

Management Of Training Systems In Improving Hr Competency In Oil Palm Plantation Companies PT.Kayung Agro Lestari, And PT.Austindo Jaya Nusantara Agri Siais

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Abstract.

Oil palm plantations are long-lived plants and require special management with special land. HR competencies need to be continuously improved, given the lengthy business processes that require large funds and the increasingly fierce competition in the oil palm plantation business. Education and training are important entities in managing the learning and growth process for employees in order to improve competence and achieve company goals and win the competition. A good management of the education and training system will result in an effective training process to improve the competence of human resources, which will enable oil palm plantation companies to find productive jobs. This study aims to describe and analyze the development of management training systems in improving the competence of human resources at PT Sahabat Mewah dan Makmur, PT Kayung Agro Lestari, and PT Austindo Nusantara Jaya Agri Siais. The research method used is descriptive with a qualitative approach, collected through 1) observation, 2) interviews, 3) documentation studies. The results showed that the hypothetical model of the training and education management system in improving the competence of human resources is influenced by the administrative management process, the influence of strategic decision makers, and either instructors or mentors appointed for the training process. The recommendation from this research is that special efforts are needed to build the quality of educators in the education and training system because the quality factor of educators, both instructors and mentors, has a big influence. It is also necessary to pay attention to the unavoidable natural and environmental aspects, and to make adjustments to the education and training process based on the natural situation and the environment in which the plantation is located. In addition, it is necessary to build communication with various parties outside the education and training to meet the needs of many parties whose decisions directly affect the implementation of education and training.

Keywords : *Training and Education, Development and Human Resources.*

I. INTRODUCTION

Referring to the National Education System Law no. 20 of 2003, education is not limited to institutions called schools. Education in general can be divided into 3 main domains, namely formal, non-formal, and informal education. Non-formal education is the realm of education in the community, including tutoring, youth education, and business organizations. One form of non-formal education is that held by the Education and Training Institute (Education and Training) in business organizations or companies. The purpose of the existence of the training and education is to improve the competence of human resources in order to complete their daily work in the workplace. The learning process in the education and training is based on andragogy, namely adult learning, by providing job technical training and soft skills, to support improving the performance of the students. Given the importance of education and training management to be able to help HR improve competence, education and training management needs to be carried out so that each component can work according to its duties, and is able to synergize and interact well to provide the expected results. This is inseparable from the POAC (Planning – Organizing – Actuating – Controlling) cycle in the education and training. An education and training program needs to have careful planning for each of its activity agendas (Planning), and the planning is directed at achieving the improvement of HR competencies.

After planning, education and training needs to organize every component of existing resources (organizing) in order to support the achievement of the planned goals. Furthermore, plans will only be plans without implementation. Education and training needs to ensure that planning results in implementation (Actuating) through disciplined execution. Furthermore, after being executed, the results are checked, whether it is in accordance with the original plan or not. Education and training needs to conduct a

transparent evaluation of the results, analyze the shortcomings to be improved and the strengths to be maintained. The results of this evaluation will be used as material for the next planning stage. In various companies, including in oil palm plantation companies, not every training can result in an increase in competence as expected. As a result, there are still many human resources who do not work according to the standard they should, or do not complete the target according to the time and quality that has been set. In fact, palm oil is one of the most valuable assets in Indonesia. Through the preliminary study, several interesting issues were found related to the running of the training in each company that became the object of research. Companies that are the object of research, said that not all existing training programs are effective in producing the expected increase in HR competencies, with unique problems in each company. The purpose of the study is to find a complete description of what actually happened, what was the main cause of the failure of several training programs and what made some of them successful in producing an increase in the competence of the company's HR, as well as what things need to be an important concern in the system management process. training so that the resulting training program can have an impact on increasing the competence of human resources.

II. RESEARCH METHODS

Types of research

This type of research is descriptive research with a qualitative approach to describe, describe, or describe the details of everything that happens in a particular activity or situation whose factual data is systematically and accurately taken through observations, interviews and analysis of the relevant documents. This approach is used to determine the management of education and training development in improving the competence of human resources so that a hypothetical model can be made that can help manage the learning process in education and training better in the future.

Research Time and Place

This research was conducted at three companies engaged in oil palm plantations, namely PT Sahabat Luxurious and Makmur (PT SMM), PT Kayung Agro Lestari (PT KAL), and PT Austindo Nusantara aya Agri Siais (PT ANJAS). This research was conducted from July 2018 to June 2022.

Research Respondents

In this study, the respondents were the education and training team consisting of education and training leaders and training staff, garden managers, instructors, mentors, garden human resources who were training participants, and general managers.

Data Collection Techniques and Research Instruments

Data were collected using document study, observation, and interview techniques. The instrument is the researcher himself who goes directly to the field to collect data. According to Sugiyono (2015: 60), In qualitative research, there is no other choice than to make humans as the main research instrument. The role of researchers in qualitative research is collect as much and as deep information as possible until slowly the research becomes clearer.

Data analysis technique

In this study using the analytical technique Data entry is carried out continuously on an ongoing basis, starting from before data collection, when collecting data, as well as the process after data is collected. The data analysis technique is to use the sorting of existing data, the presentation of the data with the analysis process both theoretical and practical, and drawing conclusions on the results of data analysis.

Data Validity Technique

To test the credibility, reliability and validity of the processed data, the researchers used triangulation techniques. This technique is used to check the validity of interview data, observations and documentation of training development management in improving HR competence through the process of matching data from different respondents, reinforced by observation and documentation techniques.

III. RESEARCH RESULTS AND DISCUSSION

Planning Prepared in the Management of the Education and Training System in Increasing HR Competence

Based on Armstrong's concept of Development Impact, there are 3 models in developing human resources, namely Training-Based Development, Relationship-Based Development, and Experienced-Based Development. These three models are interrelated with each other. Training-based development is held in the form of formal training both in class and in the field, relationship-based development is carried out through a mentoring process by mentors and interactions with foremen, other seniors, and classmates. Experienced-based development is carried out through the roles undertaken to prepare human resources. Chan has emphasized that training needs to be in place to prepare new employees to do their job, and to prepare someone to take on new responsibilities. Based on field findings, from the beginning of the planning carried out, conceptually it was predicted according to the conditions of field needs, for example using a semi-military approach for some training because garden culture does require semi-military discipline. While some of the human resources included are city people who have been living in an urban style, so it is necessary to plan a training approach that familiarizes changes in lifestyle from a city lifestyle to a natural lifestyle in the garden.

In the formal training phase which is part of training-based development, there is a mismatch between the plans made and the need for new employees to carry out the next task and complete the work. During interviews with various sources, it was found that there was a plan to form a future leader, where a leader was deemed necessary to have a big picture of the whole company. Therefore, all knowledge is given, even if it is not in accordance with the closest work to be carried out afterwards. One of the principles of adult learning is readiness to learn. The implication of this principle is the importance of timing or timing of the learning experience to coincide with the developmental task. Based on this principle, it is not appropriate if from the beginning all knowledge and complete information is given in the hope of being ready to become a leader who is able to see the big picture of the company. Many of these roles are carried out by high position holders in the company, which will still be experienced for a long time. This planning sacrifices various things that will be encountered in front of the eyes.

Armstrong said that learning & development in organizations is divided into 3 forms, namely training-based, relationship-based, and experienced-based where experienced-based needs to get a share of up to 70%. In fact, at the planning stage, it was not planned that way from the start. This process demonstrates a view of training that still does not align with Armstrong's. The importance of learning that focuses on experienced-based development is, because it is in accordance with the principles of adult learning from Knowles which emphasizes the contextuality of learning where the appropriate learning process for adults is learning that is close to daily work, and according to the needs of the job, not just on the job. science and theory. Because actually, for adults, learning is used to overcome various problems and achieve specified performance in both work and business.

Organizations Performed in the Management of the Education and Training System in Increasing HR Competence

Organizing the management of the training system in improving the competence of human resources requires coordination with many parties. Findings in the field show that the biggest challenge in organizing is not just the administrative division of tasks and resources, but rather the human relations aspect in it. Humans are an important factor in management. The development of the business world today shows the increasing importance of human relationships in organizing. Leading management expert, Peter Drucker mentions the importance of maintaining human relations, because without good human relations, there will be a lot of lobbying and requests that need adjustment but actually distance the organization from its real purpose. This can be seen in formal training settings, where the determination of resource persons is not just a consideration of scientific background. The education and training team needs to think about the various needs of the company's high management who want the opportunity to share their work experiences, and this needs to be facilitated for various conveniences in future implementation. Research shows that poor communication is most often cited as a source of interpersonal conflict. One of the obstacles that often

occurs is due to selective perception, where the recipient in the communication process selectively sees and hears based on needs, motivations, experiences, backgrounds, and other personal characteristics.

This is what happens, when the requests of several managements that are actually considered not appropriate to be resource persons are not fulfilled, the selective perception of each is feared to have a bad impact. The mentoring organization carried out is in the Group Meeting category where one of the activities is Matching Process and Initiating Partnership. Managers in each area hold meetings with the parties who will later be involved in the process. In organizing other trainings, the step to rely on a pool of trainers in running experienced-based training is a strategic step that is a solution in meeting training needs to solve problems in the field. Organizing facilities and infrastructure based on Widodo's opinion, gardens that have not been established tend to lack user facilities and infrastructure, namely facilities and infrastructure in the form of tools and space due to limitations. This limitation is due to the lack of sufficient resources to realize it, especially rooms whose construction takes time, effort, and money, in the condition that the gardens are still in a state of pursuing targets. Gunawan & Benty mentioned 6 of my sources that need to be regulated in Education, two of which are management of facilities and infrastructure, and financial management. It seems that these two things are related in the case of this organization, where limited funds are still an issue for the development of learning facilities and infrastructure in a more complete manner. In fact, based on records of training implementation every year, the number of soft skills training in plantations that have not been established is far more than the technical training that can be taught in the field.

Implementation of Education and Training System Management in Increasing HR Competence

In the Training Model in Education and Training Management by McManus, the implementation stage is in the third order of the four phases, namely deliver. That is, what has been planned, delivered, is presented to training participants in various forms, both in the form of material delivery, long number guidance, assignment assignments, project assignments, and various other forms of presentation where the selection of the form of presentation is adjusted to the objectives to be achieved. The learning process is a change born of experience. Defining learning as a change that is the result of experience, meaning that learning outcomes occur from one or more events experienced by the learner. This supports the Development Impact of Armstrong, which states that 70% of the learning process is Experienced-Based Development. The world of education currently recognizes adult learning or adult learning, which is used to manage the learning process for adult humans, which is mostly contextualized to the need to meet career and work needs. Adult learning was popularized by Malcolm S. Knowles. In adult learning, there are 6 principles of adult learning. One of them is orientation to learning. The principle of orientation to learning in adult learning is to solve problems in the context of real situations, not just to master new knowledge. Therefore, adult learning needs to be made life-centered, or task-centered, or problem-centered (Knowles considers these 3 terms have the same meaning). Adult learning needs to avoid subject-centered as shown by the learning system in schools where students learn a lot of structured material with many standard learning modules without seeing the connection with students' daily lives.

Training What happened, some of which did not contain problem centeredness, were seen in direct observations in the field when observing how new employees were received with various processes that could not be directly related to work. There was almost no discussion related to garden life, because the speakers and field trainers presented were purely from the military who did not know anything about plantations. If referring back to curriculum development on competency-based training, training activities should emphasize application in the workplace. That is, a training needs to be designed with a curriculum that supports the closest work, about what the participants will immediately do after the training runs. This means that training does not always have to provide only standard SOPs. Experienced-based learning sessions run with job instruction and coaching exercises, both of which require more mentor presence. Conceptually, this learning with mentors fulfills the problem centered and contextual rules, regardless of the various implementations. The form of mentor support for HR who becomes a mentee is support for career functions (career functions aid) and psychosocial functions aid (psychosocial functions aid) that supports mentees in carrying out their roles in the workplace.

Part of the support that HR does not get while undergoing the learning process due to limitations is timely feedback, where feedback should be given immediately after the learning process, and facilities for strengthening are needed. The two things that are part of the methods needed in teaching and learning activities require special attention and time. Regarding the characteristics of non-formal education which can be quickly adapted to the needs of the community, every process including training sessions, it is necessary to see the development of the times and various changes that are around. This includes generational changes in which the training approach needs to be adjusted, it cannot be equated with how a training was carried out in the past. The needs of the millennial generation for the process of learning and growing as well as getting self-development while working need to be considered, rather than just completing work like robots without them understanding what the reasons are behind it. The implementation of training in plantations that have not been established is still dominated by soft skills training, when employees feel they need more technical knowledge, which is supported by technical training and certification training. The softskill training that is more popular is also materials on how to influence subordinates to obey, because according to employees in these plantations, knowledge is more needed in completing targets. In reality, the formation of workability is not that simple. Iceberg model from Spencer & Spencer clearly shows that the visible surface of the iceberg is indeed in the form of knowledge & skills, but below sea level, there is a larger iceberg consisting of self-concept, trait, and motive. These are deep things that need more time to develop than just how things are done practically. Most of the three are formed formally by soft skills training and informally through a mentoring process by superiors or seniors.

Control and evaluation carried out in the management of the education and training system in improving the competence of human resources

If it is based on the Training Model in Education and Training Management from McManus, the control stage is in the fourth stage, namely evaluate, which is to evaluate whether the training carried out, the results are in accordance with the objectives or not. The concept of training evaluation that is often used by companies or corporations in Indonesia is Kirkpatrick's 4-level evaluation. Based on Kirkpatrick's 4-level evaluation, training-based learning represented by formal training is evaluated up to level 2. Level 2 evaluation is carried out through pre-test and post-test, or technical training is evaluated with practical exams, although not entirely. Level 3 is done in 3-6 months based on feedback from superiors. Until the data is taken, the training evaluation process has not been carried out at level 4, let alone the calculation of ROI. The ongoing plan is that level 4 evaluation will be integrated with the performance achievements of each staff. However, the process cannot be as fast as expected so it has not been realized, so it is still difficult to measure the impact of training on final performance and financial achievements.

Theoretically, a level 3 evaluation is sufficient to show how far training has an effect on increasing employee competence per individual. That is, through level 3 evaluation, the training and education team can determine whether the training carried out has a positive impact or not on how the training participants work on a daily basis. In fact, the implementation of the evaluation process varies. In the case of this research, the level 3 evaluation carried out is still doubtful whether it is really valid, because it only relies on superior feedback by filling out a form. In practice, level 3 evaluation involves supervisors and observations of the actual achievements of the employees concerned, including checking documents and achievement data that can be used as a basis for determining whether performance indicators are achieved or not. The conditions related to the training evaluation that have been described make it difficult to assess whether training in various forms has a positive effect on performance. There are too many biases, so the possibility arises that the training that is carried out is worth a lot of waste. This means that even if nothing is done, it will not have much effect on performance. However, this is only a possibility, not a certainty, that arises as a result of an incomplete evaluation.

Constraints Experienced in the Management of the Education and Training System in Increasing HR Competence

Every process of the training system in improving HR competence does not always run smoothly as desired. Many obstacles were experienced. The causes of the obstacles that occur vary, but research findings show that the obstacles experienced are mostly caused by human factors. Every human being has a motive,

which is something that a person consistently thinks or wants and causes action, as part of his competence, something that is under the iceberg and is invisible. Each mentor who has a different action, has a different motive. High management and field management have different motives for how a training is carried out, and this is influenced by the past experiences of each party. What is still difficult to do is to reconcile the different motives between two parties who are working together to get things done. The age of the garden and the condition of the land are also obstacles. The age of the plantations is still new, so the work is still focused on achieving performance, because the work process is very adapted to nature so that many aspects cannot be accelerated directly. There are even plantations where oil palm plantations are planted on peatlands, so they require special handling because peatlands are very easily flooded with water for a long time when it rains. Another constraint that is quite striking is the adjustment between the hours of training and the limited time to complete the work. The desire of the company's high management to build future leaders makes training with softer leadership and management content more and more, outside the already solid technical training agenda, so that various readjustments need to be made, especially this obstacle is mostly experienced by employees with non-staff status. because his salary is adjusted to his work productivity. This means that participating in training makes their productivity decrease during implementation because the time they have to complete work is also reduced due to being diverted for training hours.

Solutions During the Education and Training System Management Process in Increasing HR Competence

Support for career and psychosocial aspects needs to be a focus in the mentoring process, and in line with Knowles' orientation to learning principle. This means that all solutions need to be directed at the extent to which HR is more ready to lead a professional life after being officially accepted as an employee. To make it happen, it turns out that you can't just pay attention to how a training is structured technically. The training and education team has made efforts to maintain human relations or interpersonal relationships with various stakeholders involved in the training process. All of this was done while continuing to carry out mentor preparation and coordination training to be able to keep the mentors from carrying out their roles as mentors to support career and psychosocial aspects. Introducing mentors about the principles of adult learning is also carried out in mentor preparation trainings, on how a mentor needs to focus on what is contextual. Some mentors understand this well, which in fact provides a richer learning experience for the HR they mentor. These various solutions also show that the competency requirements that the training and education team need to master are not only limited to competencies regarding administrative education management, but also require competence in the field of building relationships with other human beings within the company. Things such as communication skills, negotiation, active listening, and so on can be the focus of development for the education and training team that is in charge of managing the education and training process.

Facing natural situations that are out of control, for example peatlands that are easily inundated for a long time, where this situation cannot be changed because it has become a gift from nature, special training is carried out to understand the characteristics of peatlands in depth. An in-depth understanding of the characteristics of peatlands is expected to assist in planning the daily work processes so that they are adapted to the natural situation, so that solutions can be thought of. In connection with the problem of the lack of a training schedule that is carried out in the training process directly in the field, the training is carried out directly in the field without waiting for a time or class learning schedule, being trained by superiors, or also people who are part of the pool of trainers with little direct time. practical and can be practiced directly in real situations and then immediately given feedback on the spot. In this way, the provision of feedback along with the provision of facilities for strengthening the learning process can be carried out more quickly and is maintained in a contextual corridor in accordance with the principle of readiness to learn in adult learning.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusion

First, Planning prepared by the organizing team, the process is supported by a balanced curriculum between hard competency and soft competency and trained by instructors who are also complete starting

from instructors who are dedicated due to their knowledge and also instructors from management or leaders who rely on practical experience.

Second, the organization that is carried out in the management of the training system in improving the competence of human resources is a process carried out by involving a pool of trainers and mentors more than other teaching staff or mentors. Some programs that involve outside teachers are completely left to the relevant parties. The learning process in the classroom by high management was handed over to the instructors to share their experiences. Only instructors from training and education who teach technical management of work, which are specially prepared. The greatest concentration on this is actually done by providing training and conducting intense coordination with those appointed as mentors, as well as setting study hours for technical training for non-staff. With a process like this,

Third, the implementation of the management training system in improving HR competencies is generally carried out with a formal training process under the guidance of a trainer or instructor, and on the job training under the guidance of a superior or senior. Even though the preparations have been planned and arranged, there are still things that are not as expected, because the process involves dynamic humans. Training organizers find it difficult to make adjustments when things go wrong because in the implementation process, all responsible parties have their own independence.

Fourth, The process of control and evaluation does not stop just after the training is over. There is a post-training process when every HR has returned to the workplace. In Kirkpatrick's evaluation language, level 3 evaluation. This evaluation measures whether there has been a change in behavior at work some time after the training is over. Based on the information obtained during data mining, a level 4 evaluation is in the process of being implemented and is not yet fully completed and ready.

Fifth, the obstacles experienced during the training system management process in improving HR competence include internal and external constraints. Internal constraints are obstacles that occur in the training system management process in improving HR competence, including various parties and resources directly involved. Meanwhile, external constraints are constraints that come from outside the education and training system process in improving the competence of human resources, including parties who do not actively participate in the education and training system, but various steps and decisions affect the education and training system implemented.

Sixth, the solution to the various obstacles previously mentioned, is the communication process. The education and training management team needs to hold intensive meetings with various parties, both directly and indirectly involved.

Overcoming natural obstacles is done by providing special training on the condition of the land being planted, as well as ways of handling it which will affect how the work schedule and arrangements are adapted to the natural situation which cannot be changed from the start.

Recommendation

Based on the results and discussion, there are several recommendations put forward by the researchers as follows:

1. Use the research results as a reference for the company's HR competency improvement process that will be faced in the future, with some adjustments.
2. Conduct similar research on various companies that are faced and served in the role of consultants, to deepen understanding of management and training development in improving HR competencies, especially in the case of companies in different fields with different organizational models.
3. Do research with a wider variety of companies, because each company with a different field of work has unique and different management characteristics.
4. Connect research on the development of training management in improving HR competencies with changes in the digital era more deeply, especially in digital-based dynamic companies and companies in the service sector.
5. Extend the research to non-technical factors that are not directly related to work, but have an influence. Examples are office politics, family relationships at home that affect daily performance at work,

personal relationships between HR and what kind of influence it has on the process of improving the quality of HR.

6. Make the agenda of 'building relationships' with various parties, whether directly involved with the implementation of the training or not, an agenda that gets special attention and needs to be provided with time and resources. This is because the relationship between these sections, although not always directly related to the training management development process in improving HR competencies, has a big and strong influence in the future.

7. Make more preparations for the teaching staff and mentors, both instructors and mentors for each training and education program in each program. This is because, research shows that the ability of teachers and supervisors has a large and directly proportional influence on the quality of people who follow the learning process. That is, the human factor has a greater influence in the development of the training system in improving the competence of human resources.

8. Natural and environmental factors are factors that definitely exist and cannot be avoided. The management of the education and training system needs to be prepared to be able to deal with land that needs special handling, as well as local communities who have special characteristics that need to be dealt with in such a way, especially because plantation human resources also draw a lot from the surrounding community. So, recognizing the uniqueness of the land and the surrounding community can help in managing the education and training system in improving human resources.

Hypothetical Model

The hypothetical model of this research is shown in the following figure.

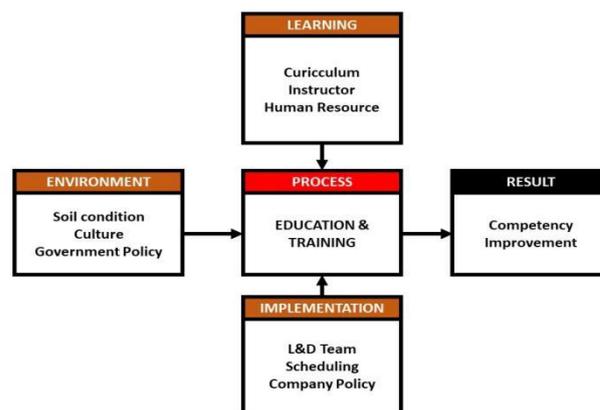


Fig 1. Hypothetical Model of Education and Training System Management in Increasing HR Competence

The education and training process is influenced by 3 components, namely learning, implementation, and the environment. Learning is all processes that are directly related to the content and learning process experienced by the company's HR. Implementation is a support that ensures learning is carried out in education and training. Meanwhile, the environment is the surrounding factor that affects everything in the education and training process, including also influencing the decisions taken in the management of the education and training system. Learning in education and training depends on the curriculum that is used as a reference for learning, training instructors who become the main facilitators of learning, and company human resources who become participants in the training process. There is also an implementation process, namely a process that ensures learning occurs starting from preparing schedules, instructors, scheduling the use of facilities and infrastructure, and scheduling learning flows.

This implementation also needs a training team that makes decisions and controls the overall learning process, the company where the education and training is sheltered also has desires and hopes as well as messages to be implemented into the education and training process, so that the training carried out remains in line with the vision and company mission. The education and training process cannot be separated from environmental conditions. In fact, the condition of the land where the garden is located has a direct effect on how HR works, and in particular affects how education and training carries out learning to improve

HR competencies. The condition of the community also has a big influence because the company involves a lot of the surrounding community in the work of managing oil palm plantations. In addition, government policies also play an important role because the government has strict regulations related to human resource competencies so that many of the learning and training processes are specially prepared to meet these government regulations.

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