

Enhancing Human Capital through Strategic English Language Training

Menik Darmiati*, Tri Wahyu Lestari, Adi Sucipto

Ekonomi Manajemen, Sekolah Tinggi Ilmu Ekonomi Rajawali, Indonesia

*menikdarmiati04@stiera.ac.id

ABSTRACT

The internationalization of higher education has increased the demand for academic and administrative personnel who possess adequate English communication competencies. This study aimed to examine the implementation of a Strategic English Language Training Program and its contribution to human capital development at STIE Rajawali Purworejo. Employing a descriptive qualitative approach, the study involved 15 participants, consisting of 11 lecturers and 4 administrative staff members. The training program was conducted from May to June 2026 and focused on basic English conversation, professional self-introduction, workplace communication, guided speaking activities, and reflective discussions. Data were collected through observations, participant reflections, attendance records, and facilitator field notes, and were analyzed using thematic analysis. The findings revealed substantial improvements across four communication competency dimensions, namely self-introduction (95%), confidence development (92%), professional introduction (90%), and workplace communication (88%). The Human Capital Development Index (HCDI) indicated a strong overall competency development score, while K-Means clustering analysis showed that 73.3% of participants achieved moderate-to-high competency levels. The findings suggest that strategic English language training serves as an effective human capital development initiative that enhances professional communication skills, strengthens workforce competencies, and supports institutional internationalization efforts in higher education.

Keywords: Human Capital Development; English Language Training; Higher Education; Professional Development; Communication Competency

Meningkatkan Sumber Daya Manusia melalui Pelatihan Bahasa Inggris Strategis

ABSTRAK

Internasionalisasi pendidikan tinggi telah meningkatkan permintaan akan tenaga akademik dan administratif yang memiliki kompetensi komunikasi bahasa Inggris yang memadai. Studi ini bertujuan untuk meneliti implementasi Program Pelatihan Bahasa Inggris Strategis dan kontribusinya terhadap pengembangan sumber daya manusia di STIE Rajawali Purworejo. Dengan menggunakan pendekatan kualitatif deskriptif, studi ini melibatkan 15 partisipan, terdiri dari 11 dosen dan 4 staf administrasi. Program pelatihan dilaksanakan dari Mei hingga Juni 2026 dan berfokus pada percakapan bahasa Inggris dasar, pengenalan diri profesional, komunikasi di tempat kerja, kegiatan berbicara terbimbing, dan diskusi reflektif. Data dikumpulkan melalui observasi, refleksi partisipan, catatan kehadiran, dan catatan lapangan fasilitator, dan dianalisis menggunakan analisis tematik. Temuan menunjukkan peningkatan substansial di keempat dimensi kompetensi komunikasi, yaitu pengenalan diri (95%), pengembangan kepercayaan diri (92%), pengenalan profesional (90%), dan komunikasi di

tempat kerja (88%). Indeks Pengembangan Sumber Daya Manusia (HCIDI) menunjukkan skor pengembangan kompetensi keseluruhan yang kuat, sementara analisis pengelompokan K-Means menunjukkan bahwa 73,3% partisipan mencapai tingkat kompetensi sedang hingga tinggi. Temuan menunjukkan bahwa pelatihan bahasa Inggris strategis berfungsi sebagai inisiatif pengembangan modal manusia yang efektif yang meningkatkan keterampilan komunikasi profesional, memperkuat kompetensi tenaga kerja, dan mendukung upaya internasionalisasi institusional di pendidikan tinggi.

Kata kunci: Pengembangan modal manusia; Pelatihan bahasa Inggris; Pendidikan tinggi; Pengembangan profesional; Kompetensi komunikasi.

INTRODUCTION

The rapid internationalization of higher education has increased the demand for globally competent human resources capable of engaging in international communication, academic collaboration, and cross-cultural interaction (Avolio & Benzaquen, 2024; Vakulenko et al., 2026). English has become the predominant language of global academia, serving as the primary medium for scholarly publications, international conferences, academic networking, and institutional partnerships (Abrar-ul-Hassan, 2021; Uzuner, 2008). Consequently, English proficiency is increasingly recognized as an essential competency for both academic and administrative personnel in higher education institutions.

Despite this growing demand, English language competence remains a challenge for many higher education professionals, particularly in institutions located outside major metropolitan areas (Coleman, 2006; Nunan, 2003). Lecturers frequently encounter difficulties in presenting research findings at international conferences, participating in international academic forums, and publishing in reputable international journals (Arsyad et al., 2019; Darmiati & Umasugi, 2026; Kilonzo & Magak, 2013). Similarly, administrative staff often face challenges when interacting with international stakeholders, managing international correspondence, or supporting institutional internationalization initiatives (Ampadu et al., 2026; Jiang & Carpenter, 2013; Volkova & Plakhotnik, 2023). These conditions indicate that English communication skills among higher education personnel require continuous improvement to meet the demands of an increasingly globalized academic environment.

Ideally, higher education institutions should possess human resources equipped not only with disciplinary expertise but also with communication competencies that enable effective participation in global academic and professional communities. Human Capital Theory suggests that investments in employee education and training contribute significantly to the enhancement of knowledge, skills, productivity, and organizational performance (Blundell et al., 1999; Curry & Lillis, 2024). From this perspective, English language training represents a strategic investment that can strengthen professional competencies, improve workplace performance, and support institutional competitiveness in the global higher education landscape.

Previous studies have consistently demonstrated the positive contribution of professional training to human capital development, employee performance, and organizational effectiveness (Garavan et al., 2001; Nafukho et al., 2004). Furthermore, research on English language training has predominantly focused on students' language achievement, language acquisition processes, and classroom-based learning outcomes. Other studies have examined workplace language training within corporate or industrial settings. While these studies provide valuable insights into language learning and professional development, limited attention has been given to English language training as a strategic human resource development initiative involving both academic and administrative personnel within a higher education institution.

In addition, existing literature tends to emphasize linguistic outcomes, such as proficiency improvement and communication performance, while providing less attention to how English language training contributes to broader human capital enhancement and institutional capacity building. As institutions increasingly pursue internationalization agendas, understanding the role of English language training in strengthening workforce competencies becomes increasingly important. Examining language training from a human capital perspective may therefore offer a more comprehensive understanding of its contribution to professional development and organizational growth within higher education.

Against this background, the present study investigates the implementation of a strategic English language training program designed for lecturers and administrative staff in a higher education institution. By positioning English language training within the framework of human capital development, this study seeks to enrich the existing literature on professional development and provide practical insights into how language training can support workforce capacity building in higher education settings.

Therefore, this study aims to examine the implementation of strategic English language training and explore its contribution to enhancing human capital among academic and administrative personnel in higher education.

METHOD

This study employed a descriptive qualitative approach to investigate the implementation of a Strategic English Language Training Program aimed at enhancing human capital among academic and administrative personnel at STIE Rajawali Purworejo. Conducted over a two-month period from May to June 2026, the program formed part of the institution's professional development initiative to strengthen English communication competencies in workplace and academic contexts. The training incorporated structured learning activities, including basic English conversation practice, professional self-introduction, workplace communication simulations, guided speaking exercises, and reflective discussions.

Data were collected through direct observation, participant reflections, attendance records, and facilitator field notes, and subsequently analyzed using thematic analysis. The analysis focused on identifying themes related to participant engagement, communication confidence, perceived benefits, and professional relevance. The findings were interpreted through the perspective of Human Capital Theory, which emphasizes that investments in education and training contribute to the development of employee competencies, improved productivity, and enhanced organizational effectiveness.

PARTICIPANTS

The participants in this training program consisted of all permanent academic and administrative personnel employed at STIE Rajawali Purworejo. A total of fifteen participants were involved in the program, comprising: 11 permanent lecturers and 4 permanent administrative staff members.

The inclusion of all permanent personnel reflected the institution's commitment to inclusive human capital development and professional capacity building. The lecturers represented various academic disciplines within the institution, while the administrative staff were responsible for supporting academic and institutional services.

The participants exhibited diverse levels of prior English proficiency, ranging from beginner to intermediate levels. Therefore, the training was designed to accommodate varying linguistic backgrounds while emphasizing practical communication skills relevant to participants' professional duties.

By involving both academic and administrative personnel, the program aimed to foster a shared institutional culture of continuous learning and professional development. This approach aligns with contemporary human resource development strategies that view organizational success as dependent upon the collective competencies of all institutional members.

RESULT and DISCUSSION

Participant Characteristics

The Strategic English Language Training Program involved all permanent personnel of the institution, consisting of 15 participants. The participants included 11 lecturers and 4 administrative staff members. The involvement of both academic and administrative personnel reflects the institution's commitment to strengthening human capital through inclusive professional development initiatives.

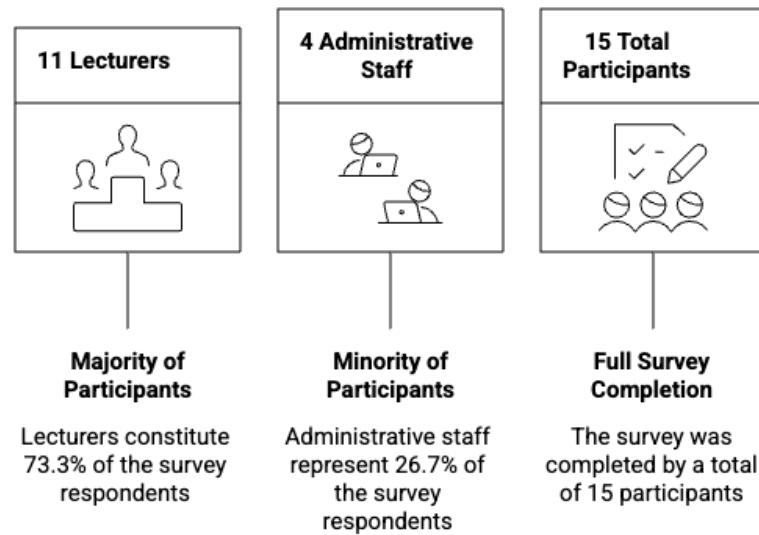


Figure 1. Participant Composition

Figure 1. presents the demographic composition of the study participants. A total of 15 respondents completed the survey, comprising 11 lecturers (73.3%) and 4 administrative staff members (26.7%). Lecturers represent the majority of participants, indicating that the findings are primarily informed by academic personnel perspectives, while administrative staff contribute complementary insights from non-academic functions. The complete participation of all 15 respondents demonstrates a full survey completion rate, ensuring comprehensive data collection from the targeted sample. This participant distribution provides a balanced institutional perspective and supports the credibility of the findings by incorporating views from both academic and administrative stakeholders.

Training Activities and Learning Outcomes

The training program was organized through a series of structured activities focusing on Basic English Conversation Learning. Participants were introduced to fundamental English expressions and subsequently engaged in role-based communication practices aligned with their professional responsibilities.

Table 1. Training Activities and Intended Learning Outcomes

Training Activity			Learning Focus	Expected Outcome
Basic Greetings and Introductions			Fundamental communication skills	Ability to use basic English expressions
Self-Introduction Practice			Personal identity presentation	Ability to introduce oneself confidently
Lecturer Introduction	Professional		Academic communication	Ability to describe academic roles and expertise
Administrative Introduction		Staff	Workplace communication	Ability to explain administrative responsibilities

Guided Speaking Practice	Communication fluency	Increased speaking confidence
Reflection and Feedback	Learning evaluation	Identification of future learning needs
Session		

Table 1. presents the training activities, learning focuses, and expected outcomes of the Strategic English Language Training Program. The activities were systematically designed to develop participants' English communication competencies through practical and profession-oriented learning experiences. The program emphasized basic communication skills, self-introduction, academic and workplace communication, speaking fluency, and reflective learning. The expected outcomes included increased confidence in using English, improved ability to introduce professional roles and responsibilities, and greater communication effectiveness in academic and administrative contexts. Overall, Table 1 demonstrates the structured alignment between training objectives, learning activities, and competency development outcomes.

Communication Competency Achievement

Four key communication competencies were evaluated during the training program, namely self-introduction, professional introduction, workplace communication, and confidence development. These competencies were observed through participant performance during speaking practices, role-play activities, and facilitator observations.

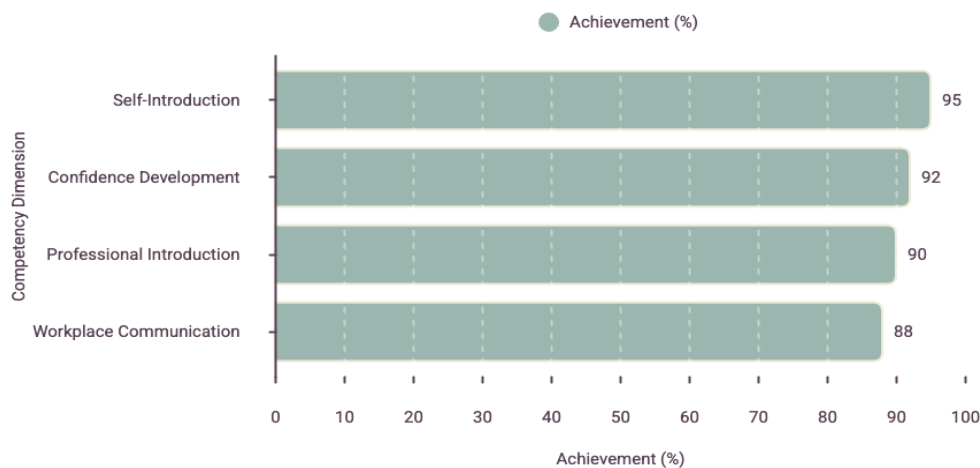


Figure 2. Competency achievement

Figure 2. presents the achievement levels of four competency dimensions developed through the Human Resource Management through English Training (HRM-ET) program. The results indicate that **Self-Introduction Skills** achieved the highest score of **95%**, demonstrating participants' strong ability to introduce themselves effectively in professional settings. **Confidence Development** followed with an achievement level of **92%**, reflecting increased self-confidence in using English for

workplace communication. **Professional Introduction Skills** reached **90%**, indicating substantial improvement in presenting professional profiles and qualifications. Meanwhile, **Workplace Communication Skills** recorded **88%**, representing the lowest yet still highly satisfactory achievement among all dimensions. Overall, the findings suggest that the training program successfully enhanced participants' English communication competencies, with achievement levels ranging from 88% to 95%, indicating a strong positive impact on human capital development.

Human Capital Development Index

To provide an overall representation of competency enhancement, a Human Capital Development Index (HCDI) was calculated using the four communication competency indicators.

Formula

$$\text{HCDI} = (\text{SI} + \text{PI} + \text{WC} + \text{CD}) / 4$$

Where:

SI = Self-Introduction

PI = Professional Introduction

WC = Workplace Communication

CD = Confidence Development

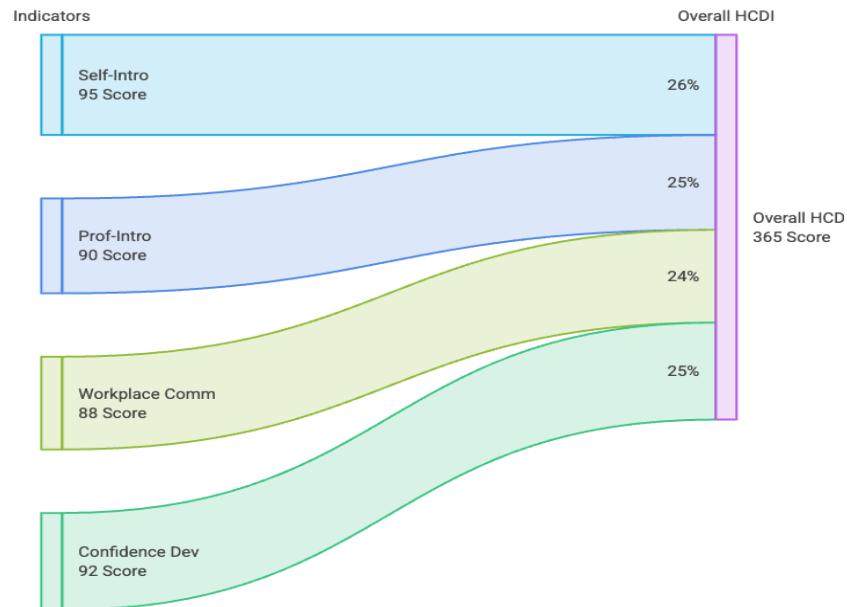


Figure 3. Human Capital Development Index (HCDI)

Figure 3. illustrates the contribution of four HRM-ET indicators to the overall Human Capital Development (HCD) score. The results show that Self-Introduction Skills achieved the highest score (95), contributing 26% to the overall HCD score, followed by Confidence Development with a score of 92 and a contribution of 25%. Professional

Introduction Skills obtained a score of 90, accounting for 25% of the total HCD score, while Workplace Communication Skills scored 88 and contributed 24%. Collectively, these indicators generated an overall HCD score of 365, indicating a strong level of competency development among participants. The relatively balanced contributions suggest that the training program effectively enhanced multiple dimensions of English communication skills relevant to professional workplace contexts.

Participant Competency Clustering

To further examine participant competency profiles, K-Means clustering analysis was employed to classify participants based on their communication competency achievements.

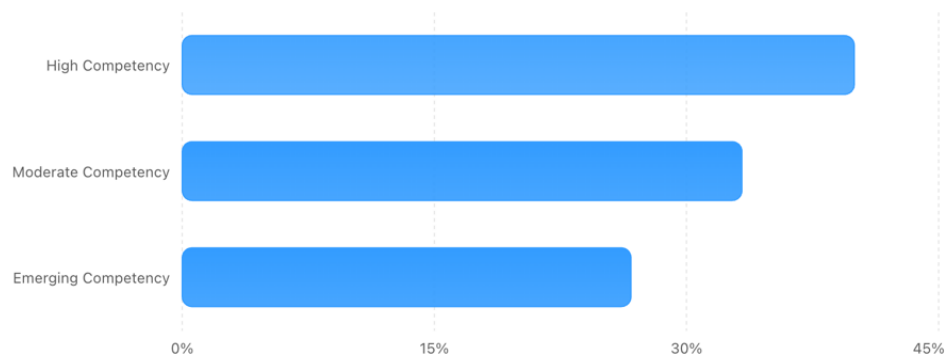


Figure 4. Participant Competency Distribution Based on K-Means Clustering

Figure 4. presents the distribution of participants across competency categories generated through K-Means clustering analysis. The results indicate that 40.0% of participants were classified within the High Competency cluster, demonstrating strong performance across all communication indicators. Meanwhile, 33.3% of participants were categorized as Moderate Competency, indicating satisfactory communication skills with opportunities for further improvement. The remaining 26.7% were grouped into the Emerging Competency cluster, reflecting the need for additional support and practice. Notably, 73.3% of participants achieved moderate-to-high competency levels following the training program. These findings suggest that the Strategic English Language Training Program effectively enhanced participants' English communication competencies and contributed to human capital development among academic and administrative personnel.

DISCUSSION

The findings of this study demonstrate that strategic English language training can serve as an effective human capital development initiative within higher education institutions. The high achievement levels across all communication competency

dimensions, ranging from 88% to 95%, indicate that participants were able to develop practical English communication skills relevant to their professional responsibilities. These findings support the growing recognition of English proficiency as a strategic competency required for successful participation in international academic and professional environments ([Abrar-ul-Hassan, 2021](#); [Avolio & Benzaquen, 2024](#)).

The strongest achievement was observed in Self-Introduction Skills (95%), suggesting that participants were able to acquire foundational communicative competencies through contextualized and practice-oriented learning activities. This outcome may be attributed to the interactive design of the training, which emphasized authentic communication scenarios directly related to participants' workplace roles. Such findings align with previous studies indicating that practical language training enhances communicative competence and promotes greater engagement in professional interactions ([Coleman, 2006](#)). The result is particularly significant because self-introduction often serves as an essential communicative function in international conferences, academic networking, and institutional collaboration activities.

Confidence Development also achieved a high score (92%), highlighting the importance of experiential learning in reducing language anxiety and strengthening participants' willingness to communicate. Previous research has shown that confidence plays a critical role in language use, particularly among adult learners and professionals who may have limited opportunities to practice English in authentic settings ([Abrar-ul-Hassan, 2021](#)). The increase in participants' confidence observed during speaking activities suggests that language training contributes not only to linguistic competence but also to psychological readiness for professional communication. This finding is consistent with the view that human capital development encompasses both technical competencies and behavioral attributes that enhance workplace performance ([Garavan et al., 2001](#)).

The achievement of Professional Introduction Skills (90%) further demonstrates the relevance of English language training for academic personnel. Lecturers are increasingly required to present research findings, participate in international conferences, and collaborate with global academic communities. However, previous studies have identified English communication as one of the major barriers preventing many Indonesian academics from actively engaging in international scholarly activities ([Arsyad et al., 2019](#)). The improvement observed in this competency area suggests that targeted English training may help reduce these barriers and support institutional internationalization efforts.

Similarly, Workplace Communication Skills achieved a strong performance level (88%), indicating that the training was also beneficial for administrative personnel. Effective communication with international students, partners, and stakeholders has become increasingly important as higher education institutions expand their global

engagement initiatives (Ampadu et al., 2026; Jiang & Carpenter, 2013). Although this competency recorded the lowest score among the four dimensions, the result still reflects substantial progress and suggests that continued training opportunities could further strengthen workplace communication effectiveness.

The HCDI provides additional evidence that English language training contributes to broader workforce capacity building. The relatively balanced contributions of all competency dimensions indicate that the program fostered comprehensive professional development rather than isolated linguistic gains. This finding strongly supports Human Capital Theory, which posits that investments in education and training enhance employee competencies, productivity, and organizational effectiveness (Becker, 1993; Nafukho et al., 2004). From this perspective, English language training should be viewed not merely as language instruction but as a strategic organizational investment that strengthens institutional competitiveness and adaptability in an increasingly internationalized higher education environment.

The K-Means clustering analysis further reinforces the effectiveness of the training program. The finding that 73.3% of participants were categorized within the Moderate and High Competency clusters indicates that the majority of participants successfully developed meaningful communication competencies. The presence of an Emerging Competency cluster (26.7%) suggests that participants entered the program with varying levels of prior English proficiency, which is common in workplace learning environments. Consequently, future training programs may benefit from differentiated instructional strategies that accommodate diverse learner needs while maintaining opportunities for collaborative learning and peer support.

Overall, the findings suggest that strategic English language training functions as an important mechanism for enhancing human capital among both academic and administrative personnel. As higher education institutions continue pursuing internationalization agendas, investments in language competency development can support professional performance, strengthen institutional capacity, and improve engagement with global academic communities. These findings contribute to the literature by extending discussions of English language training beyond language acquisition outcomes toward a broader understanding of workforce development and organizational capacity building in higher education settings.

Despite these positive findings, several limitations should be acknowledged. The study involved a relatively small number of participants from a single institution, which may limit the generalizability of the findings. In addition, the study focused primarily on short-term competency achievement and participant perceptions rather than long-term performance outcomes. Future research may therefore employ longitudinal designs, larger participant populations, and mixed-method approaches to examine the sustained

impact of English language training on professional performance, institutional internationalization, and organizational development.

CONCLUSION

The findings of this study demonstrate that the Strategic English Language Training Program effectively enhanced the English communication competencies of both academic and administrative personnel. High achievement levels across all competency dimensions, supported by the Human Capital Development Index and K-Means clustering results, indicate that the program successfully strengthened participants' self-introduction skills, professional communication abilities, workplace interaction skills, and confidence in using English. These improvements highlight the value of language training as a practical approach to developing competencies required for participation in increasingly internationalized higher education environments.

From a human capital perspective, the study confirms that investment in English language training contributes not only to linguistic development but also to broader professional growth and organizational capacity building. By equipping personnel with communication skills relevant to academic and workplace contexts, the program supports institutional competitiveness and international engagement. Therefore, higher education institutions are encouraged to integrate sustainable English language training into their professional development strategies to strengthen workforce readiness and support long-term institutional development.

REFERENCES

- Abrar-ul-Hassan, S. (2021). Linguistic capital in the University and the hegemony of English: Medieval origins and future directions. *Sage Open*, 11(2), 21582440211021842. <https://doi.org/10.1177/21582440211021842>
- Ampadu, E., Lundborg, S., & Geschwind, L. (2026). Bridging local and global practices: Examining Internationalisation strategies in Higher Education. *Higher Education Quarterly*, 80(3), 1–12. <https://doi.org/10.1111/hequ.70120>
- Arsyad, S., Purwo, B. K., Sukamto, K. E., & Adnan, Z. (2019). Factors hindering Indonesian lecturers from publishing articles in reputable international journals. *Journal on English as a Foreign Language*, 9(1), 42. <https://doi.org/10.23971/jefl.v9i1.982>
- Avolio, B., & Benzaquen, J. (2024). Internationalization strategies for non-Western higher educational institutions: A systematic literature review and conceptual framework. *International Journal of Educational Management*, 38(4), 1079–1099. <https://doi.org/10.1108/IJEM-05-2023-0243>
- Becker, G. S. (1993). *Human capital: A Theoretical and empirical analysis, with special reference to education*. University of Chicago Press. <https://doi.org/10.7208/chicago/9780226041223.001.0001>
- Blundell, R., Dearden, L., Meghir, C., & Sianesi, B. (1999). Human capital investment:

The returns from Education and Training to the Individual, the firm and the Economy. *Fiscal Studies*, 20(1), 1–23. <https://doi.org/10.1111/j.1475-5890.1999.tb00001.x>

- Coleman, J. A. (2006). English-medium teaching in European higher education. *Language Teaching*, 39(1), 1–14. <https://doi.org/10.1017/S026144480600320X>
- Curry, M. J., & Lillis, T. (2024). Multilingualism in academic writing for publication: Putting English in its place. *Language Teaching*, 57(1), 87–100. <https://doi.org/10.1017/S0261444822000040>
- Darmiati, menik, & Umasugi, F. (2026). The Integration of ChatGPT in English Language learning: Students' and Lecturers' perceptions. 13, 114–123. <https://doi.org/https://doi.org/10.37729/scripta.v13i1.7645>
- Garavan, T. N., Morley, M., Gunnigle, P., & Collins, E. (2001). Human capital accumulation: The role of human resource development. *Journal of European Industrial Training*, 25(2/3/4), 48–68. <https://doi.org/10.1108/EUM00000000005437>
- Jiang, N., & Carpenter, V. (2013). A case study of issues of strategy implementation in internationalization of higher education. *International Journal of Educational Management*, 27(1), 4–18. <https://doi.org/10.1108/09513541311289792>
- Kilonzo, S. M., & Magak, K. (2013). Publish or Perish: Challenges and prospects of social science research and publishing in Institutions of Higher Learning in Kenya. *International Journal of Sociology*, 43(1), 27–42. <https://doi.org/10.2753/IJS0020-7659430102>
- Nafukho, F. M., Hairston, N., & Brooks, K. (2004). Human capital theory: Implications for human resource development. *Human Resource Development International*, 7(4), 545–551. <https://doi.org/10.1080/1367886042000299843>
- Nunan, D. (2003). The impact of English as a global language on Educational policies and practices in the Asia-Pacific Region. *TESOL Quarterly*, 37(4), 589. <https://doi.org/10.2307/3588214>
- Uzunur, S. (2008). Multilingual scholars' participation in core/global academic communities: A literature review. *Journal of English for Academic Purposes*, 7(4), 250–263. <https://doi.org/10.1016/j.jeap.2008.10.007>
- Vakulenko, V., Świerk, K., & CohenMiller, A. (2026). The crux of Internationalization of Higher Education: Rethinking mobility and addressing emergent challenges. *European Education*, 58(1), 29–43. <https://doi.org/10.1080/10564934.2025.2514010>
- Volkova, N. V., & Plakhotnik, M. S. (2023). Commitment of key internal stakeholders during internationalization: Challenges of an emerging market culture. *Journal of Marketing for Higher Education*, 33(2), 245–263. <https://doi.org/10.1080/08841241.2021.1933672>