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Analysis the Potential Usage of AI (Artificial Intelligence) Technology within Learning & Development at PT Telkom Indonesia Tbk.

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Abstract: *The emergence of globalization has brought about significant transformations in the way firms conduct their operations on a worldwide scale, necessitating them to adapt their approach to various business functions. The application of current technology, specifically artificial intelligence (AI), is generating substantial potential in the domain of human resources (HR). This research employs a qualitative approach methodology to investigate the potential integration of AI technology into the learning and development practices of PT Telkom Indonesia Tbk. The author performed a semi-structured interview in Indonesian language with a sample consisting of 6 employees from both managerial and non-managerial positions to collect information on the current overview of learning & development at the company and the employee experiences. This research shows that the provided insights collected during the interview have the potential for the incorporation of AI technology into learning & development of PT Telkom Indonesia Tbk along with several provided suggestions on how the company could possibly utilize the AI technology to increase the effectivity as well as improve the learning & development activity within the employees.*

Keywords: *artificial intelligence (AI), employee experience, learning & development*

I. INTRODUCTION

The contemporary landscape is undergoing a profound paradigm shift, with each component being meticulously restructured to fulfill a myriad of objectives. Globalization, a pervasive phenomenon, is intrinsically linked to this dynamic evolution,

precipitating the accelerated emergence and advancement of various sophisticated technologies. The rapid progression of these technologies is significantly enhancing their assimilation across diverse economic and social spheres, particularly in the realms of organizational management and business operations [1]. This transformation has catalyzed a transition from conventional methodologies to more modern approaches, underpinned by the integration of high-tech features.

In the present day, Artificial Intelligence (AI) is increasingly acknowledged as a pivotal technology, garnering widespread recognition among diverse stakeholders due to its extensive societal integration. AI is perceived to exert both advantageous and disadvantageous impacts on commercial enterprises. On the one hand, the business community views AI positively, recognizing its potential to bolster productivity and efficiency across numerous operational domains. Conversely, the capability of AI to automate virtually all processes with minimal human involvement has also introduced unintended adverse effects.

According to data procured by Microsoft and referenced by the Society of Human Resource Management (SHRM) [13], nearly half (49%) of respondents expressed apprehension about the potential job displacement resulting from AI's implementation in the workplace. On the contrary, a remarkable 70% of respondents expressed enthusiasm for leveraging AI in their routine tasks to alleviate workload.

In the context of human resource management, one of the paramount responsibilities today involves the widespread incorporation of AI technology across global enterprises, particularly within the talent

acquisition process [2]. This strategic integration offers substantial benefits to organizations by augmenting efficiency and optimizing recruitment processes. The deployment of AI presents the prospect of refining screening procedures and forecasting the optimal timing for recruitment initiatives, thereby influencing the development of criteria for Applicant Tracking Systems (ATS) to automate the evaluation of curriculum vitae with heightened effectiveness.

Beyond talent acquisition, AI is also revolutionizing the landscape of learning and development. This cutting-edge technology is advancing learning design towards 'personalized' and 'blended' learning paradigms [16]. AI-powered tools present significant opportunities to provide employees with tailored learning and development pathways, enabling the continuous enhancement of their skill sets. Moreover, AI holds considerable potential in monitoring employee progress and performance. By employing advanced data analytics, AI systems can track educational progress at both individual and group levels, identify areas requiring improvement, and deliver targeted interventions to facilitate skill acquisition. This dynamic feedback mechanism fosters a corporate culture that emphasizes perpetual learning and improvement. Additionally, AI-driven systems can proactively recommend pertinent courses and training resources, factoring in variables such as employees' job responsibilities, career aspirations, and evolving industry conditions [3].

Nevertheless, despite these advancements, a 2019 survey by Microsoft and IDC Asia Pacific indicated that a mere 14% of Indonesian businesses have integrated AI into their core business strategies, reflecting a relatively low level of adoption primarily due to divergent perspectives between management and staff. However, a 2023 survey by Robert Walters suggests that 40% of Indonesian companies intend to implement AI technology. This underscores the considerable opportunity presented by AI, particularly in enhancing human resource management in learning and development, while simultaneously fostering heightened employee engagement, productivity, and overall business success.

In addressing this gap, the present study seeks to answer the following research question (RQ):

RQ1: How could PT Telkom Indonesia Tbk potentially be implementing AI in their HR learning & development?

To explore this inquiry, the study is guided by the following Research Objectives (RO):

RO1: To explore the current overview of HR learning & development at the company.

RO2: To examine the employee's learning experiences in the company.

II. METHODOLOGY

The author employed a qualitative methodology to address the research question due to its significant potential to uncover insights into the company's learning and development processes, particularly at the initial stages of introducing AI into the industry. This approach also offers valuable information on the perspectives and experiences of HR professionals, as well as the complex impact on organizational development within the selected company.

Conceptually, this methodology involves conducting semi-structured interviews with the organization's employees. Consequently, the author conducted interviews across two different segments, encompassing various job roles and divisions, to capture a wide range of perspectives related to this research topic. The primary objective of this study is to thoroughly explore the potential for integrating AI technology into the company's learning and development activities. The segments interviewed include non-managerial staff, whose experiences as end users of the learning and development processes were examined, and professional staff in high-level positions.

For analyzing the interview data, the author relied on the interview recordings and written summaries of the interviewees' responses to the relevant questions. However, no computer software was utilized for further complex analysis. Below is a list of individuals in high-level positions who were interviewed during the data collection for this research paper:

Table 1.
Interviewed Individuals with Managerial Position

Managerial Level			
Name	Gender	Tenure	Department
Hadi	Male	>10 years	Telkom Corporate University Center
Aditya	Male	>10 years	Human Capital Management Directorate of Telkom Indonesia
Andre	Male	>2 years	Telkom Regional 5

Also, following the current section is provided the information regarding the lists of individuals occupying non-managerial level position interviewed by the author during the data collection of this exploration:

Table 2.
Lists of Interviewed Individuals with Non-Managerial Position

Non-Managerial Level			
Name	Gender	Tenure	Department
Romy	Male	2 years	Performance Risk & Management
Rifqi	Male	8 years	Culture & Industrial Relation
Wida	Female	6 years	Transformation Unit

The questions that were asked to upper-level employees representing their dual roles in the context of this research: as users and as individuals with some familiarity of the company's learning and development policies. The purpose is to acquire information on current practices and gain a deeper understanding of the developments and/or alterations occurring in learning and development during their tenure. Following this, here are the lists of questions:

1. Could you explain about the current overview of learning and development in PT Telkom Indonesia Tbk? (including the employee participation)
2. What kind of methods has the institution utilized to provide training to employees?
3. How does this company assess the training needs of its employees?
4. What step(s) is taken by the organization to measure the effectiveness of their learning and development?

5. Regarding policy, what specific strategies have been implemented to foster active employee involvement and commitment to the company's learning & development?
6. Has AI been popularly known within the company?
7. Has the company started to apply AI technology in its learning and development process?

Also, since the author seeks to identify the areas where weaknesses may exist and identify potential solutions through the involvement of AI technology, with a vision of enhancing employee's learning & development. Following this are listed the questions posed to the non-managerial employees, designed to explore their perspectives on the experience in learning & development program within the corporation:

1. What do you know or feel about the current overview of learning and development in PT Telkom Indonesia Tbk? Could you explain in more detail?
2. What does the organization usually do in evaluating the training needs of its employees?
3. What kind of methods has the company utilized to provide training to employees?
4. What step(s) is taken by the institution to measure the effectiveness of their employees learning and development?
5. As an employee, how many times do you participate in training in a year?
6. After the training finished, what typical procedures are usually employed by the company to assess the effectiveness of learning and development? (e.g. survey)
7. Throughout your employment at PT Telkom Indonesia Tbk, what transformations have you experienced in the company's learning and development initiatives?
8. According to your point of view, does the company's adoption of technology within its learning and development has proven to be effective?
9. In your opinion, are there any enhancements that could be implemented to further improve learning and development at Telkom?

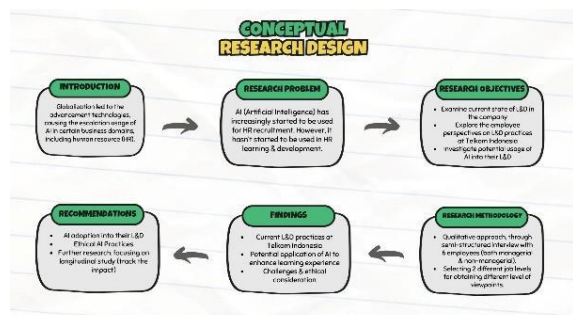


Figure 1. Conceptual Research Design

III. ANALYSIS AND RESULTS

A. The overview of learning & development at PT Telkom Indonesia Tbk

Regarding the overall state of learning and development at PT Telkom Indonesia Tbk, the individuals interviewed made it very clear that this organization is using a number of different platforms to meet the needs of its workforce in terms of learning. Firstly, the company has made use of a learning management system (LMS) that has been converted into a digital learning platform known as myDigiLearn, which was developed by the Telkom Corporate University Center (Telkom CorpU). Essentially, Telkom CorpU serves as a strategic institution whose primary purpose is to support the achievement of the organization's goals by enhancing the learning capabilities of both employees and the workplace. The government-owned corporations were the target audience for this e-learning infrastructure service, which was created with the intention of educating them and helping them build digital skills. This platform not only provides a dynamic curriculum but also encourages users to engage with user-generated content.

Concerning the approach utilized in learning and development at PT Telkom Indonesia Tbk, a blended-learning model is adopted, with 80% of the program comprising classroom learning. This encompasses both offline training sessions and/or digital learning formats such as webinars and so forth. Additionally, 20% of the learning and development initiatives involve coaching and mentoring, primarily conducted directly onsite at the office. Nonetheless, Andre highlighted that since the beginning of the COVID-19 era, approximately 80% of Telkom's learning

and development activities have shifted to an online format, facilitated either through video conferencing platforms such as Zoom or via myDigiLearn, a digital learning platform owned by Telkom Indonesia.

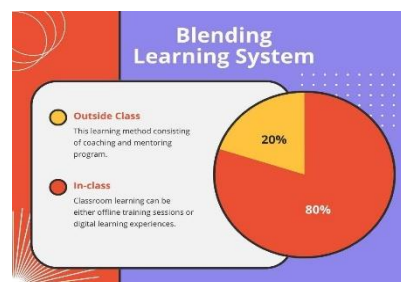


Figure 2. Illustration of blending learning system implemented at PT Telkom Indonesia Tbk.

Telkom has instituted a structured approach to the learning courses available on the myDigiLearn platform, according to arguments made by Andre, an interviewee who was recently promoted to a managerial role within organizations. These classes can be roughly divided into two groups. Firstly, there are job-specific courses tailored to individual roles within the company, accessible exclusively by employees according to their job functions.

Typically, the job-specific courses are obligatory, and employees are notified through their email by Telkom's learning and development department to enroll themselves in relevant training courses aligned with their roles. Furthermore, there are also available some additional new mandatory courses introduced periodically tailored to the evolving needs of the company in order to successfully compete within the business market.

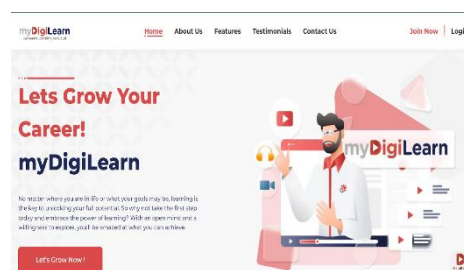


Figure 3. Display of the main page of the myDigiLearn platform

As the premier digital learning platform in Indonesia, MyDigiLearn has made a name for itself. Senior General Manager at Telkom Corporate University Center Jemy Confido stated during the

Indonesia Innovation Awards (ICAI) event in 2022 that "this platform has been utilized by more than hundreds of corporations under the ownership of the government and various other institutions, including the Indonesian Ministry of State Secretariat and the Ministry of Communications and Informatics." To bolster this claim, Rifqi said in the interview that the platform also offers a range of services that are accessible to all employees, including e-learning, podcasts, coaching, e-books, and development programs.

In addition to the primary use of myDigiLearn as the main learning platform, Telkom establishes partnerships with external entities like Coursera and Google Certificates to enhance its workforce's educational needs. This approach enables employees to pursue further educational opportunities beyond the organization's offerings. However, some employees acknowledge limitations in their ability to access this type of learning due to its conditional implementation. Employees may not always have the opportunity to participate in all requested learning activities. One interviewee, Wida, stated, "Occasionally, the company may not be able to completely satisfy these learning requests due to their personal nature and the level of urgency involved." Additionally, the learning coordinator tailors requests to the specific requirements and job roles of each unit or division.

In order to determine the workforce's learning needs, employees are typically given the opportunity to take a survey that is delivered by the Learning & Development representatives in each unit. The degree of interest shown and how well the training programs match the work tasks of the employees are used to evaluate this data, keeping in mind that developing new learning initiatives with outside partners would incur expenses. Furthermore, Wida said, "Employees are eligible to participate in the requested training if it is available, but the company cannot guarantee that these requests can be fulfilled."

Regarding the policy, each employee at PT Telkom Indonesia Tbk. was previously required to participate in training and development activities at least twice annually. Hadi further noted that the current working environment demands employees acquire multiple new skills to meet company goals in a highly dynamic market. Therefore, without engaging in training and development, employees may struggle to enhance

their competencies and capabilities, potentially hindering their ability to meet the company's needs.

Moreover, employees' participation in this training and development initiative will benefit their career progression within the organization. Advancement in roles will likely require acquiring new, market-relevant skills. Hadi noted, "Employees seeking promotion must acquire new skills, which can be achieved through training." This indicates that Telkom cultivates an environment where employees are intrinsically motivated to enhance their professional capabilities to achieve higher positions within the company. Such advancements are typically accompanied by corresponding increases in remuneration.

According to Hadi, an employee working in a managerial level position, revealing that the company mandates a minimum of two training sessions per year for employees. However, he takes advantage of additional training opportunities both independently and through company programs. Most non-managerial interviewees reported that a policy requiring a specific number of annual learning activities had been discontinued over time. As Andre, a non-managerial employee, noted, "Currently, there is no set minimum for training courses required per year. Typically, Telkom CorpU will enroll employees in 2 to 3 mandatory courses to meet job requirements." Consequently, employees now have the flexibility to choose their level of engagement in learning activities, which some believe signifies a more adaptable approach to professional development within the organization.

B. Transformation of learning & development at PT Telkom Indonesia Tbk

According to Aditya's remarks, it was revealed that initially, PT Telkom Indonesia's approach to learning and development adhered to the cafeteria system concept, perceived as an outdated model. Under this framework, employees enjoyed the liberty to select their preferred areas of study, resembling aspects of the new company initiative. However, limitations emerged within this cafeteria system, restricting employees from choosing only their primary field of interest. This encompassed various skill sets aligned with their chosen field, offering a pre-set menu without

the flexibility to incorporate additional learning materials from other menus.

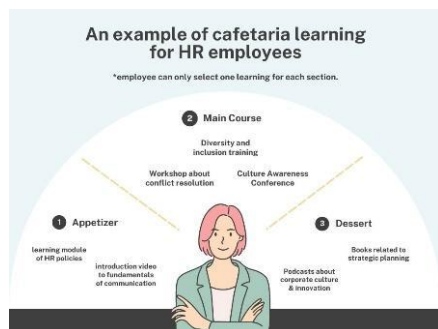


Figure 4. Illustration of cafeteria learning model - adapted from [25]

This approach is considered ineffective in addressing employee needs, as the modern workforce requires continuous learning and the ability to adapt to changing industry trends across various fields. It offers limited flexibility for employees to choose learning courses based on their interests and motivation, as they are unable to independently select each course.

In its recent transformation, Telkom Corporation has launched a digital-based learning management system, myDigiLearn, which embodies five core values: Innovation, Aspiration, Simplicity, Impact, and Accountability. This platform provides a range of learning categories accessible to all PT Telkom Indonesia Tbk employees, featuring new options such as trending topics for employees to explore within the e-learning platform.

A notable improvement in the digital learning platform is the enhanced access to learning videos. Previously, employees could bypass the videos by using brief PDF summaries, which did not convey essential learning principles. Andre and Wida pointed out that employees often opted for this quicker method, particularly when faced with lengthy videos or tight deadlines.

The current system now requires employees to watch the entire video before taking the corresponding test for each chapter, ensuring a thorough understanding of the material. Wida remarked, "Requiring employees to view the entire video helps them truly experience and grasp the essence of learning," highlighting this as a positive enhancement for the learning coordinator.

In response to rapid technological advancements, PT Telkom Indonesia Tbk has begun integrating AI

technology into its learning and development framework. Hadi mentioned, "According to what I've heard, Telkom has started utilizing AI technology in connection with the educational modules." Andre added, "As far as I know, some employees have also begun using ChatGPT to seek out information previously unknown to them." However, these comments suggest that AI technology has not yet been widely adopted within the company's learning and development programs.

Additionally, the company plans to introduce a new learning and development policy featuring a personalized learning system tailored to employees' behaviors. Afriwandi, Director of Human Capital Management at Telkom Indonesia Tbk, emphasized the company's commitment to enhancing the myDigiLearn platform. This enhancement may include incorporating advanced functionalities such as Augmented Reality (AR), Virtual Reality (VR), and powerful data analytics capabilities, as highlighted in the article "Digital Learning Platform Telkom 'myDigiLearn' Receives Top Honors at Indonesia IDX Channel Innovation Awards 2022."

C. Effectiveness measurement of learning & development

According to Hadi's perspectives, he indicated that PT Telkom Indonesia Tbk's approach to assessing the effectiveness of learning and development generally aligns with the established Kirkpatrick Model, a globally recognized framework for evaluating educational and training outcomes through four levels: reaction, learning, behavior, and results. However, Telkom Indonesia adapts this model, using a modified five-level framework tailored to the company's specific needs for measuring learning and development effectiveness.

THE KIRKPATRICK MODEL

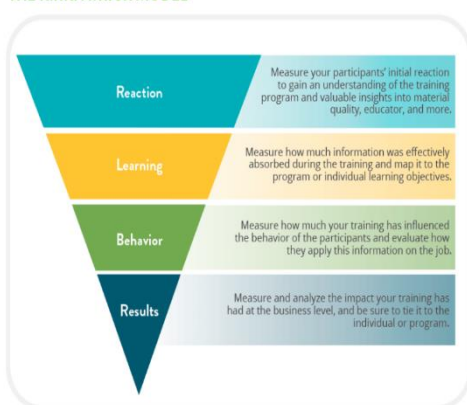


Figure 5. Illustration of Kirkpatrick model – taken from [6]

According to the statement provided by Hadi, the assessment of learning & development effectiveness at PT Telkom Indonesia Tbk is structured into five distinct levels. However, during the interview he only mentioned four of them in which delineated as follows:

1. Reaction

During this phase, training participants (referred to as employees working within this organization) are subject to evaluations focusing on their internal satisfaction. These evaluations cover various aspects such as the quality of materials provided, the adequacy of facilities, and the effectiveness of facilitators. Moreover, the results of these assessments are acknowledged as valuable insights that can guide the company in refining its strategies for future programs. Hadi further mentioned that "employees will complete an assessment form at the conclusion of each learning activity in order to give an evaluation of the training that has been followed."

2. Learning Progress

During this phase, concerning advancements in learning, employees usually undergo a form of assessment within this learning and development framework. Hadi pointed out that employees have to carry out three evaluations: prior to, during, and subsequent to the learning process. This policy's implementation extends beyond specific training sessions to encompass all training programs necessitating employees' participation in progress evaluations through tests conducted at these three intervals. One of the interviewees, Rifqi, claimed that the final assessment could take the form of

completing multiple choice questions, producing essays, or getting involved with a project.

3. Behavioral Changes

Concerning Behavior Change, this stage necessitates a significant duration as, following several months after the classroom training session ended and reintegration into the workplace, employees will have the opportunity to undertake evaluations based on their respective superiors and themselves. These assessments will encompass the extent of behavioral alterations, including the influence these changes have on their individual job performance.

4. Business Impact

In relation to Business Impact, essentially, employees will be afforded the chance to engage in real-world projects that necessitate their direct handling of business challenges. For instance, drawing from the experience of Hadi, he was once privileged to be dispatched by the company to INSEAD, one of distinguished business schools situated in Fontainebleau. During his tenure there, he recounted being tasked with a project involving the computation of return on investment (ROI) for new investments and effecting enhancements within a designated business project for employees.

D. Potential usage of AI technology in learning & development

In the context of integrating AI technology into the learning and development framework at PT Telkom Indonesia Tbk, Hadi's insights reveal the introduction of AI in educational modules, allowing employees to enhance their understanding of AI. Aditya not fully sure confirmed in an interview that the company's platform, myDigiLearn, collaborates with OpenAI to incorporate generative AI technology into their learning processes. However, Aditya estimated that this integration began approximately two to three years ago, but the exact timeline remains uncertain.

Aditya disclosed that the company is developing a new learning and development policy tailored to adapt to the increasing AI utilization in this area. As a key figure in this process, Aditya envisions Telkom Indonesia implementing personalized learning methodologies, offering employees tailored learning opportunities based on individual behaviors. His goal is to revolutionize learning and development at PT Telkom

Indonesia Tbk, drawing inspiration from Netflix's personalized approach to content recommendations.

Netflix, for instance, uses a personalized approach by recommending horror films to users who have shown a preference for that genre. Similarly, PT Telkom Indonesia plans to adopt a personalized learning framework, enabling employees to acquire new skills based on their browsing or viewing history, aligning with their job responsibilities and interests. This AI integration has the potential to accelerate the effectiveness of learning and development by reducing the time employees spend finding relevant courses, as the system will automatically recommend courses based on their usage history.

Additionally, during an interview, Romy, a Telkom employee, highlighted that the lack of offline learning activities, due to the company's push for digital transformation, has made learning less engaging. He noted, "The recent learning activities have been quite boring, consisting mainly of watching videos and solving questions on the e-learning platform, with minimal interaction."



Figure 6. Illustration of potential new learning model – taken from [5]

Regarding Romy's concerns, the company should carefully consider them as they could inspire solutions to decreased interaction rates in learning activities, aligning with the ongoing digital transformation by integrating AI technology. As emphasized by a director at PT Telkom Indonesia Tbk on their official website, the organization can implement a new policy that marginally modifies the digital learning platform through AI to incorporate augmented reality (AR) and virtual reality (VR) training. Generative AI technology can create dynamic scenarios via 3D or 4D videos that replicate real-life situations, enabling employees to engage in VR-based training. For instance, this technology can be applied to educational courses for the external partnership division, generating authentic scenarios to help employees manage various circumstances and establish collaborative relationships

with partners, ultimately achieving mutually beneficial agreements.

Additionally, this idea could involve a collaboration between myDigiLearn and emerging entities like Metaverse, offering employees the chance to access learning courses remotely while engaging with fellow learners, diverging from conventional methods like Zoom. In this context, generative AI technology can design learning environments within the Metaverse, providing training experiences similar to offline sessions while allowing remote participation, thus reducing costs associated with employee mobility for onsite training.

Furthermore, gamification combined with AI technology can enhance employee satisfaction with learning and development initiatives. Gamifying the assessment process through multiple-choice questions can offer an alternative learning experience akin to gaming. AI technology can customize the difficulty level of these gamified evaluations based on learning performance, resulting in an enjoyable and hands-on learning experience rather than merely answering questions on an e-learning platform.

IV. DISCUSSION

This research examines the potential application of AI in learning and development at Telkom Indonesia, with the goal of providing actionable insights and practical recommendations for implementing AI-driven initiatives. The findings of this study are particularly relevant to the company, as they could help identify areas of the learning and development process that could be enhanced through AI, considering the current environment and employee experiences. However, it's important to acknowledge that the study's conclusions are limited by a small sample size, as they are based on responses from only six employees across different job levels.

The research highlights that PT Telkom Indonesia Tbk. currently supports its learning and development initiatives primarily through the myDigiLearn platform, developed by the Telkom Corporate University Center (Telkom CorpU). This digital learning platform represents a significant innovation, designed to enhance both organizational and individual learning capabilities. It offers a diverse curriculum and encourages interactive engagement through user-generated content. The structured approach, which includes both job-specific and generalized courses, as

noted by interviewees like Andre, underscores a targeted strategy to align employee skills with organizational objectives.

A key takeaway from this study is PT Telkom's shift from a traditional cafeteria-style learning system to a more dynamic and inclusive digital platform. This transition addresses the limitations of the previous model by providing greater flexibility and a wider range of learning opportunities. The introduction of myDigiLearn, with its core values of innovation, aspiration, simplicity, impact, and accountability, marks a significant advancement towards a more adaptive and comprehensive learning environment. The platform's ability to integrate various forms of content, such as e-learning, podcasts, coaching, e-books, and development programs, as highlighted by Rifqi, demonstrates a multifaceted approach to employee development.

Looking ahead, the integration of AI technology into PT Telkom Indonesia's learning and development strategy holds significant potential. Although still in its early stages, discussions within the internal team have begun to explore the use of AI to create personalized learning experiences. By leveraging AI to tailor learning recommendations based on individual preferences and behaviors, the company aims to enhance the efficiency and engagement of its learning programs. This approach not only aligns with contemporary trends in personalized education but also has the potential to significantly improve the overall effectiveness of L&D initiatives. Furthermore, the exploration of augmented reality (AR) and virtual reality (VR) in training suggests a forward-thinking approach to utilizing cutting-edge technologies to create immersive and interactive learning environments.

However, the author advises the organization to be cautious of ethical considerations when implementing AI for personalized learning. There is a risk of algorithmic bias, which could result in inappropriate training recommendations. To mitigate this, the organization should conduct regular reviews of AI algorithms to identify and correct any biases. This will help ensure that the AI system makes accurate learning recommendations, leading to better outcomes for learners. Additionally, the company may encounter challenges when integrating AI with gamification on their e-learning platform. Ensuring compatibility between the two systems is essential for effectively tracking and reporting learner performance.

While this research provides valuable insights and references for the company's potential adoption of AI in learning and development, further studies are recommended. Future research, particularly in the form of longitudinal studies, will be necessary if the company decides to implement AI in its L&D activities. Such studies would help track the impact of AI integration on employee development over time. Additionally, research should be conducted to explore employee perceptions of AI before and after its implementation.

V. CONCLUSION

The global trend of globalization has compelled organizations to adapt their management strategies, particularly in response to the transformative impact of modern technologies like artificial intelligence (AI) on human resources (HR) learning and development practices. This conducted research has highlighted potential opportunities for integrating AI technology within the studied organizations. This research explored the potential application of AI technology in the operational processes of PT Telkom Indonesia Tbk, with a specific focus on the learning and development sector. A qualitative approach was employed, gathering data and insights through semi-structured interviews with six employees representing both top and bottom levels within the company. The findings suggest that integrating AI technology into the organization's learning and development processes could be beneficial, particularly by enhancing employees' experiential learning. Additionally, the report provides recommendations on how the organization could effectively leverage AI to improve the efficiency and effectiveness of its training and development initiatives. Implementing AI-powered solutions could foster a culture of innovation and adaptability, aligning with the evolving demands of the business and supporting the growth of its workforce.

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