indriyani, 2024). Thus, education not only produces intellectually intelligent individuals, but also has high integrity, ethics, and social sensitivity, all of which are essential foundations in shaping superior human resources and being ready to face global challenges (Lo et al., 2024).

The service carried out adopts an observation method of satisfaction patterns with the world of education today. This observation aims to see if there is a change in the way participants interact and be affected by the broad insights of the material provided. With this method, the impact of service activities can be measured more objectively (Akbar & Siregar, 2024).

The implementation of service activities involves various stakeholders from various backgrounds such as researchers, academics, government elements and related practitioners. This collaboration is expected to be able to produce applicative solutions that can have a positive impact on changes according to the needs of participants. Involving practitioners who are experienced in the field of education, participants can increase broad insights into the challenges and solutions in the world of education (Munawir et al., 2025).

With the application of integrated methods and application patterns based on real needs in the field, this community service activity is expected to be able to provide more significant outputs, especially in improving the pattern of measurable, systematic, and sustainable program implementation (Salman et al., 2025). The designed approach focuses not only on knowledge transfer alone, but also on a collaborative process that involves active participation between academics, communities, and local stakeholders. It is hoped that this activity can create an educational atmosphere that is more conducive, participatory, and has a real impact on increasing the capacity of individuals and target groups (Marpaung et al., 2024). The success of this service activity is not solely measured by increasing participants' understanding, but also by the extent to which the knowledge and skills gained can be implemented in daily life and provide solutions to problems in their environment (Suryani et al., 2023). Thus, this service is an important part of supporting the role of higher education in building an independent and competitive society.

## **RESEARCH METHODS**

The technical implementation of this service activity applies a descriptive qualitative method that aims to directly review and understand social, educational,

and organizational phenomena that occur in the field (Akbar & Siregar, 2024). Through this approach, resource persons and the service implementation team collect data in depth to explore information related to the problems, needs, and potentials possessed by seminar participants. The participants consisted of various strategic elements, such as members of the Islamic Student Association (HMI) Bangko Branch, Merangin University students, IAI Syeh Maulana Qory students, as well as local education activists and journalists. The presence of participants from diverse backgrounds enriched the viewpoints and broadened the scope of the issues raised in discussions and field analysis.

The results of the observation and interview process were analyzed qualitatively to reconstruct the actual conditions faced by the target community (Salman et al., 2025). The goal is to formulate solutions that are targeted, contextual, applicative, and can be implemented in a local context. By prioritizing a participatory and empirical data-based approach, this service program is directed to be responsive and adaptive to existing dynamics (Kusaimah et al., 2024). Therefore, this activity is not only a means of theoretical knowledge sharing, but also a bridge to answer real challenges in society and encourage the realization of sustainable social change based on community empowerment.

## **DISCUSSION**

### **1. Collaboration between Local Governments and Universities**

Collaboration between local governments and universities is an important strategy in efforts to improve the quality of education in Indonesia. Universities, as centers of science and innovation, have academic resources and expertise that can be used to support educational programs at the regional level (Siwitomo et al., 2023). On the other hand, local governments have a role as policy implementers and direct managers of educational services in their areas. The synergy between the two can create education policies that are more contextual, relevant to local needs, and based on empirical data obtained through research and community service (Solichah et al., 2024).

One form of concrete collaboration is the implementation of training programs and capacity building for educators and education personnel. Through this collaboration, universities can send lecturers or education experts to provide training based on the latest curriculum, learning technologies, and modern pedagogical approaches (Fika & Zohriah, 2024). The local government can directly facilitate the implementation of this activity by providing infrastructure, school data, and coordination with related agencies. This effort is important to improve the quality of learning, especially in areas that experience a shortage of qualified educators (Suryani et al., 2023).

In addition, this collaboration can also be realized through research and community service programs focused on local education issues. For example, universities can conduct studies on literacy levels in certain areas, online learning constraints, or curriculum effectiveness in suburban schools (Marpaung et al., 2024). The findings of this research can then be used as a basis for local governments to design policies that are more targeted and solution-based. Thus, the educational programs carried out are not only based on assumptions, but also based on the real needs of the community (Munawir et al., 2025).

No less important, this collaboration also has the potential to create educational innovations based on technology and local culture. For example, the

development of regional language-based learning applications, digital learning modules that suit the characteristics of local students, to digital literacy programs for educators and students (Akbar & Siregar, 2024). Universities as research and technology centers can contribute to creating these educational products, while local governments are the driving force for their implementation in educational units (Solichah et al., 2024).

By establishing close and sustainable collaboration, local governments and universities not only strengthen the education ecosystem in their respective regions, but also build a solid foundation for the formation of superior, adaptive, and globally competitive human resources. This collaboration must ultimately be directed to create inclusive, equitable, and sustainable education for all levels of society.

## 1. Education Revitalization

Education revitalization is a comprehensive effort to update the education system to be more relevant, adaptive, and responsive to the demands of the times (Asrulla, Samsu, Tuti Indriyani, 2024). In the face of the era of globalization, technological pressures, and changes in the learning system cycle, the education system is no longer enough if it only focuses on mastering theory alone. Revitalization is a strategic step to improve aspects of the curriculum, learning methods, character strengthening, and the development of human resources involved in it, ranging from students to teaching staff (Munawir et al., 2025).

One of the important aspects of education revitalization is the adjustment of the curriculum to the needs of the world of work and modern society. Curricula that are too rigid and less contextual must be changed to be more flexible, competency-based, and integrate skills and improve soft skills such as critical thinking, communication, collaboration, creativity, and digital literacy (Variyani et al., 2024). In addition, there is a need for integration between academic and vocational education to bridge the gap between the world of education and the industrial world (Asrulla, Samsu, Tuti Indriyani, 2024).

Revitalization also includes a transformation in the learning process that is more *student-centered learning*. This approach encourages students to be active, creative, and independent in exploring knowledge. The use of educational technology, *project-based learning* methods, and more process-oriented evaluations are important parts of creating fun and meaningful learning. Educators are required to be learning facilitators, not just as material presenters (Ulimaz et al., 2024).

On the other hand, strengthening the role of educational institutions as agents of social change is also the goal of revitalization. Schools and colleges are not only places of learning, but also centers for community empowerment and nation-character development (Fika & Zohriah, 2024). The values of integrity, tolerance, social responsibility, and love for the homeland must be instilled consistently so that students grow as individuals who are not only intelligent, but also ethical and care for the surrounding environment (Miskun et al., 2023).

Education revitalization is not an instant process, but requires collaboration and commitment from all parties, including the government, educational institutions, the business world, the community, and the media. Progressive regulations, adequate funding, and a culture of innovation in daily education practices are needed. If carried out consistently and in a targeted manner, education revitalization will be a strong foundation in creating a resilient generation that is ready to face future challenges.

## **1. Sustainable Human Resources Development**

Sustainable human resource development (HR) in the field of education is an important foundation for the progress of a nation. Education has a strategic role in producing individuals who are not only intellectually intelligent, but also have high character, skills, and competitiveness (Tupe, 2021). In the context of sustainable development, education must be able to be a means to instill environmental awareness, social justice, and global responsibility to the younger generation. Therefore, the education system needs to be continuously updated in order to be able to answer current and future challenges (An, 2021).

The educational curriculum should be designed to encourage the development of long-term competencies that are relevant to the times. This includes strengthening basic literacy (reading, writing, arithmetic), digital literacy, as well as critical thinking, communication, collaboration, and creativity skills (Siwitomo et al., 2023). In addition, continuing education must also pay attention to the dimensions of character and moral values such as integrity, work ethics, and concern for others and the environment (Fika & Zohriah, 2024). Thus, students are not only ready to face the world of work, but also able to become responsible citizens and contribute to social and environmental development (Agus Suherman, Yudi Firmansyah, 2024).

Sustainable human resource development also cannot be realized without improving the quality of educators. Educators need to receive regular training to improve pedagogical, professional, and technological competencies (Garg et al., 2025). They must also be equipped with an understanding of the principles of sustainable development in order to instill this perspective in the teaching and learning process (Variani et al., 2024). Government support in terms of policies, budgets, and infrastructure provision is needed so that the education process takes place evenly and inclusively in all regions, including disadvantaged areas (Miskun et al., 2023).

In addition, it is important to expand access to equitable and equal education for all levels of society. Human resource development will not run optimally if there is still an education gap, both between cities and villages, between regions, and between social groups (Fika & Zohriah, 2024). Inclusive education that pays attention to the needs of vulnerable groups such as children with special needs, women, and indigenous peoples is an important part of efforts to realize social justice in human resource development (Marpaung et al., 2024).

Overall, sustainable human resource development through education is a long-term investment that must be carried out systematically, measurably, and collaboratively (Kusaimah et al., 2024). Synergy is needed between the government, educational institutions, the business world, and the community in building an adaptive and progressive education ecosystem (Siwitomo et al., 2023). Only with this comprehensive approach will Indonesia be able to produce a superior generation and be ready to compete in the global era, while maintaining the sustainability of national development (Agus Suherman, Yudi Firmansyah, 2024).

## **CONCLUSION**

The realization of education that has character, is integrated, and compatible with the development of the times requires active support from all stakeholders. This support comes not only from the highest levels such as the central government,

educational institutions, and the private sector, but also from the most basic sectors such as families, children's play groups, community environments, and local communities (Munawir et al., 2025). Education does not only take place in schools, but is also shaped by social interactions, values that live in the family, and the culture that develops in the surrounding environment (Ulimaz et al., 2024). In this context, the family plays a central role as the first and main educational environment, especially in the formation of children's character (Agus Suherman, Yudi Firmansyah, 2024). Meanwhile, the government has the responsibility to formulate education policies that are fair, equitable, and in favor of the long-term interests of human resource development. Colleges, community organizations, and non-formal institutions also play an important role in strengthening a comprehensive and collaborative educational network (Miskun et al., 2023).

Efforts to create an inclusive and effective educational culture are a shared responsibility (Suryani et al., 2023). Inclusivity in education not only means opening up access for all groups, but also ensuring that every individual regardless of social, economic, gender, or ability has the same opportunity to grow and develop optimally (Variyani et al., 2024). Therefore, synergy between parties is needed to build an education ecosystem that not only educates, but also forms a generation that is ethical, tolerant, adaptive, and able to face global challenges (Agus Suherman, Yudi Firmansyah, 2024).

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