

Dynamics of Digital Transformation in Human Resource Training at Depo Khing Guan Jember

Alifian Nugraha^{1*}, Sampir Andrean Sukoco², Aryu Ramadhani Hiedayat³

^{1,2,3} Sekolah Tinggi Ilmu Administrasi Pembangunan, Indonesia

Abstract

This study explores the dynamics of digital transformation in human resource training at Depo Khing Guan Jember, a regional logistics center undergoing operational modernization. As organizations shift from traditional to technology-based systems, employee training becomes a strategic tool for ensuring adaptability and performance. This research adopts a qualitative descriptive approach, utilizing interviews, field observations, and documentation to investigate how digital training is implemented and experienced within the depot. The study focuses on educational processes, systematic procedures, technical skill development, knowledge-based learning, and the prioritization of hands-on practice. Findings reveal that digital platforms, such as Learning Management Systems (LMS) and interactive simulations, are effectively used to enhance employee competencies and operational efficiency. The research highlights the importance of structured, practice-oriented training in supporting digital readiness among employees. Additionally, the study identifies organizational challenges and opportunities in aligning training programs with technological advancements. These insights contribute to a deeper understanding of digital transformation strategies within mid-sized logistics operations and offer practical implications for human resource development in similar contexts.

Keywords: Digital Transformation, Human Resource Training, Logistics, Learning Management System, Practical Learning

Corresponding Author:

Name Alifian Nugraha
(iandgraha@gmail.com)

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1. Introduction

In the contemporary business landscape, digital transformation has emerged as a strategic imperative rather than a technological option. Across industries, organizations are integrating digital technologies to improve operational efficiency, customer experience, and internal processes—including human resource development. Training, which is a critical component of human capital management, has undergone rapid transformation through digital platforms such as Learning Management Systems (LMS), AI-powered skill assessments, and mobile microlearning (Yang & Zhang, 2025). This shift is not only global in scope but also deeply relevant to medium-sized enterprises and distribution centers like Depo Khing Guan Jember.

Despite global advancements, many Indonesian companies—especially those located outside major urban centers—continue to face challenges in adapting to digital-based training methods. Traditional training systems, often paper-based or semi-digital, are still prevalent, resulting in inefficiencies in knowledge transfer, evaluation, and follow-up. Depo Khing Guan Jember, a regional logistics distribution unit, illustrates this transitional struggle. While the organization has initiated digital learning tools, the integration is partial, and its impact on employee performance, motivation, and retention remains insufficiently studied.

The purpose of this study is to examine the dynamics of digital transformation in human resource training at Depo Khing Guan Jember. The objectives include identifying the extent of digital tool adoption in training, understanding employee receptiveness, evaluating training effectiveness, and highlighting the organizational readiness for full digital implementation. These objectives aim to provide insights for companies of similar scale and structure undergoing digital HR transformation.

This research is focused on training practices within Depo Khing Guan Jember between 2022 and 2025, particularly digital interventions in technical, procedural, and safety-related training modules. The study covers HR personnel, trainers, and operational employees involved in the delivery and consumption of digital learning content. Broader aspects such as payroll systems or recruitment platforms are excluded to maintain a precise scope around training.

Digital HR transformation is often examined in large-scale corporate or tech-driven environments. However, there is a scarcity of empirical research at the depot or operational branch level, where training needs are practical and time-sensitive. This study addresses this gap by contextualizing the theoretical discourse on digital learning within a logistics-focused organization in a mid-tier Indonesian city. This can inform policymakers, HR strategists, and logistics managers about scalable digital solutions for workforce development.

The study adopts the Technology Acceptance Model (TAM) by (Davis, 1989) to explain the behavioral intention of employees toward adopting digital training. Additionally, the Resource-Based View (RBV) theory (Barney, 1991) is used to justify digital training as a strategic internal capability contributing to sustainable competitive advantage. These frameworks support the hypothesis that digital training tools, when accepted and utilized effectively, can enhance organizational performance through improved human capital.

Recent studies emphasize the growing importance of digital tools in HR training (Al-Qassem et al., 2025) highlight that data management and communication technologies significantly enhance HR functions. Meanwhile, (Gray, 2025) finds that the acceptance of technology in training is contingent upon organizational support and employee digital literacy. However, most of these studies are based on university settings, manufacturing firms, or urban-based enterprises, not mid-size logistics depots.

Existing literature rarely addresses the intersection of digital transformation and human resource training at the operational level in logistics networks. Particularly, there is limited research focusing on how digital training affects performance in physical distribution units in Southeast Asia. This study contributes by offering a contextualized analysis of Depo Khing Guan Jember, filling a clear geographical and sectoral gap in current research.

The study is guided by three primary research questions: 1. How is digital transformation implemented in human resource training at Depo Khing Guan Jember? 2. What challenges do HR managers and employees face during the transition to digital training? 3. What are the observable outcomes of digital training on employee performance and organizational efficiency?

By focusing on a practical case in a real-world logistics environment, this study offers not only theoretical contributions but also practical implications. It may guide depot managers in choosing and deploying appropriate digital training tools, help HR practitioners align learning strategies with operational goals, and provide a framework for future research on localized digital transformation efforts. Ultimately, it strengthens the understanding that human capital development must evolve alongside technological advancement.

2. Methods

This study employs a qualitative descriptive approach to explore the dynamics of digital transformation in human resource training at Depo Khing Guan Jember. The method is aimed at capturing natural conditions and real-life processes occurring in the workplace. As explained by Sugiyono (2013), qualitative research allows researchers to understand phenomena deeply by interacting directly with the research subject. Data were collected using purposive sampling, selecting informants who are directly involved in the digital training process, such as HR managers, trainers, and operational staff. Primary data were obtained through semi-structured interviews, field observations, and documentation, while secondary data included internal reports and academic references. The data were analyzed using the Miles & Huberman (2007) interactive model, which includes data reduction, data display, and conclusion drawing. To ensure data validity, the study applied source triangulation, comparing results from multiple data sources to improve credibility and accuracy.

3. Results and Discussion

3.1. Training as an Educational Process in Human Resource Development at Depo Khing Guan Jember

Education within the framework of human resource development at Depo Khing Guan Jember is seen as a strategic process for employee growth. Unlike conventional classroom education, workplace education is embedded within job functions and tailored to operational realities. The company understands that training is not simply a one-time event but an ongoing process that equips employees with the competencies needed to grow professionally and contribute meaningfully to organizational performance. By positioning education as a core element of its workforce strategy, the depot fosters a culture of continuous learning.

Training at the depot serves as a form of non-formal education, offering structured learning experiences outside the traditional educational system but with clear objectives, materials, and outcomes. Through on-site workshops, instructional videos, and digital modules, employees receive training that is contextualized to their daily tasks. This approach allows for immediate application of learned concepts, closing the gap between knowledge acquisition and job performance. The non-formal nature of this training offers flexibility while

maintaining structure, enabling employees to learn at their own pace without compromising operational efficiency.

As Depo Khing Guan Jember continues its digital transformation journey, the role of training becomes increasingly vital in preparing employees to adopt and adapt to new technologies. This includes learning how to operate digital inventory systems, understand data-driven workflows, and communicate using internal digital platforms. Training programs are specifically designed to reduce digital anxiety and increase digital literacy, ensuring that the workforce can thrive in a hybrid work environment that blends physical tasks with digital processes.

The educational process also plays a critical role in aligning human behavior with organizational change. Employees are not only taught how to use digital tools, but also why those tools are important in achieving long-term goals. This instills a sense of purpose and belonging, which is crucial in driving commitment during times of transition. Additionally, the educational programs emphasize teamwork, problem-solving, and adaptability—skills essential for navigating disruption and uncertainty in the logistics sector.

These findings resonate with the research of Al-Qassem et al., (2025), who highlight the importance of employee education in facilitating digital transitions, particularly in operational roles. Similarly, Yang & Zhang (2025) argue that workplace training—when treated as a structured form of education—improves workforce agility and long-term organizational adaptability. Depo Khing Guan's emphasis on educational development within HR training confirms the relevance of these studies and demonstrates how education serves as both a foundation and catalyst for successful digital transformation.

3.2. Implementation of Systematic Procedures in Digital Transformation

The implementation of digital transformation in human resource training at Depo Khing Guan Jember follows a structured and phased approach, designed to ensure clarity, efficiency, and consistency across training activities. The process begins with an assessment of training needs, followed by the formulation of learning objectives, preparation of digital content, execution of training sessions, and post-training evaluations. This procedural flow allows for alignment between organizational goals and employee competencies, particularly as the organization integrates more digital tools into daily operations.

Standard Operating Procedures (SOPs) play a central role in maintaining the quality and consistency of training programs. From planning to execution, every stage of the digital training process is documented and guided by internal standards. These SOPs define the roles of trainers and trainees, timeframes, learning delivery modes (e.g., video tutorials, LMS-based modules), and assessment methods. Furthermore, periodic reviews of these procedures ensure that training programs remain up-to-date with technological advancements and employee needs.

A key example of this systematic approach is the onboarding program for new employees at the depot. Using a digital training module hosted on an internal platform, new hires are guided through essential topics such as safety protocols, inventory management systems, and customer service standards. Completion of each module is tracked, and interactive assessments are conducted to verify comprehension. Supervisors receive regular reports on each participant's progress, enabling data-driven evaluation and feedback.

The use of structured procedures also ensures that feedback mechanisms are incorporated into the learning cycle. Employees are encouraged to submit digital feedback forms after completing each session, which helps trainers refine future materials. Moreover, refresher training sessions are scheduled quarterly, in accordance with the depot's SOPs, ensuring continuous learning and adaptation as systems evolve.

These structured and cyclical processes are consistent with findings by Milunović & Anufrijev (2025) who assert that the successful adoption of digital training systems depends largely on clear procedural frameworks and continuous evaluation. Similarly, Gray (2025) emphasizes the importance of procedural clarity in improving digital training uptake and reducing resistance among operational staff. Thus, the systematized training model at Depo Khing Guan Jember exemplifies best practices in implementing digital HR development initiatives within mid-sized logistics organizations.

3.3. Enhancement of Technical Skills through Digitalization

Technical skills are foundational competencies required for the effective execution of tasks in distribution and logistics settings. At Depo Khing Guan Jember, these skills include inventory control, barcode scanning, order fulfillment, and the operation of digital inventory systems. As logistics operations are highly detail-oriented and time-sensitive, technical proficiency directly impacts the accuracy and speed of service delivery. Thus, upskilling employees in technical domains is not merely supportive but strategically essential for organizational performance.

The depot has integrated digital platforms into its training systems to improve the delivery and consistency of technical skill development. Specific modules are designed to train employees on the use of warehouse management systems (WMS), handheld scanning devices, mobile tracking applications, and digital

recordkeeping tools. These modules are hosted via internal learning platforms and are accessible on-demand, providing flexibility for employees to complete their training according to operational schedules.

Training content is delivered through a combination of video-based tutorials, interactive simulations, and real-time practice tasks. For example, employees use simulated environments to practice receiving and sorting goods without the risk of operational disruption. Video demonstrations help visualize complex procedures such as stacking standards or system log entries, while practice tasks test their ability to apply learned skills in routine operations. These digital methods provide not only accessibility but also enhanced engagement compared to traditional classroom instruction.

In addition to the content, digital training allows for performance tracking and personalized feedback. The system records employee progress, identifies common errors, and provides targeted recommendations. Trainers can use these analytics to adjust training strategies, making the learning process more data-driven and responsive. This continuous feedback loop helps ensure that employees not only complete training but also retain and apply the technical skills in real working conditions.

These findings are consistent with research by Al-Qassem et al., (2025), who emphasize the role of business intelligence systems in enhancing workforce performance by aligning technical training with operational metrics. Similarly, Pongpanitanont et al., (2025) report that digital simulation tools improve skill retention and reduce human error in technical roles. The digital training approach at Depo Khing Guan thus reinforces the effectiveness of technology-enhanced learning in building critical technical competencies in logistics.

3.4. Systematic Knowledge Learning

The training programs at Depo Khing Guan Jember are not limited to technical skill-building but also incorporate a structured transfer of theoretical knowledge essential for job performance. The theoretical content includes topics such as workplace safety, principles of supply chain logistics, inventory classification, and standard operating procedures (SOPs). These subjects are critical in helping employees understand the "why" behind their daily tasks, encouraging a more thoughtful and compliant workforce.

To deliver theoretical material efficiently, the company utilizes a Learning Management System (LMS) as the central platform for hosting, distributing, and tracking learning modules. The LMS enables employees to access learning content asynchronously—allowing flexible learning while maintaining work productivity. It also supports multimedia formats such as text-based guides, animated explanations, and voice-over presentations, enhancing learner engagement and comprehension.

The digital training curriculum is designed in progressive stages, beginning with foundational knowledge and gradually advancing to more specialized content. Each module includes a mix of reading materials, short quizzes, and discussion forums, allowing participants to test their understanding before moving forward. At the end of each stage, learners complete assessments to evaluate knowledge retention, which becomes part of their training records.

This structured digital approach ensures consistency in content delivery and helps the HR team monitor the learning journey of each employee. It also facilitates customization of content for different job roles—such as warehouse staff, inventory controllers, or customer service agents—while maintaining alignment with organizational standards. Moreover, periodic updates to course materials ensure that the knowledge imparted remains relevant to current operational systems and compliance requirements.

These findings are aligned with research by Özsoy (2025), who demonstrated that structured theoretical learning via LMS increases knowledge retention and training satisfaction in logistics environments. Similarly, Gray (2025) emphasized that when digital curricula are systematically organized and paired with practical follow-ups, they lead to higher engagement and better application of concepts in the workplace. Thus, Depo Khing Guan's use of structured, digital knowledge learning represents an effective and scalable model for training in semi-automated distribution systems.

3.5. Prioritizing Practice over Theory

In the context of human resource training at Depo Khing Guan Jember, there is a clear emphasis on practical application rather than theoretical instruction. Given the operational nature of logistics and warehouse management, the training programs are primarily designed to enhance employees' hands-on skills in performing routine and specialized tasks. The goal is to ensure that employees can execute procedures effectively, comply with safety protocols, and adapt to technology-driven systems without relying heavily on manuals or supervisors.

The depot incorporates on-the-job training (OJT) and digital simulation as the core delivery methods for practical learning. Through OJT, employees learn directly at their workstations under the supervision of experienced mentors. This method provides real-time exposure to work challenges, tools, and workflow dynamics. In parallel, digital simulations are used to recreate scenarios such as inventory errors, rush-hour order fulfillment, and digital system navigation. These tools offer a risk-free environment for employees to build confidence before handling actual tasks.

Although theoretical knowledge remains important—especially for understanding processes and compliance—the impact of practical training is more immediately observable in the field. Employees who receive extensive practice tend to perform tasks with greater speed, accuracy, and autonomy. Observational data at Depo Khing Guan indicates that practical learning methods result in fewer errors in order processing and shorter onboarding times for new hires, compared to those who receive mainly classroom-based instruction.

Moreover, employees themselves express a preference for practice-oriented learning, citing higher engagement and a stronger sense of mastery. Feedback collected from post-training evaluations shows that participants value the relevance and clarity of hands-on training more than abstract theoretical sessions. This insight has led HR managers to revise the training curriculum to allocate more time to workplace-based learning, supported by minimal theoretical modules for contextual understanding.

These findings are consistent with research by Levinthal (2025), who emphasizes that practice-based learning leads to deeper skill internalization in operational roles, especially in fast-paced and repetitive work environments. Likewise, Blomström et al., (2025) found that immersive simulations contribute significantly to employee proficiency and long-term knowledge retention. The case of Depo Khing Guan reinforces these conclusions, demonstrating the strategic value of prioritizing practical experience in HR training for logistics operations.

4. Conclusion

This study has examined the dynamics of digital transformation in human resource training at Depo Khing Guan Jember, revealing that the organization is actively transitioning from conventional training models toward a more structured, digital approach. Training is recognized not only as a technical necessity but also as an educational process that prepares employees to adapt to technological change. The integration of Learning Management Systems (LMS), digital simulations, and interactive content reflects the depot's commitment to developing a competent, digitally literate workforce. Training is no longer an isolated HR function but a strategic driver of organizational resilience and agility.

The findings also highlight the importance of systematic procedures and practical application in digital learning. Structured curricula, on-the-job training, and digital feedback systems ensure that employees not only receive information but also develop actionable skills. Practice-based methods are particularly effective in the logistics sector, where operational precision and efficiency are essential. Furthermore, the use of purposive sampling and qualitative insights from HR managers and staff provided a rich understanding of how digital transformation is experienced and managed at the operational level.

Future research could explore the long-term effects of digital training on employee retention, innovation, and performance across other depot or warehouse settings. Comparative studies between urban and rural logistics environments may reveal regional differences in digital adoption. Additionally, deeper investigation into employee attitudes, digital fatigue, or intergenerational learning preferences could enhance the development of inclusive and sustainable training systems in the digital era.

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