

Human Resource Development Strategies Through Training in Order to Optimize the Quality of Company Employees: A Literature Review

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ABSTRACT

Business competition in the current global era and the rapid development of technology require business people, in this case companies are required to be able to compete quickly, accurately and effectively. Training and development for employees is one of the wise ways taken by companies in an effort to pursue business acceleration that cannot be compromised, but looking at the conditions that occur in the business world today, there are still many companies in Indonesia that experience obstacles and challenges in designing training programs that are in accordance with what the company wants to be effective and efficient. This research aims to analyze human resource development strategies in this case employees through training based on national and international literature to design performance that can effectively help employee quality. The method used is an integrative literature review by analyzing 45 journal articles, 8 textbooks, and 5 official reports from Indonesian government institutions for the 2018-2025 period. The data analysis technique uses qualitative content analysis to identify key themes, patterns, and concepts related to effective training strategies. The results show that an optimal training strategy consists of four main components: performance-based training needs analysis, competency-based program design, contextual and participatory training methods, and work-based training evaluation. In addition, three Indonesian contextual factors were found that affect the effectiveness of training: technological readiness, organizational culture, and the role of the government. The 4P Training Strategy Model is designed as a fairly practical framework by integrating planning, implementation, monitoring, and assessment. The most important factors supporting success include top management commitment, organizational learning culture, and learning technology support. In Indonesia, the main challenges include limited MSME budgets, low digital literacy of trainers, and lack of optimal integration of training with performance management systems. The practical implication of this study is the need for companies to develop training policies that are aligned with business strategies and use the modified Kirkpatrick evaluation model according to the Indonesian context. This research provides a theoretical contribution in the form of integrating the concepts of human resource development, andragogy, and

performance management in the context of companies in Indonesia. The recommendation for the next research is to test this training strategy model empirically in the MSME sector and labor-intensive industries.

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1. INTRODUCTION

The Industrial Revolution 4.0 and digital transformation are quite influential in the general picture of business competition fundamentally (Schwab, 2016). With a lot and growing business competition that no longer uses pragmatic things, companies in this case must dare to use a fairly adaptive and progressive way for the survival of the company they lead. Companies today also no longer need to use a stagnant approach because the movement of other companies is already very massive. Companies are required to have an adaptive workforce, have technological skills, and be able to learn throughout life. In this context, human resources are no longer just a factor of production, but a strategic asset that determines the sustainability of the business (Mangkunegara, 2019).

At this time, global competition is getting tighter, human resources are still considered one of the important points that have a role in maintaining organizational sustainability, credibility, and creating trust in society. Human resources as a valuable asset of an organization reflect a greater emphasis on intangible resources than material resources. One of the goals of human resource investment is to provide benefits for the company or organization. Employees' skills and abilities must be motivated so that they continue to learn to create a world-class business environment that is always able to compete wherever and whenever they are.

Human resources in the global era like today are used as other resource drivers and are always placed in a strategic position to help the company achieve the vision and mission of the organization with competitive advantage. Human resource development will always be directly related to the company's progress. Therefore, companies will always be encouraged to maximize the performance of their employees by making optimal contributions, such as including their employees in training and implementation of development programs. Because this will also be closely related to the productivity of the company and can increase the effectiveness and efficiency of work in the company.

In Indonesia, HR challenges are increasingly uncontrollable and complex. The Central Statistics Agency in 2024 notes that 52.8% of Indonesia's workforce is still in high school education and below (Central Statistics Agency, 2024). Meanwhile, the demographic bonus that is predicted to last until 2035 will only be an advantage if the workforce has competencies that meet the needs of the industry (Bappenas, 2020). This mismatch leads to *skill mismatch* that is detrimental to national productivity. The Ministry of Manpower 2023 reported that 68% of companies in Indonesia have difficulty getting workers with the skills needed (Ministry of Manpower of the Republic of Indonesia, 2023).

National regulations also participate in providing support for the importance of developing human resource competencies. Job Creation Law Number 11 of 2020 requires a sustainable human resource development system for civil servants and private workers (Ministry of Law and Human Rights, 2020). At the industrial level, the Regulation of the Minister of Manpower Number 6 of 2020 mandates vocational training based on the Indonesian National Work Competency Standards (Ministry of Manpower of the Republic of Indonesia, 2020).

However, implementation in the field has not been optimal. Data from the Ministry of Manpower in 2023 shows that only 18.3% of companies have structured and measurable training programs (Ministry of Manpower of the Republic of Indonesia, 2023). Most companies, especially MSMEs, run training incidentally without needs analysis and evaluation of results. As a result, training investments are often considered as costs, not investments that generate *returns* (Wibowo, 2021).

This condition is further exacerbated by the low culture of learning about organization. The FE UI 2023 Management Institute found that only 22% of companies in Indonesia associate training results with a promotion and incentive system (FE UI Management Institute, 2023). Without integration with performance management, employee motivation to attend training becomes low.

Therefore, a comprehensive study of training strategies that have proven to be effective in the context of organizations in Indonesia is needed. This article aims to examine HR development strategies through training based on literature to formulate an applicative framework that can optimize the quality of company employees in Indonesia.

Human Resource Development Theory

Human Resource Development is a systematic process to improve employee competencies to be in harmony with organizational goals (Sedarmayanti, 2017). According to Sedarmayanti (2017), human resource development includes three aspects: education, training, and career development. Training focuses more on improving technical and non-technical skills for current jobs, while development is more oriented towards preparing future positions.

Barney's *Resource Based View* theory emphasizes that superior human resources are *valuable, rare, inimitable, and non-substitutable* and are a source of sustainable competitive advantage (Barney, 1991). In the Indonesian context, investment in training provides *returns* in the form of an increase in productivity of 15–25% and a decrease in employee turnover of up to 18% (Mangkunegara, 2019).

Training and Andragogy Concepts

Training conducted by companies for employees is defined as a structured learning process to change the knowledge, skills, and attitudes of employees in general (Hasibuan, 2020). Knowles developed an andragogy theory that states that adults learn most effectively if they are involved in planning, have valued experience, see immediate relevance to work, and are problem-solving oriented (Knowles, 2015).

A person who has reached adulthood already has the concept of being a person who is required to be independent from everything, mature age is closely related to work and life experience as the main source of experience. This principle of andragogy is important because 72% of trainees in Indonesian companies are 25–45 years old (BPS, 2023). Training methods that only use one-way lectures proved less effective for this group.

However, the current training method is no longer monotonous in the lecture method, because the method is considered obsolete and less in demand by the participants. The method of discussion and hands-on practice is widely used because it is considered quite effective and can be immediately understood by the trainees. In addition, this method can also help participants not to get bored quickly in participating in the training.

Training Evaluation Model

The Kirkpatrick model is the most widely used model of training evaluation (Kirkpatrick & Kirkpatrick, 2006). The model consists of 4 levels: Reaction, Learning, Behavior, and Outcome. In Indonesia, this model is modified by adding level 5, which is the impact on businesses, specifically for MSMEs (Sudiardhita, 2021). This evaluation model assesses not only the ability of the participants, but also the level of satisfaction of the participants, the amount of knowledge obtained, the skills and attitudes learned by the participants. The model also measures whether or not the knowledge from training is used in the workplace and the impact of the training. The most difficult is the change in working 1–3 months

after training. The results of the training are usually used to measure the impact of the training on the company's business indicators such as sales, productivity, and work accidents.

Previous Research

Some previous research is the basis for the development of this article. A study of 120 SOE employees found that participatory methods increased training transfer by 67% (Pratiwi, 2022). A study of 50 companies in Greater Jakarta concluded that organizational learning culture increases innovation 2.3 times (Wibowo, 2021). Another study that tested the 4P Model in the automotive industry recorded an 18% increase in productivity in 6 months (Nugroho, 2024). However, research that integrates Indonesian contextual factors such as technological readiness, hierarchical culture, and the role of government in a single framework is still limited. This article fills in the gap.

2. METHODS

This study uses an integrative literature review method (Torraco, 2016). This approach was chosen because it allows the synthesis of findings from various sources to build a new conceptual framework. Data was collected from 58 sources consisting of 35 Sinta 1–4 accredited national journal articles in the field of human resource management and vocational education, 10 articles of reputable international journals Scopus Q2–Q4, 8 latest editions of HR management and human resource development textbooks, and 5 official reports of the Ministry of Manpower, BPS, and Bappenas for the 2018–2025 period. Inclusion criteria: publications in Indonesian or English, discussing HR training and development, published 2018–2025. Exclusion criteria: opinions without empirical data, non-peer reviewed articles. The analysis uses a qualitative content analysis method (Krippendorff, 2018). The stages include data reduction, open coding, theme grouping, and narrative synthesis. Data validity is guaranteed through source triangulation and trail auditing.

3. FINDINGS AND DISCUSSION

The Concept of Human Resources Development through Training

Training and development of human resources is one of the systematic and structured processes to develop the scientific field and skills of employees in work and is closely related to science and expertise with the aim of improving the quality of performance. Human resource development is a systematic process to improve employee knowledge, skills, and attitudes to suit the demands of work and organizational strategies (Sedarmayanti, 2017).

Training is an investment in human resources that provides *returns* in the form of increased productivity and decreased turnover (Mangkunegara, 2019). In Indonesia, this concept is strengthened by Permenaker Number 6 of 2020 concerning the Implementation of Vocational Training, which requires SKKNI-based training (Ministry of Manpower of the Republic of Indonesia, 2020). The literature shows that effective training must meet three principles: relevant to work needs, participant-centered, and measurable results (Hasibuan, 2020).

Effective Training Strategies

Based on a synthesis of 58 sources, there are four key strategies. First, an analysis of performance-based training needs. TNA should be done on three levels: organizational, occupational, and individual (Goldstein & Ford, 2002). Needs analysis is important to avoid wasting training budgets (Sedarmayanti, 2017). Second, Competency-Based Program Design The training program must be designed using a competency approach in accordance with KKNI and SKKNI (Directorate General of Vocational, 2021). The ADDIE model training design has been proven to increase material retention in manufacturing employees (Hasibuan, 2020).

Third, Contextual and Participatory Training Methods. Conventional lecture methods have low effectiveness for generation Z and millennials (Pratiwi, 2022). Case study methods, *role play*, and *project-based learning* increased training transfer by 67% (Pratiwi, 2022). Fourth, work-based training evaluation.

The modified Kirkpatrick model adds a fifth level, namely the impact on business (Sudiardhita, 2021). This evaluation uses indicators of declining *reject rate*, increasing sales, and customer satisfaction.

Of the several strategies above, this is directly related to the ability to prevent and reduce risks because it focuses on initiatives that aim to increase the competitiveness of an organization or company. This strategy is usually carried out by improving the ability of employees with the aim that the training process followed runs according to what is desired so that the main focus of the training will really be realized and have a direct impact on the company.

The division of tasks for the implementation of analysis is determined, i.e. training needs at the organizational level need to be analyzed by managers who set the strategic goals of the organization in the business environment. At the operational work unit level, training needs are analyzed by the appropriate manager or team to determine how to achieve the organization's goals. Once the human resources manager receives feedback on the results of the job evaluation, the individual training needs are analyzed together by the manager and the employee.

Indonesian Contextual Factors Influencing Training

1. Technology Readiness and Digitalization

The COVID-19 pandemic has accelerated the adoption of *e-learning*, but infrastructure gaps still occur (Wibowo, 2021). Companies in Greater Jakarta have an easier time adopting LMS, while 3T areas face network constraints.

2. Organizational Culture and Leadership

The hierarchical culture that is commonly applied in Indonesia makes the role of a leader as a *role model* believed to be very important (Edmondson, 2019). Leadership commitment is the strongest predictor of training success (Mangkunegara, 2019).

3. The Role of Government and Regulation

The government provides vocational training schemes, certifications, and *super deduction tax incentives* (Ministry of Manpower of the Republic of Indonesia, 2022). However, MSMEs' access to this program is still low because socialization is limited.

4. Supporting and Inhibiting Factors in Indonesia

The main supporting factors are the commitment of the leadership, the organizational learning culture, and the budget allocation of at least 3% of the total personnel costs (Ministry of Manpower of the Republic of Indonesia, 2022). The main obstacles include limited MSME funds, low competence of internal instructors, and the lack of a *reward* system for outstanding trainees (Suryadi, 2023).

4P Training Strategy Model for the Indonesian Context

The 4P Training Strategy Model consists of:

1. **Planning:** Needs analysis based on performance data and SKKNI
2. **Implementation:** Participatory method, blended learning, certified instructor
3. **Monitoring:** Process monitoring using LMS and field observation
4. **Assessment:** Modified 5-level Kirkpatrick evaluation

This model has been conceptually tested on PT XYZ in the automotive sector and showed an 18% increase in productivity in 6 months (Nugroho, 2024).

Practical and Policy Implications

For HR practitioners, the 4P model can be used as an *internal audit checklist*. For the government, it is necessary to harmonize SKKNI data and incentives that are more accessible to MSMEs (Directorate General of Vocational, 2023). For academics, further research is needed to quantitatively measure the effectiveness of the 4P model.

4. CONCLUSION

From the above explanation, it can be concluded that effective strategies in training and development to improve the quality of human resources (HR) must focus on the specific needs of organizations and individuals.

The most important step that must be taken first is to conduct an in-depth analysis of training needs to identify skills and competencies that need to be improved in order to ensure that the quality of human resources owned by the company is really in accordance with needs.

After that, organizations must choose the right training method with the goal of budget and time efficiency that is not wasted, such as *on-the-job training*, mentoring, or *e-learning*. This approach allows for training that is relevant, targeted, and tailored to the needs of businesses as well as individuals.

Evaluations must be carried out regularly and continuous feedback is essential to ensure the transfer of knowledge and skills into real practice, especially when they are directly involved in the world of work.

The strategy of human resource development through effective training in Indonesia must be systematic, competency-based, and integrated with business strategy. The four key components are needs analysis, competency design, participatory methods, and impact evaluation. The purpose of this study is to provide suggestions:

1. For companies: Allocate at least 3% of the budget for training and build a simple LMS.
2. For the government: Strengthen the role of BLK and expand MSMEs' access to digital training platforms.
3. For researchers: Test the 4P model quantitatively in the MSME and agriculture sectors.

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