

The Role Of Reskilling And Upskilling In Enhancing Employee Employability In Technology-Based Industries Among SMEs In Lombok, West Nusa Tenggara

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Abstract

The rapid adoption of digital technologies is changing the skills required by employees and increasing pressure on small and medium-sized enterprises (SMEs) to develop a workforce that can adapt to technological change. This article examines the role of reskilling and upskilling in enhancing employee employability in technology-based industries among SMEs in Lombok, West Nusa Tenggara (NTB). The study uses a qualitative literature-based approach, drawing on recent international and Indonesian policy literature on digital transformation, workforce skills, employability, SMEs, and lifelong learning. The analysis indicates that reskilling and upskilling contribute to employability through three interconnected mechanisms: strengthening technical and digital competencies, improving adaptive and transferable capabilities, and increasing employees' ability to move across tasks, occupations, and changing business models. For SMEs in Lombok, the importance of these practices is amplified by resource constraints, limited access to specialized talent, uneven digital maturity, and the geographic dispersion of businesses. The article further argues that training should not be limited to software operation or basic digital literacy. It should integrate technological literacy with analytical thinking, communication, problem solving, customer orientation, cybersecurity awareness, and continuous learning. A contextualized SME skills ecosystem involving business owners, employees, local government, vocational and higher-education institutions, technology providers, and industry associations is therefore needed. The article concludes that reskilling and upskilling should be treated not merely as training activities but as strategic human resource practices that support both employee employability and SME competitiveness.

Keywords: reskilling; upskilling; employability; digital skills; SMEs; technology-based industry; Lombok; West Nusa Tenggara.

INTRODUCTION

Digital transformation has changed the nature of work, the organization of business processes, and the competencies expected from employees. The diffusion of artificial intelligence, cloud computing, digital platforms, e-commerce, data analytics, automation, and cybersecurity has created new opportunities while simultaneously increasing the risk that existing skills will become obsolete. The World Economic Forum (WEF, 2025) estimates that 39% of workers' existing skill sets are expected to be transformed or become outdated during 2025–2030. At the same time, 59 out of every 100 workers are projected to require reskilling or upskilling by 2030. These figures demonstrate that employability is increasingly determined not only by formal qualifications or current job performance but also by the capacity to learn, adapt, and transfer skills to new work situations.

Technological transformation is particularly relevant for small and medium-sized enterprises (SMEs). SMEs are important sources of employment, entrepreneurship, local income, and regional economic activity, but they generally operate with fewer financial, managerial, and human-resource resources than large organizations. OECD (2023) emphasizes that SMEs face persistent difficulties in accessing, developing, and retaining skilled workers. They often have less capacity to finance formal training, release employees from daily work to attend training, or employ specialized digital professionals. Consequently, the digital transition may create a paradox: technology offers SMEs new opportunities for productivity and market expansion, while inadequate workforce capabilities can prevent those opportunities from being fully realized.

In Indonesia, this issue is particularly important because the digitalization of SMEs is occurring alongside major structural changes in consumer behavior and business competition. Digital marketplaces, social media commerce, online payment systems, cloud-based applications, and digital marketing have become increasingly relevant to the operation of small businesses. However, technology adoption does not automatically generate business benefits. Employees and owners need the knowledge and confidence to select appropriate technologies, integrate them into work processes, interpret information generated by digital systems, protect business and customer data, and continuously adapt when technologies change.

The context of Lombok and West Nusa Tenggara provides an important regional setting for examining this issue. Lombok has a diverse SME base associated with tourism, food and beverage, handicrafts, creative industries, trade, services, agriculture-related processing, and emerging digital businesses. These activities increasingly interact with digital platforms and technology-enabled markets. Tourism-related SMEs, for example, may depend on online booking platforms, digital promotion, electronic payments, review systems, and social media content. Craft and food businesses may use e-commerce, digital logistics, customer relationship tools, and online payment systems. These changes create demand for workers who can combine occupational knowledge with digital and interpersonal competencies.

Nevertheless, the regional SME environment should not be treated as identical to that of large urban technology ecosystems. SMEs in Lombok may encounter constraints related to access to training providers, availability of specialized instructors, financial resources, employee time, internet quality in particular locations, and the ability of business owners to identify future skill needs. OECD (2023) notes that SME skills policies are often too generic and insufficiently tailored to firm size, sector, and location. This observation is highly relevant to regional contexts because a standardized digital training programme may not address the

practical needs of a small tourism enterprise, a handicraft producer, a food-processing business, or a technology-oriented service provider in the same way.

Within this context, reskilling and upskilling represent two complementary approaches. Upskilling refers broadly to improving employees' existing capabilities so that they can perform their current or evolving roles more effectively. Reskilling involves developing new capabilities that enable employees to undertake substantially different tasks or roles. Both are increasingly important because technological change can alter job content without necessarily eliminating the whole occupation. Employees may therefore need to learn new tools, redesign workflows, interpret data, collaborate with digital systems, or move into new responsibilities rather than simply leave the organization.

The concept of employability provides an appropriate lens for understanding these processes. Employability refers to an individual's capacity to obtain, maintain, and adapt to employment through a combination of skills, knowledge, personal attributes, career resources, and the ability to respond to changing labour-market conditions (Fugate et al., 2004). Contemporary employability is multidimensional. Technical competence is important, but it must be complemented by adaptability, learning orientation, problem solving, communication, teamwork, self-management, and awareness of labour-market changes. Van Laar et al. (2017) similarly show that digital competence consists of multiple dimensions, including technical operation, information management, communication, collaboration, creativity, critical thinking, and problem solving.

Although reskilling and upskilling have received considerable attention in international policy discussions, a contextual gap remains in connecting these concepts to employee employability in regional Indonesian SMEs, particularly in technology-oriented and increasingly digitalized industries in Lombok. Much of the international discussion focuses on large organizations, national labour markets, or highly developed digital economies. There is a need to translate the broad discourse on future skills into a practical human-resource perspective for smaller firms operating in regional markets.

This article therefore aims to examine how reskilling and upskilling can strengthen employee employability in technology-based industries among SMEs in Lombok, West Nusa Tenggara. Specifically, it addresses three questions: (1) What dimensions of reskilling and upskilling are most relevant to employee employability in technology-oriented SMEs? (2) Through what mechanisms can skill development improve employees' ability to adapt to technological change? and (3) What organizational and ecosystem conditions are required for SMEs in Lombok to implement effective reskilling and upskilling strategies?

The contribution of this article is both conceptual and practical. Conceptually, it integrates the literature on human capital, employability, digital skills, and SME workforce development. Practically, it proposes a contextual framework for SMEs and local stakeholders to design skill-development interventions that are flexible, affordable, work-oriented, and aligned with actual technology adoption. Rather than viewing training as an isolated human-resource activity, the article positions reskilling and upskilling as strategic capabilities that can simultaneously support employee career resilience and SME digital transformation.

METHOD

This study employs a qualitative literature-based research design. The approach is appropriate because the purpose of the article is to synthesize existing evidence and develop a contextual interpretation of how reskilling and upskilling can strengthen employee employability in technology-based SMEs in Lombok. The study does not claim to provide primary survey or interview evidence from Lombok. Instead, it uses secondary sources to identify patterns, mechanisms, challenges, and practical implications that can inform future empirical research.

The literature search focused on four clusters of sources: (1) academic literature on employability, human capital, digital competence, and workplace learning; (2) international reports and policy studies concerning SME digital transformation and skills development; (3) Indonesian and regional statistical publications relevant to employment and the SME environment; and (4) recent evidence on future skills and workforce transformation. Priority was given to publications from 2020–2026 while retaining seminal works where they provide essential conceptual foundations.

Source selection followed relevance, credibility, and conceptual contribution. Peer-reviewed studies and publications from established institutions such as the OECD, World Economic Forum, and Statistics Indonesia were prioritized. The analysis used thematic synthesis. Relevant information was coded into themes including technological change, digital skills, reskilling, upskilling, employability, SME constraints, learning mechanisms, and regional ecosystem support.

The analytical process consisted of four stages. First, the literature was mapped to identify the main concepts and their definitions. Second, findings were compared to identify recurring relationships between skills development and employability. Third, the findings were interpreted in the context of technology-oriented SMEs in Lombok, considering the characteristics and constraints commonly associated with SMEs. Fourth, the results were integrated into a contextual framework and a set of practical recommendations.

The main limitation of the method is that secondary evidence cannot substitute for direct measurement of employees' skills or employer practices in Lombok. Therefore, the findings should be interpreted as a conceptual and evidence-informed synthesis rather than a statistical estimate of causal effects. Future studies should test the proposed relationships using surveys, interviews, or mixed methods involving SME owners, managers, employees, training institutions, and local policy stakeholders.

RESULTS AND DISCUSSION

Technology Change Creates a Continuous Employability Requirement

The literature indicates that technological change is not a one-time event. It is a continuous process that repeatedly changes the content of work. WEF (2025) reports that 39% of workers' current skill sets are expected to change or become outdated between 2025 and 2030. Digital access, AI, robotics, automation, and information-processing technologies are among the major drivers of business transformation. This means that employability increasingly depends on the capacity to learn continuously rather than on possessing a fixed skill set.

For SMEs, the implications are significant. Large organizations may respond to technological change through specialized departments, external consultants, structured learning systems, and larger training budgets. SMEs often cannot use the same model. Employees therefore need broader and more transferable capabilities. A worker who can learn a new software system, interpret customer data, communicate with customers online, and solve technology-related problems has greater practical value to a small business than a worker whose capability is restricted to one routine task.

Reskilling and upskilling consequently function as employability protection mechanisms. They reduce the distance between existing employee capabilities and emerging job requirements. This does not mean that every employee must become a technology specialist. Rather, employees need sufficient technological literacy to work productively with digital systems and sufficient adaptive capability to learn when those systems change.

Upskilling Strengthens Employability Within Existing Roles

Upskilling is particularly relevant when technology changes how an existing job is performed. For example, a sales employee may continue to perform sales activities but increasingly use customer relationship management systems, digital advertising dashboards, social media, e-commerce platforms, and data analytics. The occupational identity remains recognizable, but the competency requirements change.

Within Lombok SMEs, this pattern is relevant to tourism, retail, culinary, creative, and service activities. Employees who understand digital customer journeys can contribute to online promotion, reservation management, customer feedback analysis, and digital payment processes. The result is not merely improved technical competence; it is a broader capacity to create value through the combination of occupational and digital knowledge.

WEF (2025) identifies analytical thinking, resilience, flexibility, creativity, and collaboration alongside technology skills as critical capabilities. Thus, effective upskilling should combine technical modules with workplace problem solving. Training on social-media marketing, for instance, becomes more valuable when employees also learn how to interpret engagement data, identify customer segments, communicate consistently with the brand, and adjust content based on evidence.

Reskilling Expands Career Mobility

Reskilling becomes important when technology changes the structure of tasks sufficiently to create new roles or reduce demand for existing ones. In SMEs, reskilling can provide an internal alternative to dismissal or external recruitment. An employee whose previous administrative tasks become automated may develop capabilities in digital customer service, e-commerce operations, content management, data entry and quality control, or technology-supported inventory management.

Internal reskilling can benefit both employees and SMEs. Employees gain a pathway to remain economically active and expand their career options, while firms retain organizational knowledge and reduce the costs of searching for new talent. WEF (2025) reports that many employers expect to transition employees from declining roles to growing roles, while OECD (2023) emphasizes that SMEs need broader skill bundles to adapt to digital transitions.

However, reskilling should not be implemented as a generic response to automation. It should begin with an assessment of the business model and likely future tasks. For Lombok SMEs, this means asking which activities are becoming digital, which customer expectations are changing, which processes can be automated, and which new services can be created. Reskilling programmes should then be connected to those specific business needs.

Digital Skills Must Be Combined with Human Skills

A major finding across the literature is that digital competence and human capabilities are complementary. OECD (2023) emphasizes that digital transformation increases demand not only for technical skills but also for communication, problem solving, teamwork, creativity, critical thinking, and the ability to learn. WEF (2025) similarly places analytical thinking, resilience, flexibility, and collaboration alongside rapidly growing technology skills.

This finding has important implications for the design of SME training. A narrow course that teaches employees how to operate an application may create short-term competence but not necessarily long-term employability. Employees must understand why a tool is used, how its information should be interpreted, how it affects customers and colleagues, and how to respond when the tool or business process changes.

For example, training on generative AI should include not only prompt use but also verification of outputs, data privacy, intellectual-property awareness, critical evaluation, and appropriate human oversight. Training on digital marketing should include not only platform operation but also customer analysis, content strategy, communication, and measurement. Such integrated programmes create more durable employability because they develop capabilities that remain useful across technologies.

Learning-by-Doing Is Especially Appropriate for SMEs

Evidence on SME training suggests that learning often occurs informally and through the workplace. OECD (2024) reports that workplace peer learning and informal learning are common approaches to developing digital skills among SMEs, while formal external training is less prevalent. This pattern is understandable because SMEs have limited time and financial resources.

For Lombok SMEs, learning-by-doing can therefore become a practical reskilling and upskilling strategy. Employees can learn by participating in small digitalization projects, such as creating an online catalogue, setting up digital payments, improving a business profile, introducing an inventory application, or developing a simple customer database. Each project can be treated as a learning cycle: diagnose the problem, learn the relevant tool, apply it, evaluate the result, and document the lesson.

Peer learning can also reduce dependence on expensive external providers. An employee who has successfully learned a platform can coach colleagues. Managers can create short weekly learning sessions or allocate a small amount of work time to experimentation. This approach supports a culture of continuous learning while minimizing the disruption associated with sending employees away from the workplace.

Owner and Manager Capability Is a Critical Enabler

The literature suggests that SME owners and managers play a disproportionate role in skills development because decision-making and organizational knowledge are often concentrated in a small number of individuals. OECD (2023) specifically highlights the importance of management upskilling in enabling SMEs to respond to digital and organizational change.

This means that employee training should be accompanied by owner and manager development. Managers need to understand basic digital strategy, skills assessment, workflow redesign, data protection, and learning management. Without managerial capability, training can become disconnected from actual business processes. Employees may learn new skills but return to workplaces where the old routines and technologies remain unchanged.

In the Lombok context, strengthening owner capability could therefore have a multiplier effect. A business owner who understands the strategic value of digital skills is more likely to allocate time for learning, support experimentation, recognize employees who acquire new capabilities, and collaborate with external training or technology partners.

The Regional SME Ecosystem Matters

Individual firms cannot be expected to solve all skill gaps independently. OECD (2023) argues for SME ecosystems in which businesses can access universities, training providers, public agencies, networks, and technology expertise. This is especially important in regional economies where specialized skills may be scarce.

For Lombok and NTB, a regional skills ecosystem could connect SMEs with universities, vocational schools, local government programmes, industry associations, tourism organizations, digital-platform providers, banks or financial-technology institutions, and professional communities. The ecosystem could offer modular training, mentoring, digital diagnostics, technology demonstrations, internships, and certification pathways.

The geographical dimension also suggests that hybrid delivery may be useful. Basic digital modules can be delivered online, while practical workshops can be organized locally around specific sectors. For example, tourism SMEs can receive sector-specific digital customer management training, while handicraft businesses can receive e-commerce and digital branding training. This is more consistent with OECD's (2023) recommendation that skills policies should account for SME characteristics, sector, and location.

Proposed Reskilling and Upskilling Model for Lombok SMEs

The synthesis supports a five-stage model for SMEs in Lombok. The first stage is digital and competency diagnosis. Firms identify current technologies, future technology requirements, and employee skill gaps. The second stage is skill prioritization. Skills are categorized into urgent technical skills, transferable human skills, and emerging capabilities. The third stage is modular learning. Training is divided into short, work-relevant modules rather than a single long programme. The fourth stage is workplace application, where employees use the new skills in real business projects. The fifth stage is evaluation and renewal, where firms assess performance, identify new gaps, and update the learning plan.

- Stage 1 — Diagnose: map technology adoption, job tasks, and current competencies.
- Stage 2 — Prioritize: identify critical digital, occupational, and transversal skills.
- Stage 3 — Learn: deliver flexible modules through internal, external, online, and peer learning.
- Stage 4 — Apply: implement skills through real workplace projects and job redesign.
- Stage 5 — Review: evaluate performance, employability outcomes, and emerging skill needs.

Expected Effects on Employee Employability

The first expected effect is stronger internal employability. Employees become better able to perform existing jobs as their technology requirements evolve. This can improve productivity, task quality, customer service, and confidence in using digital systems.

The second effect is adaptive employability. Through repeated learning experiences, employees develop the ability to respond to unfamiliar technologies and changing work requirements. This is arguably more durable than mastering a single software product because adaptability can be transferred across tools and contexts.

The third effect is career mobility. Employees with broader skill portfolios can move into new tasks within the SME or seek opportunities in other firms. Reskilling therefore reduces the risk associated with technological disruption and can improve career resilience.

The fourth effect is organizational employability. Although employability is usually treated as an individual construct, employees' collective skills shape the SME's ability to innovate and remain competitive. When several employees acquire complementary capabilities, the firm can undertake digital projects that would otherwise require external recruitment.

Barriers to Implementation

Despite the potential benefits, implementation may face several barriers. The first is the perception that training is a cost rather than an investment. This can be especially strong among micro and small business owners facing immediate operational pressures. The second is lack of time. Employees cannot always leave their tasks for long periods to attend training. The third is the mismatch between generic training content and the specific needs of SMEs. The fourth is limited managerial capability to identify future skills. The fifth is the risk of employee turnover after training, which can make owners reluctant to invest in skills.

These barriers suggest that policy and programme design should reduce the cost of participation and increase the practical relevance of learning. Flexible schedules, short

modules, workplace projects, mentoring, shared training among clusters of SMEs, and digital learning resources can reduce opportunity costs. Training subsidies or vouchers may also be useful, but they should be combined with needs assessment and implementation support so that funding does not simply produce certificates without capability change.

Discussion: From Training to Strategic Employability

The central implication of the literature is that reskilling and upskilling should be understood as strategic employability interventions rather than isolated training programmes. Training is only the input. Employability improvement occurs when learning changes what employees can do, how they respond to change, and what roles they can perform.

This perspective also shifts responsibility from employees alone to a shared system. Employees need learning motivation and active participation. Owners and managers need to provide time, resources, and opportunities to apply learning. Training institutions need to provide relevant and flexible content. Government agencies need to facilitate access, financing, and coordination. Universities and vocational institutions can contribute expertise, instructors, applied projects, and talent pipelines.

For Lombok, such a shared approach is particularly valuable because SME competitiveness is closely connected to local knowledge, tourism, culture, creative products, and community-based entrepreneurship. Digital transformation should not replace these local strengths; it should increase their market reach and productivity. Reskilling and upskilling can help employees combine local occupational knowledge with digital capabilities, creating a workforce that is both technologically adaptive and contextually grounded.

Managerial Implications for SME Human Resource Management

From a human-resource management perspective, the findings suggest that SMEs should move from ad hoc training toward a simple but systematic skills-management cycle. The first managerial task is to identify the skills that are essential to current operations and those likely to become important within the next two to three years. This does not require sophisticated competency software. A basic skills matrix can classify employees according to current proficiency, required proficiency, and priority for development. Such a matrix allows owners to distinguish between skills that need immediate intervention and skills that can be developed gradually.

Second, SMEs should link training priorities to business problems rather than selecting courses solely because they are available. If the business problem is low online conversion, the learning priority may involve digital marketing analytics, content development, customer communication, and e-commerce operations. If the problem is inaccurate inventory, the

priority may involve digital inventory systems, data entry quality, and process discipline. This problem-oriented approach makes training more relevant and increases the likelihood that new skills will be applied.

Third, managers should create opportunities for employees to demonstrate newly acquired competencies. Skill application can be incorporated into routine performance discussions, small improvement projects, job rotation, and team assignments. Recognition does not necessarily require large financial rewards. Public acknowledgement, greater responsibility, opportunities to lead a digital project, or access to advanced learning can reinforce employees' motivation to continue developing their capabilities.

Fourth, SMEs should document organizational learning. When an employee learns how to operate a new digital platform, the knowledge should not remain entirely personal. Simple standard operating procedures, short instructional videos, checklists, or peer demonstrations can convert individual knowledge into organizational knowledge. This reduces the risk that a firm will lose critical capability when an employee leaves and supports the development of a learning culture.

Policy and Ecosystem Implications for Lombok and NTB

The regional context requires policy interventions that recognize the heterogeneity of SMEs. A tourism microenterprise and a small digital-service company may both require digital skills, but the depth and type of skills are different. Regional programmes should therefore combine a common digital foundation with sector-specific modules. A common foundation could include digital literacy, cybersecurity awareness, data protection, digital payments, online communication, and basic data interpretation. Sector modules could then address tourism platforms, e-commerce, creative content, food-business technology, or digital production systems.

Public programmes should also reduce the transaction costs of participation. Instead of requiring business owners to navigate multiple institutions, an integrated local skills hub could provide diagnosis, training information, mentoring, and referral services. Universities and vocational institutions can contribute trainers and applied projects, while industry associations can communicate actual business needs. Technology providers can provide demonstrations and access to relevant tools. Such collaboration would make the regional skills system more responsive to real SME demand.

An additional priority is the development of micro-credentials or competency-based recognition. Employees in SMEs may not have the opportunity to participate in long formal programmes, but they can accumulate evidence of competence through short modules and

workplace projects. Recognition of these competencies can support both internal career progression and external employability. The value of credentials will be stronger when they are connected to demonstrated skills rather than attendance alone.

Finally, evaluation should focus on outcomes rather than the number of participants trained. Useful indicators include changes in digital task competence, adoption of new work processes, productivity improvements, customer response time, employee confidence, internal mobility, and retention of trained employees. At the regional level, policymakers can examine whether participating SMEs introduce new digital products, reach new markets, improve business continuity, or create new technology-enabled roles.

Integrating Employability with SME Competitiveness

The relationship between employability and competitiveness should be viewed as mutually reinforcing. Employees with stronger employability are better prepared to perform changing tasks, while SMEs with stronger learning systems can provide employees with opportunities to develop and apply those capabilities. This creates a positive cycle: technology creates new skill requirements; training develops employee capability; capability enables better technology adoption; better adoption creates new tasks and opportunities; and new opportunities generate further learning needs.

Such a cycle is particularly relevant to SMEs because competitive advantage often depends on speed and flexibility rather than scale. A small firm cannot necessarily compete with a large firm in capital investment, but it can respond quickly to customer preferences if its employees are capable of learning and experimenting. Reskilling and upskilling therefore become mechanisms for organizational agility as well as individual employability.

At the same time, employability should not be interpreted as an obligation placed entirely on workers. If businesses continuously demand new skills without providing learning opportunities, employees may face unfair pressure to finance their own adaptation. A sustainable model distributes responsibility across employees, employers, training institutions, and public stakeholders. This shared-responsibility principle is consistent with the broader direction of international skills policy, which increasingly emphasizes lifelong learning ecosystems rather than one-time education.

The Lombok context also highlights the importance of preserving local and sectoral knowledge. Digitalization should complement rather than erase existing expertise in tourism, culinary production, handicrafts, agriculture-related processing, and creative industries. Employees who combine local product knowledge with digital capabilities may become especially valuable because they can translate local resources and cultural knowledge into

digitally accessible products and services. This combination represents a form of contextual human capital that cannot be developed through generic digital training alone.

CONCLUSION

This article concludes that reskilling and upskilling have a strategic role in strengthening employee employability in technology-based SMEs in Lombok, West Nusa Tenggara. The role operates through improved technical and digital competence, stronger adaptive capabilities, and broader opportunities for internal and external career mobility. In a labour market where technological change continuously modifies job requirements, employability can no longer depend solely on existing qualifications or experience. The capacity to learn and adapt has become a central component of employment resilience.

The evidence also indicates that SME skills development should be broader than basic digital literacy. Effective programmes need to combine technology-related competencies with analytical thinking, problem solving, communication, collaboration, creativity, resilience, cybersecurity awareness, and continuous learning. Upskilling is particularly valuable when existing jobs are being transformed, while reskilling becomes important when employees need to move into new tasks or roles.

For SMEs in Lombok, the most appropriate approach is likely to be flexible, modular, work-based, and ecosystem-oriented. Learning-by-doing, peer learning, short courses, mentoring, digital learning, and partnerships with universities, vocational institutions, government agencies, industry associations, and technology providers can help overcome financial and time constraints. Owner and manager capability should also be strengthened because leadership decisions determine whether new employee skills are actually used in the workplace.

The study has limitations because it is based on secondary literature rather than primary evidence collected from Lombok SMEs. Future research should empirically test the proposed framework using quantitative surveys, qualitative interviews, or mixed methods. Variables such as digital skill intensity, training participation, learning orientation, organizational support, career adaptability, and employability outcomes can be examined across different SME sectors and districts in Lombok. Comparative research between tourism, creative, manufacturing, trade, and technology-service SMEs would also provide a more nuanced understanding of sector-specific skills needs.

Ultimately, reskilling and upskilling should be positioned as a shared investment in people and regional economic resilience. For Lombok SMEs, developing employees who can learn continuously, work effectively with technology, and transfer their knowledge across changing

tasks can strengthen both individual employability and organizational competitiveness. The transition toward a technology-enabled economy will therefore be more sustainable when digital transformation is accompanied by systematic human-capital development.

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