

Transformation of Human Resources Risk Management in Higher Education: An Adaptive Approach Towards Changes in Education Policy

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Abstract

The transformation of Human Resources (HR) risk management in higher education is becoming increasingly crucial in facing the dynamics of changes in education policy in Indonesia. This study aims to analyze how higher education institutions implement an adaptive approach in managing HR risk in order to improve organizational effectiveness and institutional competitiveness. The research method used is qualitative with a case study approach and comparative analysis of several higher education institutions in Indonesia. The results of the study indicate that the success of HR risk management is highly dependent on policy flexibility, investment in improving the competence of educators, the implementation of a transparent evaluation system, and attention to the welfare of educators. Higher education institutions that implement an adaptive HR risk management model are proven to be better prepared in facing policy changes and are able to develop into more competitive educational institutions. Therefore, this study recommends the formulation of more flexible and data-based policies to improve the resilience and innovation of higher education institutions in Indonesia.

Keywords: Human Resource Risk Management, Higher Education, Education Policy, Adaptive Approach, Organizational Transformation.

INTRODUCTION

Higher education in Indonesia continues to change along with the dynamics of policies set by the government. These policy reforms reflect efforts to improve the quality of education, expand access, and adapt the education system to global demands and labor market needs. Several strategic policies implemented in recent years include Independent Learning-Independent Campus (MBKM), university autonomy through State Universities with Legal Entities (PTN-BH), and changes in the accreditation and funding mechanisms for higher education. The implementation of these policies has had a significant impact on universities, both in terms of academics, administration, and human resources (HR). (Directorate General of Higher Education, Research, and Technology. (2020)

One of the main impacts of changes in higher education policy is the increasing demand for adaptation to curriculum and learning methods. The MBKM program, for example, requires universities to open up more space for students to study off-campus, either through internships, research projects, or student exchanges. Universities must be able to adjust their curriculum to be more flexible without sacrificing established academic standards. In addition, regulations related to accreditation and quality assurance systems have also undergone transformation, requiring universities to be more proactive in improving their quality in order to gain recognition both nationally and internationally. (Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020)

On the other hand, policy changes also have an impact on aspects of human resource management in higher education. With the policy of campus autonomy through PTN-BH, for example, higher education has more authority in managing resources, including in the appointment of teaching staff and education personnel. However, this also brings new challenges, such as the need for a risk management strategy in the recruitment and development of human resources to remain in line with academic standards and the institution's vision. In addition, policies regarding work contracts and remuneration systems for teaching staff have also been adjusted, which have the potential to affect the stability and sustainability of teaching staff in higher education institutions. (Law Number 12 of 2012)

Furthermore, the funding aspect of higher education is also a major concern in the context of policy changes. Universities, especially those with PTN-BH status, are required to seek more independent funding sources, not only relying on government subsidies. This raises new challenges in financial management and academic business strategies, which if not managed properly, can increase the risk to the sustainability of the institution. In addition, private universities also face increasing challenges in maintaining competitiveness, especially in the face of subsidy policies for state universities that can affect the number of new students in the private sector. (Salim, M., & Kurniawan, A. (2021))

With these dynamics, universities in Indonesia are required to be more responsive and adaptive in facing policy changes. Human resource risk management is a crucial aspect in ensuring the stability and sustainability of higher education institutions. Universities must be able to develop appropriate strategies in managing teaching and education personnel, adjusting academic systems to the latest policies, and ensuring financial sustainability in changing conditions. Therefore, a study of the transformation of human resource risk management in universities is important to provide insight into how educational institutions can adapt effectively in facing changes in education policies in Indonesia. (Nugroho, Y., & Siregar, R. (2022))

Risk management in the management of Human Resources (HR) in higher education has a very crucial role in ensuring the sustainability, stability, and effectiveness of higher education institutions. Higher education institutions are faced with various challenges that can affect the quality and performance of HR, ranging from changes in national education policies, shifts in global trends in the academic world, technological developments, to social and economic dynamics. If not managed properly, risks in HR management such as imbalances in recruitment and retention of educators, low readiness of lecturers in facing curriculum changes, and uncertainty in academic career policies can have an impact on the decline in the quality of education and competitiveness of higher education institutions. Therefore, a comprehensive and structured risk management strategy is needed so that higher education institutions can remain adaptive in facing challenges that continue to develop. (Widodo, W., & Arifin, M. (2020))

In the context of frequently changing education policies, an adaptive approach is the main key in ensuring the effectiveness of HR risk management in higher education. An adaptive approach allows institutions to be more responsive to change by developing flexibility in internal policies, increasing HR capacity through training and competency development, and adopting technology that can support learning and administration processes. Higher education institutions that implement an adaptive approach tend to be better able to survive and thrive amidst uncertainty, because they not only react to change, but are also able to anticipate risks early on and manage resources strategically. Thus, transformation in HR risk management based on adaptation is not only a necessity, but also a must for higher education institutions in maintaining the quality of education and remaining relevant in an era of increasingly rapid change. (Setiawan, D. (2021))

Changes in education policy in Indonesia have a significant impact on the management of Human Resources (HR) in higher education. Policies that continue to develop require educational institutions to adapt quickly, both in terms of recruitment, competency development, and the welfare of educators and education personnel. However, uncertainty in policy implementation often increases HR risks, such as competency gaps, decreased motivation of educators, and obstacles in academic career planning. Therefore, this study aims to identify various risks that arise due to changes in education policy, as well as to analyze adaptive approaches in HR risk management so that higher education institutions can survive and thrive amidst policy dynamics. (Basri, H., & Rahmat, I. (2023))

More than just identifying risks, this study also seeks to offer an effective HR risk management model that can be applied in higher education environments. This model is expected to be able to provide the right strategy in facing the challenges of policy changes, so that higher education institutions can increase flexibility, competitiveness, and the welfare of educators and education personnel. (World Bank.

(2021) From an academic perspective, this study contributes to enriching insights into HR management in the higher education sector, especially in the context of dynamic policies. Meanwhile, from a practical aspect, the results of this study can be a guideline for universities in managing HR risks adaptively, so that they can design more effective and sustainable internal policies. Thus, this study not only provides theoretical understanding, but also concrete solutions for universities in facing changes in education policies in Indonesia.

RESEARCH METHODS

1. Research Approach

This study uses a qualitative method with a case study approach and comparative analysis. The case study approach is applied to gain an in-depth understanding of how certain universities manage and implement HR risk management strategies in dealing with changes in education policy. (Baxter, P., & Jack, S. (2008) Through this approach, research can explore various factors that influence success or challenges in the adaptation process. In addition, comparative analysis is used to compare adaptation strategies and policies implemented in several universities. This approach aims to identify patterns, differences, and best practices in HR risk management transformation. By comparing various universities, this study is expected to find the most effective and relevant strategy model in managing HR risk adaptively to changes in education policy in Indonesia. (Bogdan, R., & Biklen, SK (2007)

2. Location and Subject of Research

This research will be conducted in several universities in Indonesia that have different Human Resource (HR) management policies and strategies. The institutions that are the objects of the research include the Muhammadiyah University of Sidoarjo (Umsida), Sultan Maulana Hasanuddin State Islamic University (UIN) Banten, Sunan Kalijaga State Islamic University (UIN) Yogyakarta, Lambung Mangkurat University (ULM), Ubudiyah University of Indonesia (UUI), and University of Indonesia (UI). The diversity of these universities was chosen to provide broader insight into how institutions with different backgrounds and regulations adjust their HR risk management strategies to changes in education policies in Indonesia.

The research subjects include various stakeholders within the university who have different roles and perspectives in managing and facing challenges in the field of HR. The first group is the leaders of the university, consisting of the Chancellor, Vice Chancellor, and Dean. They have a strategic role in formulating policies and making decisions related to HR adaptation to changes in educational regulations. Furthermore, this study will also involve the Head of HR and HR management staff, who are directly responsible for implementing policies and managing academic and non-academic workers in their respective institutions.

In addition, permanent and non-permanent lecturers are also research subjects because they are the core part of the teaching staff who are directly affected by changes in education policy, both in terms of work contracts, teaching systems, and academic career development. Administrative staff are also included in the group of research subjects because they have an important role in supporting campus operations, and often face changes in personnel policies and work systems due to the dynamics of education policy. Finally, students will also be considered as research subjects, although indirectly. Students are the parties who receive the impact of HR policies in higher education, especially in terms of the availability of quality lecturers, academic and administrative services, and the stability of the education system on campus. By involving various research subjects, it is hoped that this research can provide a comprehensive picture of how higher education institutions manage HR risks adaptively in facing changes in education policy in Indonesia.

3. Data Collection Techniques

This research was conducted at several universities in Indonesia that have different human resource management (HR) policies and strategies. The universities that are the objects of the research include Muhammadiyah University of Sidoarjo (Umsida), Sultan Maulana Hasanuddin State Islamic University (UIN) Banten, Sunan Kalijaga State Islamic University (UIN) Yogyakarta, Lambung Mangkurat University (ULM), Ubudiyah University of Indonesia (UUI), and University of Indonesia (UI). The diversity of these universities allows the research to explore various approaches in managing HR risks and how each institution adapts to changes in education policy in Indonesia. (Creswell, JW (2013)

To obtain rich and in-depth data, this study used various data collection techniques. First, in-depth interviews were conducted with stakeholders at the university, such as university leaders, HR managers, lecturers, and education staff. These interviews aimed to explore their experiences in facing challenges and strategies used in managing HR risks. Second, direct observations were conducted to see how HR policies were implemented in academic and administrative activities at each university. These observations allowed researchers to gain a more comprehensive understanding of HR management practices on campus. (Flick, U. (2018)

In addition, this study also utilizes documentation analysis as a data collection technique. The documents analyzed include internal university policies, regulations related to HR, annual reports, and various other relevant documents. This approach helps in understanding the formal policy aspects implemented by universities in facing the dynamics of changes in education policy. Finally, Focus Group Discussion (FGD) was conducted by involving academics, education practitioners, and HR managers to gain broader insights into HR risk management transformation patterns. This discussion allows for the exchange of ideas and experiences between stakeholders, so that it can produce strategic recommendations for more adaptive HR management in the university environment. (Miles, MB, Huberman, AM, & Saldaña, J. (2014)

4. Data Analysis Techniques

The data collected in this study will be analyzed using a qualitative approach with several main techniques. First, data reduction is carried out, namely the process of selecting, simplifying, and organizing data to suit the research objectives. At this stage, data from interviews, observations, and documentation will be sorted based on their relevance to the focus of the study, namely the transformation of HR risk management in higher education in facing changes in education policy. Information that is considered less relevant or redundant will be eliminated, while the main data will be grouped based on certain themes or categories to facilitate further analysis. (Patton, MQ (2015) The following is a table that summarizes the data reduction process in research related to HR management policies and strategies in managing HR risks and the adaptation of higher education to changes in education policy in Indonesia.

Table: Data Reduction Process in Human Resource Risk Management in Higher Education

Stages	Muhammadiyah University of Sidoarjo (Umsida)	Sultan Maulana Hasanuddin State Islamic University, Banten	Sunan Kalijaga State Islamic University Yogyakarta	University of Lambung Mangkurat (ULM)	Ubudiyah University Indonesia (UII)	University of Indonesia (UI)
Data Selection	Identifying HR policies based on Islamic values and adaptation to digitalization of learning.	Collecting data on institutional roles in managing teaching staff and administrative staff.	Highlighting recruitment and HR development policies based on academics and Islam.	Sorting data on the influence of national policies on teacher workforce flexibility.	Choosing technology-based HR policies and hybrid learning systems.	Reviewing HR recruitment policies based on global competencies and modern organizational governance.
Data Simplification	Focus on implementing HR policies in facing digital-based education challenges.	Simplifying data related to the role of bureaucracy in HR management transformation.	Analyzing human resource development policies relevant to Islamic-based education and	Grouping university strategies in adjusting national policies with local regulations.	Classifying technology-based HR management systems and international accreditation challenges.	Focusing data on UI's strategy in maintaining global competitiveness through innovative HR policies.

Stages	Muhammadiyah University of Sidoarjo (Umsida)	Sultan Maulana Hasanuddin State Islamic University, Banten	Sunan Kalijaga State Islamic University Yogyakarta	University of Lambung Mangkurat (ULM)	Ubudiyah University Indonesia (UII)	University of Indonesia (UI)
Data Organization	Developing Umsida's adaptation pattern in managing HR through digital training and technology integration.	Organizing findings in the form of a role model of UIN Sultan Maulana Hasanuddin in adjusting HR policies to internal dynamics.	Grouping human resource development strategies based on the integration of Islamic and academic values.	Manage information regarding ULM adjustment in national and local policies related to teaching staff.	Linking technology-based HR policies to learning and research effectiveness.	Constructing UI's strategy in maintaining academic competitiveness and professionalism of teaching staff.

This table provides an overview of how each university manages HR risks through the policies they implement, as well as how they adapt to changes in education policy in Indonesia. After the data is reduced, the next step is to display the data or present the data in various formats that make it easier to understand the transformation patterns that occur. The classified data will be arranged in the form of tables, descriptive narratives, and concept maps to provide a more systematic overview of how universities manage HR risks in dealing with changes in education policy. Clear and structured data presentation will help in identifying patterns and comparing strategies implemented by various universities. The following is a display of data related to human resource management (HR) policies and strategies in managing HR risks and how universities adapt to changes in education policy in Indonesia.

1. Data Selection

Data was collected from the results of interviews, observations, and documentation at six universities, (Yin, RK (2018), namely:

1. Muhammadiyah University of Sidoarjo (Umsida)
2. Sultan Maulana Hasanuddin State Islamic University (UIN) Banten
3. Sunan Kalijaga State Islamic University (UIN) Yogyakarta
4. University of Lambung Mangkurat (ULM)
5. Ubudiyah University Indonesia (UII)
6. University of Indonesia (UI)

The data collected relates to HR policy strategies in dealing with changes in national education policy, the challenges faced, and the adaptation steps implemented.

2. Data Simplification

From the research results, there are three main aspects in managing HR risks in higher education that have undergone transformation due to changes in education policy (Merriam, SB, & Tisdell, EJ (2015):

- a. **Recruitment and HR Management Policy:** How are recruitment policies for teaching and education personnel adjusted to the latest regulations.
- b. **Human Resource Development Strategy:** Efforts to improve the quality of human resources through training, certification, and career development programs.
- c. **Adaptation to National Education Policy:** Higher education responses to regulatory changes, such as Independent Learning-Independent Campus (MBKM) and accreditation policies.

3. Organizing Data in Table Form

Table 2. Higher Education Recruitment, Development, and Adaptation Strategies to National Education Policy

College	Recruitment & HR Management Policy	Human Resource Development Strategy	Adaptation to National Education Policy
Umsida	Adjusting lecturer competency standards to industry needs and MBKM policies.	Require lecturers to take digital-based pedagogical training.	Implementing MBKM-based curriculum with collaboration between industry and MSMEs.
Sultan Maulana Hasanuddin State Islamic University, Banten	Adjustment of the lecturer-student ratio according to BAN-PT regulations.	Increasing the capacity of lecturers through doctoral and post-doc programs.	Adopting a blended learning system as a response to the digitalization of education.
Sunan Kalijaga State Islamic University Yogyakarta	Recruitment based on academic competency and professional experience.	Strengthening the research capacity of lecturers through national research grants.	Adjustment of internal quality assurance systems to align with the latest accreditation policies.
ULM	Contract-based HR management for efficiency and flexibility.	Lecturers are required to take competency certification in their field.	Implementation of e-learning and hybrid learning platforms as an adaptation of educational digitalization policies.
UUI	Recruitment of teaching staff based on the needs of superior study programs.	Improving lecturer skills through international programs.	Implementation of the MBKM program with global partnerships and student exchanges.
UI	Performance-based HR policy with periodic evaluation system.	Strengthening academic collaboration with foreign universities.	Developing flexible education models based on research and technology.

This table presents a comparison of recruitment and human resource (HR) management policies, HR development strategies, and adaptation of each university to national education policies in Indonesia. The universities listed in the table have different approaches in ensuring the quality of teaching staff and compliance with national policies, such as Merdeka Belajar Kampus Merdeka (MBKM), digitalization of education, and improving academic quality. In terms of HR recruitment and management, each university has different policies that are adjusted to academic and industry needs. For example, Umsida applies lecturer competency standards that are in line with industry and MBKM policies, while UIN Sunan Kalijaga Yogyakarta emphasizes academic competency and professional experience in recruitment. Universitas Indonesia (UI) adopts a performance-based system with periodic evaluations, while Universitas Lambung Mangkurat (ULM) chooses a contract-based management system to increase efficiency and flexibility.

In terms of HR development strategies, several universities emphasize training and competency certification, such as ULM, which requires its lecturers to take professional certification. Meanwhile, UI and UUI strengthen international academic cooperation to increase the capacity of teaching staff. UIN Sultan Maulana Hasanuddin Banten focuses on increasing academic capacity by encouraging its lecturers to pursue doctoral and post-doc education. In adapting to national education policies, various universities have implemented flexible and technology-based learning models in response to the digitalization of education. For example, UIN Sultan Maulana Hasanuddin Banten and ULM have adopted blended learning and e-learning systems to increase learning accessibility. UI even developed a flexible education model based on research and technology, while UUI strengthened the MBKM program with global partnerships and student exchange programs. From this table, it can be concluded that each university has a unique and innovative policy in managing HR and adapting to national education policies. Universities that are more adaptive to global trends and technology have an advantage in creating an academic environment that is more competitive and relevant to the needs of the times.

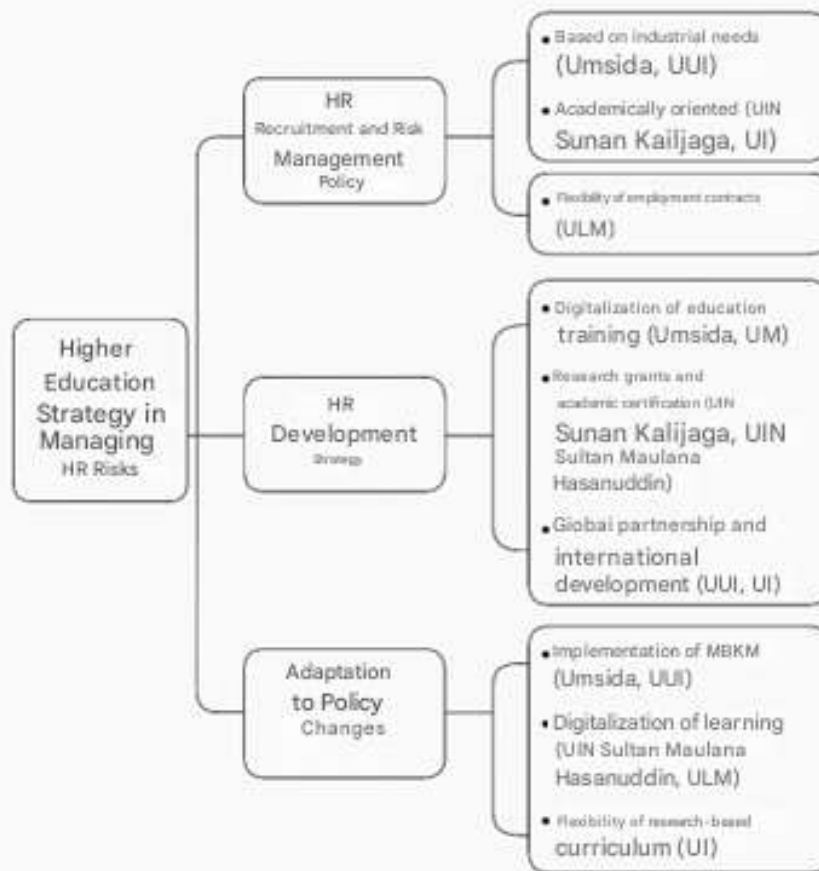
4. Descriptive Narrative

From the data collected, it can be seen that each university has a different strategy in managing HR risks. Muhammadiyah University of Sidoarjo (Umsida) emphasizes HR adaptation through digital-based training to support MBKM. UIN Sultan Maulana Hasanuddin Banten and UIN Sunan Kalijaga Yogyakarta focus more on improving the academic qualifications of lecturers, while Lambung Mangkurat University (ULM) implements flexible work contracts for educators. Ubudiyah University of Indonesia (UUI) stands out in its HR development strategy based on international partnerships, while the University of Indonesia (UI) optimizes lecturer performance through a research and innovation-based evaluation system.

5. HR Risk Management Transformation Concept Map

Here is a concept map to make it easier to understand the transformation patterns that occur:

Figure 1. Concept Map of Higher Education Strategy in Managing HR Risks



Based on the research results, universities in Indonesia have different patterns in managing HR risks, but there are similarities in three main aspects: recruitment policies, HR development strategies, and adaptation to national education policies. Industry-oriented universities tend to adjust recruitment to market needs, while academic-based universities focus more on strengthening research and certification. Adaptation to national education policies is carried out through digitalization of learning, curriculum flexibility, and implementation of MBKM. Through these tables, descriptive narratives, and concept maps, it is hoped that understanding of the transformation of HR risk management in universities can be more systematic and applicable to other educational institutions. The final stage in data analysis is drawing conclusions, where this study will attempt to find the best patterns, relationships, and strategies in the transformation of HR risk management. Conclusions will be drawn based on findings from case studies and comparative analysis of various universities that are the objects of research. Thus, the results of this study are expected to reveal the most effective model or approach in managing HR risks adaptively to changes in education policies in Indonesia.

5. Data Validity and Reliability

To ensure the credibility of this study, several strategic steps were taken to improve the validity and reliability of the data obtained. In the study on HR management policies and strategies in managing risk and how universities adapt to changes in education policy in Indonesia, the validity and reliability of the data were guaranteed through three main techniques: source triangulation, member checking, and audit trail. This study was conducted at six universities, namely the Muhammadiyah University of Sidoarjo (Umsida), Sultan Maulana Hasanuddin State Islamic University (UIN) Banten, Sunan Kalijaga State Islamic University (UIN) Yogyakarta, Lambung Mangkurat University (ULM), Ubudiyah University of Indonesia (UII), and University of Indonesia (UI).

a. Source Triangulation

Source triangulation was used to compare and confirm data from various information collection methods, including interviews, observations, and analysis of policy documents at each university. From in-depth interviews with university leaders, heads of HR departments, lecturers, and administrative staff, it was found that each institution has a different policy in managing HR risks, especially in dealing with changes in education policies. For example, UIN Sunan Kalijaga Yogyakarta implements a digital-based competency development strategy to improve lecturers' adaptability to online learning systems, while the University of Indonesia (UI) emphasizes flexibility in recruiting teaching staff to adjust academic needs to national education policies. Lambung Mangkurat University (ULM) and UIN Sultan Maulana Hasanuddin Banten emphasize more on the HR performance evaluation system to adjust to changes in lecturer certification policies. Meanwhile, Umsida and Ubudiyah University of Indonesia (UII) develop employee welfare strategies and increase flexibility in work contracts to mitigate the risk of uncertainty due to regulatory changes. The results of observations at each institution also show that the effectiveness of HR risk management is highly dependent on the readiness of the infrastructure and organizational culture in responding to policy changes. In addition, analysis of the internal policy documents of the universities shows similarities in the adjustment of regulations related to recruitment, career development, and welfare of teaching staff in response to changes in government policy.

b. Member Checking

To ensure the accuracy of data interpretation, the results of interviews and observations that have been analyzed are reconfirmed with respondents through member checking techniques. This step is carried out by returning the results of the interview transcripts to the university leaders, heads of HR departments, and educators to ensure that the data collected truly reflects the reality in each institution. For example, after confirmation was carried out with HR officials at UI and UIN Sunan Kalijaga Yogyakarta, it was found that the strategy of flexibility in recruitment and competency development that they implemented was indeed rooted in the need for institutions to remain competitive in facing dynamic education policies. Meanwhile, at Umsida and UII, confirmation with educators showed that employee welfare is a major factor in maintaining HR stability when facing regulatory changes. This confirmation process not only strengthens the reliability of the data, but also provides an opportunity for respondents to add or correct information that may have been inaccurate in the initial analysis process.

c. Audit Trail

As a form of transparency and accountability of research, all stages of research are systematically documented through an audit trail. Every step from data collection, analysis, to interpretation of findings is well documented so that its authenticity can be traced back.

Notes made include:

- 1) Transcripts of interviews and observations, reflecting a range of views from stakeholders at each university.
- 2) Policy documents and internal reports, which are used as triangulation materials in understanding HR policies in various institutions.
- 3) Summary of findings from each institution, containing a comparison of HR risk management strategies based on the context of each university.

With a well-documented audit trail, this study not only ensures the credibility of the data but also allows further research to build or deepen the study of HR risk management in higher education institutions in Indonesia. Therefore, through the application of source triangulation, member checking, and audit trail, this study succeeded in obtaining valid and reliable data related to HR management policies and strategies in dealing with changes in education policies in six higher education institutions

in Indonesia. The variation of strategies applied shows that the success of institutional adaptation is greatly influenced by policy flexibility, infrastructure readiness, and organizational culture in dealing with the dynamics of education regulations. The results of this study are expected to be a reference for other higher education institutions in formulating more adaptive and sustainable HR policies amidst changes in education policies in Indonesia.

RESULTS AND DISCUSSION

1. Identification of HR Risks due to Changes in Education Policy

Changes in education policy in Indonesia have had a significant impact on human resource (HR) management in higher education. Dynamic policies, such as changes in accreditation standards, lecturer certification regulations, employment contract regulations for educators, and policies on welfare and career development, pose various risks that must be anticipated by higher education institutions. In this context, HR risk identification is carried out with a focus on three main aspects, namely HR recruitment, development, and retention.

a. Impact on HR Recruitment

Changes in education policy, especially in terms of academic and administrative requirements for educators, have a direct impact on the recruitment process in universities. Policies such as increasing the qualification standards of lecturers, the obligation to have educator certification, and stricter academic experience requirements have narrowed the opportunities for recruiting new teaching staff. State universities (PTN) that have larger budgets can still adjust by recruiting highly qualified lecturers, but private universities (PTS), especially those with limited funds, face major challenges in finding candidates who meet the criteria without burdening the institution's budget.

For example, at the State Islamic University (UIN) Sunan Kalijaga Yogyakarta, the recruitment process for lecturers is getting stricter along with the increasing academic and administrative requirements. This university implements a stricter selection strategy by considering the research track record and scientific publications of prospective lecturers to ensure the quality of teaching staff is maintained. However, at the Muhammadiyah University of Sidoarjo (Umsida) and Ubudiyah University of Indonesia (UUI), recruitment of new teaching staff is more flexible by providing opportunities for lecturers from industrial or non-academic professional backgrounds to fill teaching positions, in order to adapt to the needs of a practice-based curriculum.

Another challenge is related to the work contract scheme which is increasingly shifting from permanent employment status to a short-term contract model. In several institutions, such as the University of Indonesia (UI) and Lambung Mangkurat University (ULM), the policy of recruiting contract lecturers is increasingly being expanded to reduce the burden on the institution's permanent budget. Although this model provides flexibility in managing teaching staff, the main risk that arises is job instability for educators, which can affect commitment and teaching quality.

b. Impact on Human Resources Development

In addition to recruitment, changing education policies also affect human resource development strategies in higher education. One of the main challenges is the increasing demand for lecturers to have digital competence and the ability to adapt to technology-based learning models. Changes in the learning system towards hybrid learning and e-learning require lecturers to continue to improve their technological skills and digital pedagogy. In response to this challenge, several universities have adopted human resource development policies that are oriented towards improving digital skills. UI and UIN Sultan Maulana Hasanuddin Banten, for example, have implemented a Learning Management System (LMS)-based training program to improve the online teaching skills of lecturers. On the other hand, Umsida and UUI emphasize more on developing practical skills for educators through industry certification programs and collaboration with the business world to increase the relevance of teaching to the needs of the world of work.

However, the main challenge in human resource development is the limited budget for training and capacity building of teaching staff, especially in private universities. Many institutions face obstacles in providing quality training for lecturers, especially in the aspects of international publications, industry-based curriculum development, and improving soft skills. Therefore, universities with limited budgets tend to rely on internal training programs or collaboration with external institutions to overcome resource limitations. In addition, educational policies that demand an increase in the number of scientific publications are also a challenge for human resource development in universities. High

administrative burdens and demands to meet publication targets often reduce the time lecturers have to focus on teaching and self-development. Several institutions, such as UIN Sunan Kalijaga Yogyakarta and ULM, have tried to overcome this challenge by providing incentives for lecturers who successfully publish scientific works in reputable journals. However, this policy still faces obstacles in its implementation, especially related to equal opportunities for lecturers who come from various backgrounds and fields of science.

c. Impact on HR Retention

Retention of teaching staff and education personnel is an important aspect in HR risk management due to changes in education policy. Universities must be able to retain quality teaching staff amidst policy dynamics that can affect their job stability. One of the main factors affecting HR retention is the level of lecturer welfare, both in terms of salary, benefits, and career development opportunities. At UIN Sultan Maulana Hasanuddin Banten, for example, the university faces challenges in retaining talented young lecturers who tend to seek employment opportunities at other institutions with better salary and facility offers. To overcome this, UIN implemented a policy of increasing performance-based incentives to maintain lecturer loyalty to the institution. Meanwhile, Umsida and UUI emphasize more on the approach of work flexibility and welfare based on social programs to create a more supportive work environment.

In addition to financial aspects, job satisfaction and career opportunities are also major factors in HR retention. At UI and UIN Sunan Kalijaga Yogyakarta, for example, lecturers have the opportunity to develop their academic careers through academic position acceleration programs and research support. However, in several universities with limited resources, such as ULM, career development programs still face obstacles in terms of funding availability and limited promotion opportunities. Another challenge in HR retention is the increasing administrative workload for lecturers, which often reduces their focus on teaching and research. Several universities have tried to overcome this problem by implementing a digital-based administrative management system to reduce the administrative burden on teaching staff.

Therefore, based on the identification of HR risks due to changes in education policy, it was found that universities face complex challenges in terms of recruitment, development, and retention of HR. Each institution has a different strategy in dealing with these changes, depending on their capacity and internal policies. Universities with better resources tend to be able to adapt more flexibly through selective recruitment strategies, comprehensive training programs, and competitive incentives to maintain teacher retention. In contrast, institutions with limited resources must seek alternative strategies, such as collaboration with industry, use of technology in HR management, and non-financial incentives to retain educators. Therefore, universities in Indonesia need to continue to develop adaptive and sustainable HR policies in order to face the dynamics of changes in education policy in the future.

Furthermore, changes in education policy in Indonesia often have significant consequences for HR strategy and planning in higher education institutions. One of the main risks faced by higher education institutions is uncertainty in HR planning. This uncertainty arises due to rapid regulatory changes, changing recruitment policies, and demands for improving the quality of teaching staff that are often not in line with institutional readiness. In various universities that were the objects of the study, it was found that changes in policy, such as restrictions on the recruitment of permanent lecturers in state universities (PTN), regulations on the status of contract teaching staff, and competency standards that are continuously updated, cause major challenges in HR planning. For example, at the University of Indonesia (UI) and UIN Sunan Kalijaga Yogyakarta, policies related to lecturer certification and provisions on the National Lecturer Identification Number (NIDN) have caused universities to have to make sudden adjustments to their teaching staff management strategies. These institutions have difficulty retaining quality teaching staff due to restrictions in the process of appointing permanent lecturers.

Uncertainty is also seen in the recruitment and management strategies of non-ASN educators, especially in private universities such as the Muhammadiyah University of Sidoarjo (Umsida) and Ubudiyah University of Indonesia (UUI). The government's policy of prioritizing State Civil Apparatus (ASN) employees in the educator welfare guarantee scheme often places private universities in a less advantageous position in terms of educator competitiveness. This has led to a high turnover rate of educators in several private universities because they prefer to move to institutions that provide better stability.

Furthermore, Lambung Mangkurat University (ULM) and UIN Sultan Maulana Hasanuddin Banten revealed that uncertainty in HR planning also has an impact on budget allocation and development of educator competency. Universities must adjust their budgets to frequently changing regulations, for example in terms of funding lecturer certification programs or academic capacity development. As a result, long-term planning in improving HR quality becomes difficult because current policies may not be relevant in the next few years. Uncertainty in HR planning also has an impact on the academic leadership succession process. Several universities have difficulty in determining leadership regeneration strategies at the faculty and university levels due to uncertainty in regulations for appointing academic officials. In some cases, constantly changing policies regarding tenure and administrative requirements cause an imbalance in the distribution of senior and junior educators. This has implications for academic leadership stagnation and hinders innovation in the management of higher education institutions.

In addition, this uncertainty also has a psychological impact on educators and administrative staff. Based on the results of interviews with lecturers at UI and UIN Sunan Kalijaga Yogyakarta, many educators feel anxious about the future of their careers, especially those who are still in contract status or have not received certainty about their career path. This causes reduced motivation in teaching and research because they feel that changing policies can threaten the stability of their jobs at any time.

In response to this uncertainty, several universities have developed various adaptation strategies. For example, Umsida and UUI have begun to implement a flexible approach in recruiting teaching staff by providing more attractive work schemes, such as long-term contracts with additional benefits to reduce the lecturer turnover rate. Meanwhile, UI and UIN Sunan Kalijaga Yogyakarta have attempted to address the uncertainty by increasing more proactive training and certification programs to ensure that their teaching staff continue to meet the standards set by the government. From the results of this study, it can be concluded that uncertainty in HR planning due to changes in education policy has a broad impact on the sustainability of higher education institutions. Without an adaptive HR risk management strategy, universities have the potential to experience difficulties in retaining quality teaching staff, allocating resources effectively, and ensuring organizational stability amidst the dynamics of ever-changing education regulations. Therefore, a more flexible and data-based policy approach is needed in managing HR so that universities can survive and thrive in this uncertain environment.

2. HR Risk Management Transformation Strategy

Human Resources (HR) risk management in higher education is a crucial aspect in ensuring the sustainability of academic institutions, especially amidst the dynamics of changes in education policy in Indonesia. Higher education institutions must be able to adjust their HR management strategies with an adaptive approach in order to continue to meet regulatory demands and developments. Based on research conducted at six universities, namely Muhammadiyah University of Sidoarjo (Umsida), Sultan Maulana Hasanuddin State Islamic University (UIN) Banten, Sunan Kalijaga State Islamic University (UIN) Yogyakarta, Lambung Mangkurat University (ULM), Ubudiyah University of Indonesia (UUI), and University of Indonesia (UI), it was found that each institution has a different approach in managing HR risk. However, in general, HR risk management transformation strategies can be grouped into several adaptive approaches that include policy flexibility, competency strengthening, HR process digitalization, and workforce welfare and retention.

a. Policy Flexibility in Managing HR Risks

One of the main strategies in dealing with HR risks in higher education is the implementation of flexible and dynamic policies in accordance with changes in government regulations. For example, the University of Indonesia (UI) has adopted a more flexible teaching staff recruitment policy with an academic needs-based contract scheme that allows them to quickly adjust the number of teaching staff to learning needs. Meanwhile, UIN Sunan Kalijaga Yogyakarta has implemented a more adaptive performance-based evaluation system to ensure that existing teaching staff continue to have competencies in accordance with national standards. On the other hand, Lambung Mangkurat University (ULM) and Muhammadiyah University of Sidoarjo (Umsida) have focused more on the workload adjustment system for lecturers and education staff as part of risk mitigation due to changes in higher education policies. With this scheme, the workload can be rearranged according to needs, so that the risk of excessive workload or imbalance in task distribution can be minimized. This policy also allows

institutions to continue to meet accreditation and academic quality standards without experiencing obstacles in the HR aspect.

b. Strengthening HR Competence and Professional Development

The transformation of HR risk management is also carried out through strengthening the competence of the workforce as a form of adaptation to changes in education policy. One of the main challenges faced by universities is changes in the curriculum and education policy that require educators to continue to improve the quality of their teaching. In this context, several universities studied implemented training and professional development programs as part of an adaptation strategy. For example, UIN Sultan Maulana Hasanuddin Banten and Universitas Ubudiyah Indonesia (UUI) developed a program to improve the competence of lecturers based on expertise certification and digital learning training. This program aims to ensure that educators are able to adapt to the online learning system and have expertise that is relevant to the development of science and technology. This program is also strengthened by support from various parties, such as cooperation with related ministries and professional certification institutions.

In addition to training for lecturers, Umsida and UI also implement a competency improvement program for education personnel in the field of administration and academic management. This is done to ensure that administrative staff can work more efficiently in facing changes in the education management system that is increasingly technology-based.

c. Digitalization in HR Management

Changes in educational policies that are increasingly technology-based require universities to digitize various aspects of HR management. The universities studied showed that the use of technology in HR management is one of the main strategies in overcoming risks related to operational efficiency and the quality of academic services. UI and UIN Sunan Kalijaga Yogyakarta, for example, have implemented a Human Resource Information System (HRIS) that allows HR management processes, such as recruitment, performance appraisals, and career development, to be carried out digitally. The implementation of HRIS not only increases efficiency in HR management but also minimizes the risk of administrative errors that can impact the overall performance of the institution. Meanwhile, ULM and UIN Sultan Maulana Hasanuddin Banten utilize e-learning technology as part of their teaching staff management strategy. With a more structured online learning platform, teaching staff have flexibility in providing material, while students still get optimal learning quality.

d. Workforce Welfare and Retention as Risk Mitigation

In addition to policy flexibility and digitalization, universities also strive to maintain the welfare of their workforce as part of their HR risk mitigation strategy. One of the challenges faced by higher education institutions is the high turnover rate of teaching staff and administrative staff due to regulatory uncertainty or lack of adequate welfare. To address this, Umsida and UUI have implemented welfare policies based on incentives and allowances for educators and education personnel. Several schemes implemented include the provision of performance-based allowances, flexible working hours, and increased access to health and education facilities for workers' families.

UI and UIN Sunan Kalijaga Yogyakarta also developed a workforce retention policy by providing opportunities for lecturers and education personnel to continue their studies or obtain professional certification that can improve their career levels. With this approach, universities not only maintain HR stability but also increase workforce loyalty to the institution. Therefore, the results of this study indicate that the transformation of HR risk management in universities requires an adaptive approach that focuses on policy flexibility, competency strengthening, digitalization, and workforce welfare and retention. Each university studied has a different strategy in dealing with HR risks, depending on the needs and challenges they face. However, the same pattern can be found in the way they manage risk, namely by adjusting HR policies to regulatory changes, improving HR quality through training and certification, adopting technology in HR management, and ensuring workforce welfare to increase retention and loyalty. By implementing these strategies, universities can be better prepared to face the dynamics of education policy and ensure that their HR management systems remain relevant and effective in supporting long-term academic visions and missions. This is an important foundation for the development of HR policies in higher education institutions in Indonesia to be more adaptive and sustainable.

Furthermore, human resource (HR) risk management in higher education is a crucial aspect in ensuring the sustainability and effectiveness of higher education institutions' operations, especially in facing changes in national education policies. Higher education institutions in Indonesia, both state and private, have implemented various internal policies as part of a transformation strategy in managing HR risks. The implementation of these policies focuses on aspects of recruitment, competency development, performance evaluation, employee welfare, and flexibility in work contracts and remuneration systems.

1) Adaptive HR Recruitment Policy

Changes in education policy, such as adjustments to accreditation standards, demands for digitalization of learning, and teacher certification policies, force universities to be more selective and flexible in the recruitment process for teachers and education personnel. Several state universities, such as the University of Indonesia (UI) and the State Islamic University (UIN) Sunan Kalijaga Yogyakarta, have adopted a more dynamic academic needs-based recruitment policy. They open up opportunities for recruiting non-civil servant teachers with a performance-based contract scheme that allows institutions to adjust the number of teachers to the specific needs of study programs. Meanwhile, private universities such as the Muhammadiyah University of Sidoarjo (Umsida) and Ubudiyah University of Indonesia (UUI) are more flexible in recruiting teachers based on practical competencies, especially in the fields of technology and entrepreneurship. They also implement a policy of recruiting professional teachers from industry to strengthen the link and match between universities and the world of work. This policy is an adaptation strategy in facing the risk of limited teaching staff with specializations that are in line with industrial developments.

2) Competency Development Based on Institutional Needs

In response to education policies that are increasingly oriented towards digitalization and technology-based learning, universities have implemented internal policies related to improving the competence of teaching staff. UIN Sultan Maulana Hasanuddin Banten and Universitas Lambung Mangkurat (ULM), for example, have developed mandatory certification programs for lecturers in the field of e-learning and the use of learning technology based on the Learning Management System (LMS). With this policy, every teaching staff is required to undergo regular training related to innovative teaching methods, such as flipped classroom and blended learning. On the other hand, several universities such as UI and UIN Sunan Kalijaga emphasize more on research-based competency development policies and scientific publications. They provide incentives and funding for lecturers who are active in international journal publications and research collaborations with global institutions. This aims to improve the academic competitiveness of universities at the international level and mitigate the risk of stagnation of teaching staff competence in the ever-evolving academic world.

3) Evaluation of HR Performance Oriented towards Academic and Non-Academic Performance

The implementation of internal policies in HR risk management is also seen in the performance evaluation system of teaching and education staff. Universities such as Umsida and UUI implement an evaluation system based on academic achievement and student satisfaction. Lecturers and administrative staff are evaluated not only based on the number of scientific publications and involvement in research, but also based on the effectiveness of teaching methods and student satisfaction with academic services. As a form of risk mitigation against the decline in the quality of teaching staff, several universities such as ULM and UIN Sultan Maulana Hasanuddin Banten implement a stricter reward and punishment system. Lecturers who have high performance in terms of research, publications, and teaching will receive additional incentives, while those who do not meet the minimum performance standards will be given a capacity building program or even be subject to administrative sanctions.

4) Employee Welfare Policy and Employment Contract Flexibility

The welfare of teaching and education personnel is a major factor in ensuring the stability of human resources in higher education. In facing the uncertainty of education policy, UIN Sunan Kalijaga and UI implement welfare policies based on social security and work insurance for teaching staff, both civil servants and non-civil servants. This policy aims to mitigate the risk of job uncertainty that can affect the motivation and productivity of teaching staff. Meanwhile, Umsida and UUI develop a policy of flexible work contracts, especially for teaching staff from industry. They implement a part-time work system

(part-time lecturer) that allows industry professionals to continue teaching without having to leave their main jobs. This approach not only reduces the risk of a shortage of qualified teaching staff but also increases the relevance of lecture materials to the needs of the world of work.

5) Performance and Productivity Oriented Remuneration System

Competitive remuneration policy is one of the main strategies in maintaining the stability of human resources in higher education. UI and UIN Sunan Kalijaga implement a remuneration policy based on academic performance, where lecturers who have high productivity in research and publications receive greater incentives than those who only focus on teaching. On the other hand, ULM and UIN Sultan Maulana Hasanuddin Banten develop a remuneration system based on the balance between academic and administrative performance. This means that not only lecturers but also education personnel who show optimal performance in academic services are given additional incentives. This strategy aims to maintain a balance between the quality of teaching and the quality of academic administrative services for students.

From the results of this study, it can be concluded that universities in Indonesia have implemented various internal policies as a strategy for transforming HR risk management in facing changes in education policy. More flexible recruitment policies, competency development based on institutional needs, a comprehensive performance evaluation system, more guaranteed employee welfare, and a productivity-based remuneration system are the main keys to ensuring HR stability in universities. Each university has a different approach in implementing this internal policy, depending on the characteristics of the institution, available resources, and the demands of the academic and industrial environment. However, in general, the most effective strategy is one that is able to accommodate the needs of educators and education personnel while remaining in line with the ever-changing national education policy. With adaptive and sustainable internal policies, universities can be better prepared to face the dynamics of education regulations in Indonesia and maintain the quality of academic services for students and the community.

3. Adaptive HR Risk Management Model

In facing the dynamics of changes in education policy in Indonesia, universities need to implement an adaptive HR risk management model in order to maintain institutional stability and ensure the sustainability of academic quality. Based on the results of research in six universities that were the objects of the study, it was found that the adaptive approach in managing HR risk includes three main aspects, namely strengthening the flexibility of HR policies, increasing human resource capabilities, and optimizing data-based risk management systems. Each university has a different strategy in managing HR risk, but there are several best practices that can be recommended as an adaptive model to be applied more widely. This model is not only based on formal policies issued by the institution, but also on the readiness of the organizational culture in responding to external changes.

1. Strengthening HR Policy Flexibility

Flexibility in HR policies is key in dealing with uncertainty due to changes in education policies. Several universities, such as the University of Indonesia (UI) and UIN Sunan Kalijaga Yogyakarta, have adopted a more flexible recruitment system for teaching staff and administrative staff to adjust academic needs to regulatory dynamics. For example, UI implements a medium-term contract scheme for non-PNS teaching staff to ensure that the academic staff recruited truly match the needs of the ever-evolving curriculum. With this policy, universities can adapt more quickly to changes in lecturer certification policies and digital-based education systems. Meanwhile, UIN Sunan Kalijaga Yogyakarta has developed a more dynamic performance evaluation system, where competency assessments are conducted periodically to determine whether a lecturer or education staff needs additional training or job rotation to optimize their contribution to the organization. This flexibility allows universities to retain quality workers without being burdened by rigid personnel regulations.

In general, HR policy flexibility can be implemented through the following strategies:

- a. A recruitment system based on academic needs that allows universities to adjust the number and quality of teaching staff to regulatory changes.
- b. Competency-based performance evaluation that allows for adjustment of the duties and responsibilities of educational staff according to the needs of the institution.

- c. Development of a hybrid work scheme for lecturers and administrative staff, to increase their productivity and well-being in facing changes in the work environment.

2. Improving HR Capability through Strengthening Competence

Another aspect that is a best practice in this adaptive model is improving HR capabilities through structured training and competency development programs. One of the universities that stands out in implementing this strategy is UIN Sultan Maulana Hasanuddin Banten, which adopts a competency-based approach to ensure that teaching staff and administrative staff have skills that are in line with developments in national education policies.

This strategy is also implemented at Lambung Mangkurat University (ULM), where the HR competency improvement program focuses on two main aspects:

- a. Digital Transformation in Education, including training on online learning technologies and the use of artificial intelligence in academic management.
- b. Strengthening Managerial Skills, especially for administrative staff and education personnel, to be able to adapt to changes in educational bureaucratic regulations.

In addition, Universitas Muhammadiyah Sidoarjo (Umsida) emphasizes on the strategy of improving human resource welfare as part of strengthening competence. This university provides performance-based incentives for teaching staff who actively contribute to curriculum innovation and academic development. This approach not only improves the quality of teaching staff, but also helps in maintaining quality human resources in the long term. From these findings, there are several recommended strategies that can be implemented by other universities in improving human resource capabilities:

- a. Periodic training and certification that adjusts the competencies of teaching staff and administrative staff to the latest education policies.
- b. Performance-based incentives to increase the motivation of educators and education staff.
- c. Mentorship and coaching programs to accelerate the adaptation of HR personnel to changes in systems and regulations.

3. Optimization of Data-Based HR Risk Management System

Universities that are able to survive in the face of changes in education policy are those that have a strong data-based risk management system. Ubudiyah University of Indonesia (UUI), for example, developed a data analysis-based HR risk mapping system to identify potential workforce instability due to policy changes. This approach is also used by UIN Sultan Maulana Hasanuddin Banten, which implemented an HR performance monitoring dashboard to monitor the effectiveness of recruitment, training, and welfare policies for educators. With this system, universities can make data-based decisions in adjusting their HR policies. On the other hand, Lambung Mangkurat University (ULM) implemented an early warning system that allows early detection of potential risks in HR management. With this system, universities can anticipate various problems such as teacher turnover, incompatibility between competencies and the curriculum, and the impact of changes in government policies on staffing structures. Some recommended strategies in optimizing a data-based HR risk management system include:

- a. Implementation of a technology-based HR risk mapping system to anticipate uncertainty due to policy changes.
- b. Use of monitoring dashboards that enable data-based evaluation of the effectiveness of HR policies.
- c. Integration of personnel management systems with academic policies, so that regulatory changes can be quickly adapted without disrupting university operations.

Therefore, based on the results of the study in six universities, an adaptive HR risk management model must integrate three main elements: HR policy flexibility, workforce capability enhancement, and utilization of data-based systems. Universities that are able to implement this best practices-based strategy are better prepared to face changes in education policy and can maintain their academic stability and quality. The strategic recommendations resulting from this study can be a reference for other universities in Indonesia in developing more responsive and sustainable HR risk management policies. By adopting the right model, universities can ensure that their HR remains competitive and able to face the challenges of change in the world of education.

Furthermore, the transformation of human resource (HR) risk management in higher education is a response to the dynamics of education policy in Indonesia that continues to change. In this study, it

was found that higher education institutions that are able to survive and thrive in the face of policy changes are those that implement an adaptive HR risk management model. This model includes various strategies that enable higher education institutions to navigate challenges in aspects of recruitment, career development, educator welfare, and performance evaluation systems.

a. Adaptive Strategy in HR Risk Management: Case Study in Higher Education

Based on the research results from six universities studied—Muhammadiyah University of Sidoarjo (Umsida), Sultan Maulana Hasanuddin State Islamic University (UIN) Banten, Sunan Kalijaga State Islamic University (UIN) Yogyakarta, Lambung Mangkurat University (ULM), Ubudiyah University of Indonesia (UUI), and University of Indonesia (UI)—it was found that success in HR risk management is determined by a holistic and flexible approach. For example, the University of Indonesia (UI) has shown success in adopting a flexible teaching staff system, where the recruitment of contract lecturers and experts from industry is a solution to overcome the challenges of changing the national curriculum. With this model, UI is able to maintain the quality of teaching without being burdened by regulations on the appointment of permanent lecturers which are often hampered by bureaucratic policies.

Meanwhile, UIN Sunan Kalijaga Yogyakarta implemented a strategy to strengthen the competence of educators through technology-based training programs. This university invested in improving the skills of lecturers in the field of online learning, to ensure that policy changes related to the digitalization of education can be faced with full readiness. This approach has been proven to improve the quality of distance learning and provide flexibility for educators in adapting teaching methods that are in accordance with technological developments. On the other hand, Umsida and UUI emphasize more on the welfare of educators as part of their HR risk management strategy. Umsida, for example, implemented a better work-life balance policy with flexibility in the work system, additional welfare benefits, and performance-based incentive schemes. The results of this policy showed an increase in the productivity and loyalty of educators, as well as reducing the turnover rate which is usually high due to the uncertainty of government policies.

Meanwhile, Universitas Lambung Mangkurat (ULM) and UIN Sultan Maulana Hasanuddin Banten are more focused on systematic HR performance evaluation. They adopt a more flexible Key Performance Indicators (KPI)-based assessment system that is tailored to the challenges of education policy. With a more transparent and accountable evaluation system, educators at both universities feel more appreciated and have a clearer career path even though external regulations often change.

b. Adaptive HR Risk Management Model Simulation

Based on case studies of six universities that have successfully managed human resource (HR) risks, an adaptive HR risk management simulation model was developed. This model consists of several main stages that can help universities anticipate various employment challenges. The first stage is HR risk identification, where universities must conduct risk mapping that includes aspects of regulation, competence, and welfare of educators. Regulatory risks include changes in recruitment policies and certification of lecturers, while competency risks relate to the readiness of lecturers in facing the digitalization era. In addition, welfare risks such as lack of incentives and social security for educators also need to be considered.

Once the risks are identified, the next stage is the development of flexible policies. Universities need to formulate policies that are responsive to regulatory changes, such as those implemented by the University of Indonesia (UI) by implementing a contract educator and industrial lecturer scheme as a solution to the uncertainty of regulations regarding the appointment of permanent lecturers. Furthermore, increasing HR capabilities is a key factor in managing the risks of educators. UIN Sunan Kalijaga has demonstrated its success in improving HR readiness by holding intensive training for lecturers to face the digitalization of education policy. Universities also need to implement an adaptive evaluation system, such as that implemented by Lambung Mangkurat University (ULM) and UIN Sultan Maulana Hasanuddin Banten. They implemented a flexible Key Performance Indicators (KPI)-based performance evaluation system, so that they can maintain quality educators despite changes in national policies.

In addition, improving the welfare of educators is one of the main strategies in maintaining the loyalty and productivity of educators. Umsida and Universitas Universal Indonesia (UUI) have proven that better welfare can increase the motivation and dedication of educators in carrying out academic and community service duties. Therefore, universities must ensure that the welfare aspect is part of strategic planning in HR management. Finally, universities must have a mechanism for adapting to ever-

changing education policies. A special team tasked with monitoring regulatory developments and providing internal policy recommendations is needed so that universities can be better prepared to face new challenges in the higher education sector. By implementing an adaptive HR risk management model, universities can be more resilient in facing policy dynamics and maintaining the quality of educators in the academic environment.

c. Implications and Recommendations

The success of managing HR risk in higher education depends on how well institutions can adapt their policies to changes in government regulations. From the results of this study, it is recommended that higher education institutions in Indonesia adopt a more flexible approach in recruiting educators, increase investment in technology-based training, and implement a more dynamic performance evaluation system. In addition, the welfare of educators must be a top priority so that they remain motivated and have optimal performance. Universities that have implemented an adaptive HR risk management model have shown that with the right strategy, they are not only able to survive changes in education policy, but can also thrive and improve overall academic quality. Therefore, the case study of six universities shows that an adaptive HR risk management model is the key to success in dealing with the uncertainty of education policy in Indonesia. With the right strategy, higher education institutions can reduce the negative impacts of policy changes and increase their competitiveness in the national education system. Therefore, the development of a more systematic and data-based model in HR risk management needs to be continued so that higher education institutions in Indonesia are increasingly resilient in facing future challenges.

CONCLUSION

Based on the research results, it can be concluded that adaptive HR risk management is a key factor in the success of universities in facing changes in education policy in Indonesia. Universities that are able to manage HR risk well demonstrate several key characteristics that support the effectiveness and sustainability of institutions in facing dynamic policy challenges. One of the main characteristics of universities that are successful in managing HR risk is a flexible policy. The implementation of contract teaching staff policies and collaboration with experts from industry have been shown to increase flexibility in the recruitment process. This allows universities to adjust the needs of teaching staff according to developments in science and applicable education policies. In addition, investment in improving the competence of teaching staff is a crucial strategy in facing policy changes, especially in the era of digitalization of education. Technology-based training implemented by universities allows lecturers and academic staff to adapt more quickly to the demands of digital-based learning, which is increasingly becoming the standard in the modern education system. No less important, a transparent evaluation system is also a major factor in the effectiveness of HR risk management. The implementation of flexible Key Performance Indicators (KPIs) helps universities manage teaching staff more effectively. With clear and measurable evaluations, institutions can increase accountability, encourage improved performance, and ensure that educators work according to established standards.

In addition to policy and evaluation aspects, the welfare of educators is also a determining factor in the success of HR risk management. Universities that provide performance-based incentives and implement work-life balance policies have been shown to have higher levels of productivity and loyalty of educators. By creating a work environment that supports the welfare of educators, universities can increase the retention of quality academic staff and encourage a more conducive work atmosphere. Overall, the implementation of an adaptive HR risk management model not only allows universities to survive in the face of changes in education policy, but also opens up opportunities for institutions to develop to become more competitive. With policy flexibility, increased competence, a transparent evaluation system, and attention to the welfare of educators, universities can create a more innovative, responsive, and sustainable academic environment amidst the dynamics of education policy in Indonesia.

Recommendation

Based on the findings of this study, there are several recommendations to improve the effectiveness of HR risk management in Indonesian universities. Recruitment flexibility is a key step, considering the contract teaching staff scheme and collaboration with industry professionals to address regulatory changes and maintain academic quality. In addition, the development of teaching staff competencies

needs to be strengthened through digital training and professional certification to be better prepared to face the dynamics of education policy. To ensure optimal performance, universities are advised to implement a data-based evaluation system, such as flexible KPIs, to measure performance objectively and accurately. Improving the welfare of teaching staff is also a crucial aspect. Performance-based incentive schemes and support for work-life balance can increase lecturer motivation, loyalty, and productivity. On the other hand, the formation of an HR risk management team is needed to monitor government policies and develop appropriate mitigation strategies. By implementing these steps, universities in Indonesia can be more adaptive to policy changes, increase competitiveness, and ensure stability in HR management to support sustainable academic achievement.

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