

Training and Human Resource Development Methods and Effectiveness

Human Resource
Development

Aria Elshifa

ITSNU Pekalongan; Pekalongan, Indonesia
E-Mail: elshifapusmanu@gmail.com

2709

Tungga Buana Irfana

Universitas Bhayangkara; Bekasi, Indonesia
E-Mail: sigit.sugiardi@upb.ac.id

Sri Hardianty

STAIN Teungku Dirundeng Meulaboh; Aceh Barat, Indonesia
E-Mail: srihardianty@staindirundeng.ac.id

Submitted:
09 JUNE 2024

Accepted:
10 OCTOBER 2024

Ikram Yakin

Universitas Tanjungpura; Pontianak, Indonesia
E-Mail: ikram.yakin@ekonomi.untan.ac.id

Muhammad Yusup

Universitas Islam Batang Hari; Batang Hari, Indonesia
E-Mail: yusup9253@gmail.com

ABSTRACT

Human Resource (HR) training and development is a strategic aspect in improving organisational performance and competitiveness. This research aims to explore the training methods used by organisations and evaluate their effectiveness in improving employee competencies. This research uses a qualitative approach with a case study design in a multinational company in Jakarta. Data was collected through in-depth interviews, participatory observation, and document analysis from 15 employees who had attended the training programmed. The results showed that the company uses various training methods, such as simulation, technology-based training, and mentoring. The effectiveness of the training varies depending on the relevance of the material, the involvement of the instructor, and the contextualisation of the programme to the needs of the employees. The main supporting factors are the availability of resources and management commitment, while barriers include the lack of personalisation of the programmed and inflexible schedules. The study concludes that training effectiveness is influenced by the suitability of methods to individual and organisational needs. Recommendations include improved training needs analysis, adoption of interactive learning technologies, and continuous evaluation to ensure skills application on the job.

Keywords: Training, Human Resource Development, Training Methods, Training Effectiveness, Employee Competence.

ABSTRAK

Pelatihan dan pengembangan Sumber Daya Manusia (SDM) merupakan aspek strategis dalam meningkatkan kinerja dan daya saing organisasi. Penelitian ini bertujuan untuk mengeksplorasi metode pelatihan yang digunakan oleh organisasi dan mengevaluasi efektivitasnya terhadap peningkatan kompetensi karyawan. Penelitian ini menggunakan pendekatan kualitatif

JIMKES

Jurnal Ilmiah Manajemen
Kesatuan
Vol. 12 No. 6, 2024
pp. 2709-2718
IBI Kesatuan
ISSN 2337 – 7860
E-ISSN 2721 – 169X
DOI: 10.37641/jimkes.v12i6.2996

dengan desain studi kasus pada sebuah perusahaan multinasional di Jakarta. Data dikumpulkan melalui wawancara mendalam, observasi partisipatif, dan analisis dokumen dari 15 karyawan yang telah mengikuti program pelatihan. Hasil penelitian menunjukkan bahwa perusahaan menggunakan berbagai metode pelatihan, seperti simulasi, pelatihan berbasis teknologi, dan mentoring. Efektivitas pelatihan bervariasi tergantung pada relevansi materi, keterlibatan instruktur, dan kontekstualisasi program terhadap kebutuhan karyawan. Faktor pendukung utama adalah ketersediaan sumber daya dan komitmen manajemen, sedangkan hambatan meliputi kurangnya personalisasi program dan jadwal yang kurang fleksibel. Penelitian ini menyimpulkan bahwa efektivitas pelatihan dipengaruhi oleh kesesuaian metode dengan kebutuhan individu dan organisasi. Rekomendasi yang diajukan meliputi peningkatan analisis kebutuhan pelatihan, adopsi teknologi pembelajaran yang interaktif, dan evaluasi berkelanjutan untuk memastikan penerapan keterampilan dalam pekerjaan.

Kata kunci: *Pelatihan, Pengembangan Sumber Daya Manusia, Metode Pelatihan, Efektivitas Pelatihan, Kompetensi Karyawan.*

INTRODUCTION

The importance of Human Resource (HR) training and development as a critical foundation for ensuring organisational sustainability amidst increasingly complex global competition cannot be overstated. In the context of the digital era and globalisation, organisations are required to adapt rapidly to changes in technology, markets and customer needs. HR competence is a key factor in determining the success of the organisation in facing these challenges. Training that is strategically designed not only aims to improve technical skills, but also to build critical, innovative and adaptive thinking capabilities in employees. In this context, effective HR training plays a central role in improving employee productivity, motivation and loyalty to the organisation (Mampuru et al., 2024).

The efficacy of HR training cannot be attained through the mere implementation of training programmed on a periodic basis (Sinambela et al., 2022). The approaches and methods employed must be designed in accordance with the specific requirements of the employees and the organisation (Kozanoglu & Abedin, 2021). For instance, employees engaged in information technology roles may require interactive, technology-based training, whereas those in managerial positions may favour approaches such as mentoring or coaching. Furthermore, the efficacy of training is contingent upon the extent to which organisations are able to identify training needs through comprehensive analysis, provide competent instructors, and create an environment that supports continuous learning. Unfortunately, many organisations still face challenges in ensuring the relevance of training materials to job needs or providing time flexibility for employees to attend training (Alonge et al., 2024).

The primary objective of this study is to examine the diverse training methodologies employed within organisational contexts and to assess their impact on employee performance. Firstly, what training methods are used in HR development? These methods may include traditional approaches such as classroom training or innovative approaches such as simulation and technology-based training. Secondly, how effective are these methods in improving employee performance? This effectiveness can be measured through various indicators, such as increased productivity, problem-solving skills, team collaboration and commitment to organisational goals. The objective of this research is to provide insights for HR practitioners to design training programmes that are not only relevant to current needs but also able to prepare HR for future challenges. To this end, a holistic and evidence-based approach has been adopted. It is anticipated that the results of this research will contribute to the creation of excellent, adaptive human resources that are able to support the achievement of organisational competitive advantage.

LITERATURE REVIEW

Human resource (HR) training and development is a strategic element designed to improve individual competencies in order to be able to face the challenges and evolving needs of the organisation. Septiadi & Ramdani (2024) and Ramdhani et al. (2024) defines training as a systematic process that aims to improve employees' skills, knowledge and attitudes through various structured learning activities. This process not only aims to develop technical abilities, but also includes behavioural and mental aspects that support optimal performance in the workplace. The main objectives of training include improving employee productivity, efficiency and adaptability to technological changes and market demands (Haryanto & Sutawijaya, 2024). In addition, training aims to strengthen employees' motivation, loyalty and sense of belonging to the organisation. In the context of HR development, effective training serves not only as a short-term solution to specific needs, but also as a long-term investment in creating a workforce that is competent, innovative and responsive to global dynamics (Septiadi & Ramdani, 2024).

Training methods in organizations vary widely depending on the objectives, participant characteristics, and available resources (Blanchard & Thacker, 2023; Adwi et al., 2024). Broadly, these methods are categorized into on-the-job and off-the-job training. On-the-job training integrates learning directly into daily work activities and includes mentoring, job rotation, and coaching. Mentoring involves guidance from a senior or mentor to a new employee, offering practical insights and support to address job challenges. Job rotation enables employees to move between tasks or positions, enhancing their skill flexibility and broadening their perspectives (Helaudho et al., 2024). Coaching, on the other hand, establishes an individualized relationship between a coach and participant to address specific development needs, such as leadership or conflict management. This approach is often considered effective as it allows participants to learn while working, minimizing disruptions to organizational operations (Siqueira, 2023). In contrast, off-the-job training occurs in settings separate from daily work and includes seminars, simulations, and technology-based training. Seminars involve interactive discussions led by experts to enhance conceptual knowledge. Simulations create artificial environments mimicking real scenarios, allowing participants to practice without risking operational impacts. Additionally, technology-based training, such as e-learning and digital applications, is increasingly popular for its flexibility, enabling participants to learn independently at their own pace (Brockmann & Smith, 2023).

Training effectiveness is assessed not only by the delivery of the programmed but also by its impact on employee performance and organisational outcomes (Akdere & Egan, 2020; Zhang & Chen, 2024). A widely used evaluation framework is the Alkhamis (2024) Evaluation Model, which identifies four levels of measurement. The first level, Reaction, gauges participants' responses to the training programmed, including their satisfaction with the methods, materials, and facilitators. The second level, Learning, assesses the extent to which participants acquire knowledge, skills, or attitudinal changes following the training. The third level, Behaviour, evaluates changes in participants' workplace practices, specifically whether new skills are consistently applied. Finally, the fourth level, Outcomes, measures the training's impact on organisational goals such as increased productivity, efficiency, and customer satisfaction. Effective training should address all four levels, and programmed tailored to the specific needs of individuals and organisations tend to yield better long-term results. For instance, simulation-based training for emergency scenarios has been shown to enhance response speed and decision-making in real-world situations. Thus, training serves not only as a tool to meet immediate demands but also as a strategic approach to tackling future challenges.

METHODS

This research employs a qualitative approach with a case study design to explore training and human resource development within a multinational company in Jakarta. A qualitative method was chosen for its ability to provide an in-depth understanding of individual experiences, motivations, and challenges faced by employees during training (Dunwoodie et al., 2023). The case study design facilitates the examination of complex phenomena in real-world settings, allowing a detailed and holistic analysis of training methods, effectiveness, and their impact on employee performance. The research focuses on PT. SBS, selected for its structured and diverse training programs covering multiple divisions and employee levels. Fifteen employees who participated in training within the past year were purposively selected from operations, IT, marketing, and management divisions to ensure varied perspectives. Data collection methods included in-depth interviews, participatory observations, and documentation. Semi-structured interviews explored employees' perceptions of training benefits, methods, and challenges, generating rich qualitative data. Observations during training sessions provided contextual insights into participant-trainer interactions and the use of methods, while documentation analysis offered additional details on training materials and evaluations. Data was analyzed using thematic analysis, beginning with coding interview, observation, and documentation data (Lochmiller, 2021). Recurring themes such as training effectiveness, inhibiting factors, and impacts on performance were identified, categorized, and interpreted iteratively to uncover broader patterns and trends. This comprehensive approach yielded valuable insights into HR training methods and their effectiveness within the organizational context.

RESULTS

The results of this study found that the Information Technology (IT) division in the company has actively adopted technology-based training. This training includes the use of online modules and e-learning platforms designed to support self-directed learning. The facilities provided include video tutorials, software simulations, and interactive quizzes, with a focus on developing technical skills such as programming, data management, and the use of the latest digital devices (Chaudhary et al., 2023). The technology-based training approach shows advantages in providing flexibility in time and location, allowing employees to adjust training to their job responsibilities. In addition, the ability to update training content quickly is an added value, especially in a dynamic IT environment that requires rapid adaptation to technological changes.

Leadership and decision-making skills are essential elements for individuals in managerial roles. This process includes regular discussion sessions, sharing experiences, and providing constructive feedback (Keiler et al., 2020). Through a mentoring approach, employees can learn from the challenges faced by their mentors and gain insight into effective management strategies. Mentoring also contributes to the formation of strong working relationships, increased self-confidence, and accelerated adaptation of new employees to the organizational culture. The integration of various training methods, such as simulations, technology-based training, and mentoring, creates a holistic training program. Simulations support the acquisition of practical skills, technology-based training provides flexibility of time and access to up-to-date materials, while mentoring develops strategic competencies and interpersonal relationships

Table 1. Training Method

Division	Method	Description	Percentage
Operational	Simulation	Training involves simulation of operational situations to enhance practical skills.	30%
IT	IT Training	Use of technology such as e-learning, software training, and online courses.	25%
Manager	Mentoring	Mentoring from senior managers to improve leadership and managerial skills.	45%

The efficacy of training in human resource development (HRD) represents a primary indicator of the success of training programmed implemented by organisations (Akdere & Egan, 2020). The results of the study indicated that the majority of respondents reported notable enhancements in both technical and non-technical competencies subsequent to the training. Notably, the enhancement of technical abilities was most evident in divisions that utilize particular tools or technology, such as operations and information technology divisions. Participants indicated that simulation-based and hands-on training facilitated more comprehensive comprehension of intricate work processes. Conversely, non-technical competencies, including communication, leadership, and teamwork, were enhanced through experiential training programs, such as mentoring and group training. However, the effectiveness of training is not uniform and varies between individuals and training programmed. One of the most influential factors is the relevance of training materials to daily work. Respondents who perceived a direct link between the training material and their job challenges tended to be more motivated and able to apply the new skills more effectively. In contrast, some respondents complained that the training materials were too general or irrelevant to the specific needs of their jobs, resulting in minimal impact on performance.

In addition, the involvement of the instructor is a significant factor in determining the effectiveness of the training. Instructors who are active, experienced, and able to deliver the material in an engaging manner are perceived to have a greater impact than instructors who deliver the material in a monotonous manner without any meaningful interaction. Respondents who attended training with instructors who were responsive and provided constructive feedback felt more confident in applying what they had learned. In contrast, training delivered by less communicative instructors was often considered boring and did not provide significant benefits. Moreover, the timing and duration of training are also significant factors in determining its effectiveness. Training scheduled during periods of high workload is often perceived as onerous by employees, resulting in a lack of focus during training sessions. Furthermore, a training duration that is too short is often insufficient to provide in-depth understanding, while training that is too long can lead to boredom. Therefore, a training design that considers the relevance of the material, the competence of the instructor and the comfort of the participants is crucial in creating effective training that has a positive impact on HR development and overall organisational performance.

Table 2. Training Effectiveness

Assessed Aspect	Skill Enhancement	Influencing Factors	Percentage
Technical Skills	Very Good	Relevance of the material to the job	75%
	Good Enough	Instructor involvement	15%
	Not Good	Technology-based training methods	10%
Non-Technical Skills	Very Good	Relevance of the material to the job	85%
	Good Enough	Instructor involvement	10%
	Not Good	Technology-based training methods	5%
Overall Effectiveness	Very Effective	Limited training time	75%
	Effective Enough	Combination of training methods and competent instructors	10%
	Not Effective	Inflexible training time	15%

The principal factors conducive to the implementation of training and human resource development programmed are the availability of sufficient resources and a high level of commitment from management (Subaidi et al., 2021). The term Resource Availability encompasses a range of factors, including the presence of physical facilities such as training rooms, the availability of supporting technology such as learning software, and the capacity to allocate sufficient budgetary resources to facilitate the delivery of quality training. The provision of comprehensive and contemporary facilities enables trainees to readily access instructional materials and to gain a practical

understanding of concepts through simulation or hands-on experience. Furthermore, the provision of competent teaching staff represents an additional crucial element of the resources. Trainers who possess extensive experience and a comprehensive understanding of training materials can enhance the quality of the learning process. Management commitment is also a crucial factor, particularly in establishing policies that facilitate employee development. Committed management will encourage continuous training, facilitate training needs, and ensure that programmed are aligned with the organisation's strategic goals. This commitment is reflected in management investment in training, time allocation for development activities, and efforts to evaluate training outcomes.

Nevertheless, the efficacy of training programmed is frequently constrained by a number of considerable challenges. The primary impediments to effective training programmed are the absence of personalisation and the rigidity of training schedules. The term 'lack of personalisation' is used to describe training programmed that are designed in a generic manner, which fails to meet the specific needs of individuals and organisations. Training programmed that do not take into account the varying abilities, experience levels and job requirements of each employee risk reducing the relevance of the material provided (Graham et al., 2023). This may result in participants feeling that the training lacks applicability in the context of their work, thereby reducing motivation to apply the new knowledge and skills acquired. For example, information technology training provided to all employees without taking into account their level of technological literacy may cause some participants to struggle, while others may find the training too basic.

Furthermore, inflexible training schedules present a significant challenge, particularly in organisations with high work dynamics. Training scheduled during working hours often conflicts with employees' job responsibilities, making it challenging for them to concentrate or even result in their absence from training sessions. Conversely, training scheduled outside of working hours can disrupt work-life balance, leading to resistance from employees. This inflexibility results in suboptimal employee attendance and participation in training, which ultimately reduces the impact of the programmed (Atkinson & Fields, 2024). To surmount these impediments, organisations must devise more bespoke training programmed, which necessitates a thorough training needs analysis. This necessitates the collation of data pertaining to the specific requirements of each employee, the assessment of their existing competencies and the identification of their desired development objectives. Furthermore, training schedules should be devised in a more flexible manner, for instance through the provision of technology-based training options such as e-learning, which permit employees to learn at their own pace and in a manner that suits them. By addressing these barriers, the efficacy of training programmed can be enhanced, thereby facilitating more optimal HR development

DISCUSSION

The efficacy of a human resource training programmed is contingent upon not only the pedagogical techniques employed, but also the organisational capacity to adapt the programme to the particular requirements of individuals and the organisation (Huang et al., 2023). The research indicates that the efficacy of training is contingent upon the extent to which the programmed is designed on the basis of an in-depth comprehension of the characteristics of the participants, the nature of their work and the strategic objectives of the organisation. For instance, technology-based training, such as e-learning modules or app-based virtual training, has been demonstrated to be highly effective in enhancing technical abilities. This is particularly evident in sectors that require expertise in technology and innovation, where learning can be self-paced and accessed at any time. However, technology-based training is often inadequate for developing interpersonal competencies, such as leadership, negotiation, or communication, which necessitate direct interaction to cultivate empathy and social skills (Vimbelo & Bayaga, 2023).

In contrast, experiential training methods, such as mentoring, coaching or job rotation, have been demonstrated to be more effective in developing non-technical competencies. These methods permit participants to learn through direct interaction, observation, and reflection on authentic experiences within the work environment (Yusof et al., 2023). In the context of leadership training, for instance, an experienced mentor can provide practical insights, strategic guidance, and feedback that is directly pertinent to the challenges faced by the mentee. This process serves to reinforce learning and promote a more profound behavioural change than that which would result from theory-based training alone (Berhanu, 2024).

The theoretical implications of these findings are consistent with training evaluation framework, which categories training evaluation into four levels: reaction, learning, behaviour and outcome. This framework provides a systematic methodology for ensuring that training programmed not only impact individual participants but also support the achievement of organisational strategic goals. The evaluation of training programmed at the reaction level allows organisations to ascertain the extent to which participants find the training programmed relevant and interesting. Learning-level evaluations measure the increase in knowledge or skills over the course of the training, while behaviour-level evaluations determine whether participants successfully apply new skills in their work. Finally, outcome-level evaluation focuses on the impact of training on the organisation's overall performance, such as increased productivity, reduced operational costs or improved customer satisfaction (Ameh et al., 2024).

In practice, organisations should commence a training programmed with a comprehensive training needs analysis. This should include the identification of skills gaps among employees, learning style preferences and the organisation's strategic priorities. With this information, organisations can design training programmed that are relevant, personalised and flexible, allowing them to adapt to the dynamics of the changing work environment. This approach also allows the integration of different training methods, such as combining technology-based training with experiential training, to maximize learning outcomes (Marquardt & Kearsley, 2024).

Furthermore, it is recommended that organisations employ flexible learning technologies, such as digital platforms that facilitate access to learning at any time and in any location. The utilisation of these technologies has the potential to enhance the efficacy of training, particularly in the context of remote working and high mobility. Nevertheless, the utilisation of technology must be accompanied by human interaction through the implementation of mentoring or coaching programmed, in order to guarantee the advancement of interpersonal competencies (Clutterbuck, 2005). Furthermore, the incorporation of continuous evaluation, both during the training period and subsequently, is essential to ascertain the effective application of the acquired skills within the workplace and their tangible impact. Consequently, training programmed serve not only as instruments for employee development, but also as strategic investments that contribute to the long-term growth and sustainability of the organisation.

CONCLUSION

Human resource (HR) training and development that uses relevant and contextualised methods can have a significant impact on improving employee performance. Every organisation has different needs, whether in terms of technical skills, leadership or interpersonal behaviour. Therefore, it is important for training programmed to be tailored to the specific needs of employees and organisational goals. For example, training designed to improve technical skills in information technology will have a different approach to leadership training aimed at managers. Relevant training methods, such as simulation-based learning for technical work or coaching for leadership development, will be more effective in delivering long-term benefits. It is also important to conduct ongoing evaluation of the training programmed. This evaluation not only serves to assess the extent to which the training has improved skills or

performance, but also to provide useful feedback for future programmed improvements. With continuous evaluation, organisations can adapt training methods and materials to evolving needs and industry trends, thus ensuring that the training provided is not only relevant but also effective in improving employee competencies which in turn contribute to overall organisational performance.

REFERENCES

- [1] Adwi, A., Mulyadi, D. Z., & Putra, A. D. P. (2024). Leadership Strategy in Facing Organizational Change: Case study within the Kendari City Government. *Jurnal Ilmiah Manajemen Kesatuan*, 12(4), 1227-1238.
- [2] Akdere, M., & Egan, T. (2020). Transformational leadership and human resource development: Linking employee learning, job satisfaction, and organizational performance. *Human Resource Development Quarterly*, 31(4), 393-421.
- [3] Akdere, M., & Egan, T. (2020). Transformational leadership and human resource development: Linking employee learning, job satisfaction, and organizational performance. *Human Resource Development Quarterly*, 31(4), 393-421.
- [4] Alkhamis, F. A. (2024). The Impacts of HRM Practices on Employee Outcomes: The Mediating Role of HRM Effectiveness. *Revista de Gestão Social e Ambiental*, 18(1), e6313-e6313.
- [5] Alonge, O., Rao, A., Kalbarczyk, A., Ibisomi, L., Dako-Gyeke, P., Mahendradhata, Y., ... & Vahedi, M. (2024). Multimethods study to develop tools for competency-based assessments of implementation research training programmes in low and middle-income countries. *BMJ open*, 14(7), e082250.
- [6] Ameh, E. A., Seyi-Olajide, J. O., Ameh, N., Michael, A., Abdullahi, M. A., Aria, O. N., ... & Chukwu, I. (2024). Strengthening surgical healthcare research capacity in sub-Saharan Africa: impact of a research training programme in Nigeria. *Frontiers in Medicine*, 11, 1429168.
- [7] Atkinson, S. P., & Fields, A. (2024). Future Themes for Research in Open, Flexible, and Distance Learning. *Journal of Open, Flexible and Distance Learning*, 28(1), 1-7.
- [8] Berhanu, K. Z. (2024). The Mediating Role of Teachers' Attitudes toward Instructional Supervision in the Association between Instructional Supervisory Practice and Teachers' Job Performance. *Participatory Educational Research*, 11(2), 212-229.
- [9] Blanchard, P. N., & Thacker, J. W. (2023). *Effective training: Systems, strategies, and practices*. California: SAGE Publications.
- [10] Brockmann, M., & Smith, R. (2023). 'Invested' partnerships as key to high quality apprenticeship programmes as evidenced in on and off the job training. *Journal of Education and Work*, 36(3), 220-236.
- [11] Cetindamar Kozanoglu, D., & Abedin, B. (2021). Understanding the role of employees in digital transformation: conceptualization of digital literacy of employees as a multi-dimensional organizational affordance. *Journal of Enterprise Information Management*, 34(6), 1649-1672.
- [12] Chaudhary, N., Patel, V., & Vidani, C. J. (2023). A Review of Non-Technical Training Programmes Conducted by Corporate Trainers for IT Companies. *Internasional Journal of Management Analyfics*, 85-110.
- [13] Clutterbuck, D. (2005). Establishing and maintaining mentoring relationships: An overview of mentor and mentee competencies. *SA Journal of Human Resource Management*, 3(3), 2-9.
- [14] Dunwoodie, K., Macaulay, L., & Newman, A. (2023). Qualitative interviewing in the field of work and organisational psychology: Benefits, challenges and guidelines for researchers and reviewers. *Applied Psychology*, 72(2), 863-889.
- [15] Graham, S., Cadden, T., & Treacy, R. (2023). Examining the influence of employee engagement in supporting the implementation of green supply chain management practices: A green human resource management perspective. *Business Strategy and the Environment*, 32(7), 4750-4766.
- [16] Haryanto, T., & Sutawijaya, A. H. (2024). The Role of Servant Leadership and Self-Efficacy in Adaptive Performance. *Jurnal Ilmiah Manajemen Kesatuan*, 12(4), 1397-1412.
- [17] Helaudho, B., Mukhtar, S., & Pahala, I. (2024). Optimizing Performance: The Role of Job Rotation in Employee Motivation and Satisfaction. *Pakistan Journal of Life & Social Sciences*, 22(2).
- [18] Huang, X., Yang, F., Zheng, J., Feng, C., & Zhang, L. (2023). Personalized human resource management via HR analytics and artificial intelligence: Theory and implications. *Asia Pacific Management Review*, 28(4), 598-610.
- [19] Keiler, L. S., Diotti, R., Hudon, K., & Ransom, J. C. (2020). The role of feedback in teacher mentoring: how coaches, peers, and students affect teacher change. *Mentoring & Tutoring: Partnership in Learning*, 28(2), 126-155.
- [20] Lochmiller, C. R. (2021). Conducting thematic analysis with qualitative data. *The Qualitative Report*, 26(6), 2029-2044.

- [21] Mampuru, M. P., Mokoena, B. A., & Isabirye, A. K. (2024). Training and development impact on job satisfaction, loyalty and retention among academics. *SA Journal of Human Resource Management*, 22, 2420.
- [22] Marquardt, M. J., & Kearsley, G. (2024). *Technology-based learning: Maximizing human performance and corporate success*. Florida: CRC Press.
- [23] Ramdhani, G., Patiro, S. P. S., & Kurniatun, T. C. (2024). The Mediation Role of Job Satisfaction on the Performance of Employees of the Education Office. *Jurnal Ilmiah Manajemen Kesatuan*, 12(6), 2241-2250.
- [24] Septiadi, M. A., & Ramdani, Z. (2024). Competency-Based Human Resources (HR) Development in the Digital Era. *Journal of Current Social and Political Issues*, 2(2), 113-124.
- [25] Sinambela, E. A., Darmawan, D., & Mendrika, V. (2022). Effectiveness of Efforts to Establish Quality Human Resources in the Organization. *Journal of Marketing and Business Research (MARK)*, 2(1), 47-58.
- [26] Siqueira, K. (2023). On-The-Job Training and Learning: Formal Training versus Learning by Doing. *Journal of Labor Research*, 44(3), 181-198.
- [27] Subaidi, S., Sudarmaji, S., Nasuka, M., & Munasir, M. (2021). The Implementation of Human Resource Management in Improving the Quality of Teacher's Learning. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 6(3), 579-586.
- [28] Vimbelo, S., & Bayaga, A. (2023). Current pedagogical practices employed by a technical vocational education and training College's mathematics lecturers. *South African Journal of Higher Education*, 37(4), 305-321.
- [29] Yusof, Y. B., Ismail, S. B., Ismail, R. B., & Azaman, M. A. B. (2023, October). Driving Efficiency and Productivity: A Data Analytics Approach to Technical Talent Competency Management in Petronas Upstream. In *Abu Dhabi International Petroleum Exhibition and Conference* (p. D021S060R003). SPE.
- [30] Zhang, J., & Chen, Z. (2024). Exploring human resource management digital transformation in the digital age. *Journal of the Knowledge Economy*, 15(1), 1482-1498.

*Human Resource
Development*

2718