

**REFRAMING TRAINING MANAGEMENT IN PUBLIC SECTOR
ORGANIZATIONS: EVIDENCE FROM INDONESIA'S OIL AND GAS
HUMAN RESOURCE DEVELOPMENT CENTER**

Meita Azzahra Devian¹

Universitas Islam Indonesia, Yogyakarta, Indonesia

22311420@students.uii.ac.id

Majang Palupi²

Universitas Islam Indonesia, Yogyakarta, Indonesia

majang_palupi@uii.ac.id

Novi Hery Yono³

PPSDM Migas, Cepu, Indonesia

novi.hery1983@gmail.com

Abstract

Public-sector training institutions are expected to respond to stakeholder needs while ensuring competency alignment, instructional consistency, and accountable evaluation. This study examines training management at the Oil and Gas Human Resources Development Center (PPSDM Migas), Indonesia, with a focus on industrial training, civil servant (ASN) training, and efforts to improve training quality. A qualitative approach was employed using semi-structured interviews with four officials responsible for implementation, planning, cooperation, and evaluation, supported by training documents and evaluation records. The data were analyzed through reduction, display, conclusion drawing, and verification, while credibility was strengthened through source and technique triangulation. The findings show that industrial training is highly responsive to company requests, but participant competency gaps are not mapped systematically. ASN training is more structured through training needs analysis, a training grand design, and the DEIS AKD system, although planning remains predominantly job-based and is affected by changes in personnel data. Across both training streams, the absence of sufficiently standardized guidance for learning materials and the uneven follow-up of evaluation recommendations limit consistent improvement. Based on these findings, public-sector training management requires stronger connections among demand responsiveness, competency-gap analysis, minimum learning standards, multilevel evaluation, and integrated follow-up. This case-based interpretation provides practical improvement priorities for strengthening the relevance, quality, and sustainability of training at PPSDM Migas.

Keywords: Training Management, Public Sector Organizations, Human Resource Development, Training Evaluation, PPSDM Migas

INTRODUCTION

Human resource development (HRD) has become a critical factor in enhancing organizational competitiveness and sustainability. Human resources are strategic assets that must continuously be developed to improve their technical, theoretical, conceptual, and moral capabilities in accordance with organizational demands (Pratama, 2020). The quality of human resources significantly influences organizational performance, making training and development essential instruments for achieving organizational goals (Jotab & Fernandes, 2025; Suryani et al., 2023).

The rapid advancement of digital technology, globalization, and changing work patterns has transformed the role of human resource management (HRM) from an administrative function into a strategic partner that contributes directly to organizational development (Ghosh et al., 2024; Jotab & Fernandes, 2025). This transformation requires organizations to develop employees who are capable of adapting to technological change, increasingly complex work demands, and evolving competency requirements. Training and development programs therefore need to be integrated with organizational strategy rather than implemented merely as routine administrative activities.

The management of training is particularly important in public-sector organizations. Unlike private organizations that primarily focus on business performance and competitiveness, public institutions must balance competency development with accountability, regulatory requirements, organizational mandates, and the diverse needs of service users (Pynes, 2020; Peters, 2018). Consequently, training management in public institutions cannot be limited to the delivery of training activities but must involve systematic needs analysis, program planning, implementation, evaluation, and continuous improvement.

Previous studies emphasize that organizational competitiveness cannot be achieved without skilled and competent human resources. Consequently, organizations must invest in training and development activities to enhance workforce capabilities (Harding et al., 2018). Training serves as a structured process designed to provide employees with the knowledge and skills needed to perform their jobs effectively (Mondy, 2008). Furthermore, effective training programs require accurate training needs analysis to ensure alignment between organizational objectives and workforce competency requirements (Harding et al., 2018).

One public institution that plays a strategic role in developing human resources within Indonesia's energy sector is the Pusat Pengembangan Sumber Daya Manusia Minyak dan Gas Bumi (PPSDM Migas). As a training and competency development center under the Ministry of Energy and Mineral Resources, PPSDM Migas is responsible for providing training programs for oil and gas industry personnel, civil servants, and the general public. The institution plays an important role in maintaining workforce competency standards, supporting technological adaptation, and meeting the dynamic demands of the oil and gas industry.

Preliminary observations indicated that several challenges remained in the management of training at PPSDM Migas. Industrial training programs were generally developed in response to requests from collaborating companies, while civil servant (ASN) training was planned through personnel data, training needs analysis, a training grand design, and the DEIS AKD system. However, these processes still faced challenges in identifying actual competency gaps, standardizing teaching materials and instructional methods, updating personnel data, adjusting training schedules, and managing limited resources.

Training evaluation represents another important challenge. PPSDM Migas has

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conducted competency assessments at the end of certain training programs and collected participant perceptions regarding training implementation. Nevertheless, evaluation has not yet been fully extended to examine the application of acquired competencies in the workplace, behavioral changes, or organizational results. In addition, follow-up on evaluation recommendations remains dependent on the person in charge of each activity and has not been fully integrated into a structured continuous improvement mechanism.

Effective training management is closely related to human resource management practices that focus on developing employee competencies and improving organizational performance (Pahira & Rinaldy, 2023). Training activities contribute to the enhancement of intellectual capacity, skills, work attitudes, and values (Cahya et al., 2021). The competencies developed through training encompass both technical competencies (hard skills) and non-technical competencies (soft skills), which are essential for organizational success (Hatta et al., 2023). Moreover, training and development programs have been recognized as important drivers of employee performance and overall organizational effectiveness (Mozael, 2015).

In addition to competency development, employee motivation is another important determinant of training effectiveness. Motivation functions as an internal force that directs and sustains individual behavior toward achieving specific goals (Qomariah, 2020). Training programs that consider motivational factors tend to generate higher participation and better learning outcomes. Therefore, an in-depth analysis of training management practices at PPSDM Migas is necessary to identify existing challenges and formulate appropriate development strategies.

Accordingly, this study aims to examine how training management is planned, implemented, evaluated, and improved at PPSDM Migas. The analysis focuses on industrial training, civil servant training, competency alignment, material standardization, and the follow-up of training evaluation. By examining these aspects, the study provides evidence regarding the challenges of managing training in a public-sector human resource development institution and highlights the need to view training management as an integrated process rather than merely as the implementation of training activities.

REVIEW OF LITERATURE

Strategic Human Resource Management and Training

Strategic human resource management emphasizes the alignment of workforce practices with organizational objectives and long-term capability development (Becker & Huselid, 2006; Armstrong 2020). From this perspective, training should be treated as an organizational investment that supports strategy rather than as a routine response to annual schedules. Related research in an Indonesian organizational context has also examined work stress, job satisfaction, affective commitment, and quiet quitting, illustrating the broader behavioral consequences that human resource practices must consider (Attamimi & Palupi, 2024). In public institutions, strategic alignment also requires sensitivity to public value, accountability, and the formal rules governing personnel development (Pynes, 2020).

Demand-driven training begins with the needs expressed by employers, service users, or the labor market. It can increase relevance because training content is adjusted to real operational requirements (Lee, 2020; Ramasamy & Pilz, 2020). Nevertheless, demand responsiveness is not identical to competency-based training. A program may accurately reflect what a client requests while still lacking systematic evidence regarding the current competence of individual participants and the specific gap that should be closed (Noe, 2020).

Competency-based training requires explicit standards, observable learning outcomes, and assessments that demonstrate whether participants can perform the expected tasks. It should integrate technical competence with behavioral capabilities such as communication, adaptability, teamwork, and problem solving, because contemporary work increasingly depends on both skill categories (Succi & Canovi, 2020; Dachner et al., 2021). A rigorous needs analysis therefore connects organizational priorities, job requirements, and individual evidence before a curriculum is finalized (Blanchard & Thacker, 2020).

Instructional flexibility can be valuable when training serves diverse users, but flexibility requires minimum design standards to protect quality. Salas et al. (2012) argue that effective training depends on scientifically informed learning objectives, instructional methods, practice, feedback, and support for transfer. Without shared guidance, learning quality may vary across instructors even when the curriculum contains the same formal objectives.

Evaluation is the mechanism that connects training delivery with improvement. The Kirkpatrick framework distinguishes reaction, learning, behavior, and results, while transfer research stresses whether acquired knowledge and skills are applied in the workplace (Kirkpatrick & Kirkpatrick, 2006; Baldwin & Ford, 1988). Recent evaluation frameworks likewise emphasize that participant satisfaction alone is insufficient for judging whether training changes performance or contributes to organizational outcomes (Paul et al., 2024).

Evidence-based human resource management extends evaluation beyond measurement by requiring findings to inform decisions. Scientific evidence, organizational data, professional expertise, and stakeholder perspectives should be combined when programs are reviewed and redesigned (Briner et al., 2009; Rousseau & Barends, 2011). Accordingly, the literature provides an analytical basis for examining whether user needs, competency analysis, learning design, implementation, evaluation, and follow-up are connected within the training management process.

RESEARCH METHOD

This study employed a qualitative research approach. According to Creswell and Creswell (2018), qualitative research is an approach used to explore and understand social phenomena in depth by examining meanings constructed by individuals or groups through data collection in natural settings, with the researcher as the primary instrument and inductive data analysis. This approach was selected to obtain a comprehensive and contextual understanding of training management activities at PPSDM Migas.

The unit of analysis in this study was individuals involved in training management at PPSDM Migas, including staff from the training implementation, planning, cooperation, and evaluation divisions. The selection was based on each division's role in the training management process: the implementation division oversees program execution, the planning division prepares training needs and plans, the cooperation division coordinates with industrial clients, and the evaluation division assesses training outcomes and formulates improvement recommendations.

Informants were selected purposively based on their formal responsibilities and direct involvement in the processes examined. Four subcoordinators were interviewed, representing training implementation, human resource development planning, training cooperation, and evaluation. Semi-structured interviews were conducted face-to-face from 20 to 23 May 2025, allowing the researcher to follow a common interview guide while

exploring operational processes, implementation challenges, and improvement priorities.

Table 1.

Research Information

Initial	Position	Role in Training Management	Interview Date
SR	Subcoordinator of HR Development Training Implementation	Coordinates and oversees the implementation of training for ASN, industry personnel, and other users.	May 20, 2025
NHY	Subcoordinator of HR Development Planning	Prepares training needs analysis, the training grand design, programs, schedules, and instructor-development plans.	May 21, 2025
NM	Subcoordinator of HR Development Cooperation	Manages external cooperation, processes industrial training requests, and aligns stakeholder needs with institutional capacity.	May 22, 2025
YH	Subcoordinator of Evaluation	Collects and analyzes evaluation data and prepares recommendations for training improvement.	May 23, 2025

Source: Research data, 2025

RESULTS AND DISCUSSION

The analysis identified four connected dimensions of training management: demand-responsive industrial training, structured but predominantly job-based ASN training, uneven standardization of learning delivery, and evaluation that has not yet become an integrated improvement process. Table 2 summarizes the principal evidence, the main gap, and the improvement priority arising from each dimension

Table 2.

Result and Discussion

Dimension	Existing Practice	Main Gap	Improvement Priority
Industrial training	Programs are customized through coordination with company users.	Company requests are not always supported by individual competency-gap evidence.	Combine demand sensing with participant-level competency diagnosis.
ASN training	AKD, a training grand design, and DEIS AKD structure program planning.	Planning remains strongly job-based and is disrupted by changes in personnel data.	Integrate job requirements with individual competency assessment and regular data governance.
Learning design	Curricula are flexible and instructors adapt materials	Minimum guidance for materials and delivery	Define common quality standards while

	to user needs.	methods is not consistently standardized.	preserving contextual flexibility.
Evaluation and follow-up	Participant perceptions, competency tests, and recommendations are collected.	Behavior, organizational results, and implementation of recommendations are not systematically tracked.	Establish multilevel evaluation and a documented closed-loop follow-up system.

Source: Research data, 2025

Demand-Responsive Industrial Training and the Hidden Competency Gap

Industrial training begins with a request from a company or institution and is negotiated with the user before implementation. SR explained that *“the training is based on the user; for industry, it is adjusted to the company’s request”* (SR, 20 May 2025). This arrangement makes the service responsive and allows PPSDM Migas to adapt the topic, duration, schedule, and expected output to operational needs.

The cooperation function plays a central role in translating the request into a workable program. NM stated that *“the training is highly customized and adjusted to the need, and we discuss it together with the HR department”* (NM, 22 May 2025). The negotiation may require several meetings before the parties agree on content, duration, instructors, facilities, and administrative requirements.

After agreement is reached, an Activity Implementation Order is prepared and training information is entered into the Training Information System. A course leader then arranges the detailed schedule and coordinates instructors. This workflow demonstrates strong demand responsiveness, yet the starting point is mainly the company's expressed request rather than a documented diagnosis of each participant's competency gap. As a result, the program can be relevant to the client organization while still lacking precise evidence about which individual capabilities should change.

This distinction is important because demand-driven and competency-based training answer different questions. Demand-driven training asks what the user wants, whereas competency-based training asks what participants must be able to demonstrate after learning. The findings therefore indicate that customized industrial training should be strengthened with participant-level baseline assessment, explicit competency standards, and post-training evidence that the identified gap has been reduced (Lee, 2020; Noe, 2020).

Structured ASN Training but Predominantly Job-Based Alignment

ASN training is planned through a more formal process. Personnel information, including work unit, position, duties, and organizational functions, is collected through the Training Needs Analysis process and used to prepare a training grand design. The grand design is then integrated into the DEIS AKD dashboard, which groups training requirements according to position categories and generates mandatory training recommendations.

NHY described the logic of this process by explaining that *“from the personnel data, organizational duties are mapped and then compiled into a training grand design”* (NHY, 21 May 2025).

The system provides a clear administrative structure because training assignments can be traced to positions and organizational responsibilities.

The principal limitation is that the system relies heavily on job and personnel data. Rotation, transfer, promotion, and other staffing changes alter the training grand design and require regular updating, while the data do not always show the employee's current level of competence. Planning is therefore organized and digitized, but it is not yet fully individualized. A stronger approach would combine position-based requirements with assessment evidence, prior learning records, performance information, and supervisor input before training priorities are finalized.

This finding shows that digitalization does not automatically create competency alignment. DEIS AKD improves visibility and administration, but the quality of the training decision still depends on the evidence entered into the system. Competency-based planning requires the institution to distinguish between training that is mandatory because of a position and training that is necessary because a measurable capability gap exists (Blanchard & Thacker, 2020; Noe, 2020).

Standardization as the Boundary Between Flexibility and Quality

The curriculum-development process allows instructors to adapt material to the characteristics of a program and its users. This flexibility is valuable for industrial training because different companies may operate with different technologies, procedures, and risk profiles. However, the study found that shared guidance on how materials should be structured and how learning should be delivered is not yet sufficiently detailed.

SR acknowledged this limitation by stating that *“the guidance is still left to the instructors, and each instructor has a different style”* (SR, 20 May 2025). Consequently, participants may receive different levels of explanation, practice, feedback, and assessment even when programs pursue similar competency objectives.

Standardization in this context should not eliminate customization. Instead, PPSDM Migas needs operational guidance covering learning outcomes, minimum material content, learning media, delivery methods, practical exercises, assessment instruments, feedback, and documentation. Instructors could still adapt examples and delivery methods to industry or ASN contexts, but the minimum quality elements required in every program would remain consistent. This balance reflects the training-science principle that contextual adaptation should operate within an evidence-based design architecture (Salas et al., 2012).

Evaluation Without an Integrated Organizational Learning Loop

PPSDM Migas collects participant perceptions and conducts competency tests in selected programs. Evaluation data are processed quantitatively and qualitatively, and the evaluation function prepares recommendations for the unit responsible for the program. These practices provide useful information about participant reaction and immediate learning, but they do not consistently extend to workplace behavior, organizational results, or the implementation status of each recommendation.

YH explained the current division of responsibility by stating that *“we provide the recommendations, while the follow-up is carried out by the person in charge”* (YH, 23 May 2025). This arrangement means that the evaluation unit can identify a problem without having a common mechanism for confirming whether corrective action has been completed and whether it improved the next training cycle.

The absence of an integrated follow-up process reduces the institutional value of evaluation. Participant satisfaction may indicate whether a program was well received, but it cannot establish whether competence improved, whether learning was transferred to work, or whether organizational performance changed. Multilevel evaluation should therefore connect reaction and learning data with post-training information from participants, supervisors, or service users to assess workplace application, behavioral change, and organizational impact. Evaluation recommendations also need to be monitored and documented so that the results can be used in the next training cycle (Kirkpatrick & Kirkpatrick, 2006; Baldwin & Ford, 1988; Paul et al., 2024).

Limited human resources and infrastructure also affect the capacity to conduct post-training evaluation and monitor follow-up. For this reason, PPSDM Migas can prioritize deeper evaluation for strategic programs while using practical instruments that remain manageable for participants and staff. This approach would strengthen monitoring without creating an excessive administrative burden.

Discussion

The findings suggest that training management in a public-sector institution should be understood as a connected process. PPSDM Migas already possesses important components, including direct engagement with industrial users, formal ASN planning, digital training information, experienced instructors, competency tests, and an evaluation function. The central problem is therefore not the absence of management practices, but the weak connection among several stages of the process.

First, responsiveness to user demand should be connected with competency diagnosis. The industrial-training process demonstrates the value of customization, yet company requests do not always reveal the capability level of individual participants. This finding qualifies the assumption that demand-driven training is automatically competency-based. Public training providers need a dual entry point in which stakeholder demand defines the operational context and participant assessment defines the precise learning gap (Lee, 2020; Ramasamy & Pilz, 2020).

Second, formal planning and digital systems should be evaluated by the quality of the decisions they support. ASN training at PPSDM Migas is administratively structured, but position data remain a proxy for competence. Strategic HRM requires training decisions to connect organizational goals, job requirements, and individual evidence, not merely to document compliance with a schedule or position profile (Becker & Huselid, 2006; Armstrong & Taylor, 2020).

Third, instructional standardization and flexibility are complementary rather than contradictory. Standardization should define the non-negotiable elements of quality, while flexibility should allow content and examples to respond to different users. This approach protects consistency without turning customized training into a rigid product. It also strengthens transfer because participants encounter clear outcomes, relevant practice, feedback, and assessment across programs (Salas et al., 2012).

Fourth, evaluation must become a management loop rather than an end-of-program report. The evidence-based HRM perspective implies that evaluation findings should be assigned, tracked, reviewed, and used in redesign decisions (Briner et al., 2009; Rousseau & Barends, 2011). When recommendation ownership and completion evidence are unclear,

organizational learning remains dependent on individual initiative and may be lost when responsibilities change.

Taken together, these findings point to five connected areas for improving public-sector training management: understanding stakeholder needs, diagnosing competency gaps, designing training within common quality standards, evaluating outcomes at appropriate levels, and integrating follow-up into subsequent program improvement. These areas are particularly relevant to PPSDM Migas because it serves both external industrial users and internal government personnel. Because the study concerns one institution, they should be understood as a case-based analytical synthesis rather than a general model that has been validated for all public organizations.

CONCLUSION

This study examined training management at PPSDM Migas by comparing industrial training, ASN training, learning standardization, and evaluation follow-up. Industrial training is responsive and highly customizable, but it does not always begin with systematic participant-level competency diagnosis. ASN training is more structured through AKD, a training grand design, and DEIS AKD, yet it remains predominantly job-based and sensitive to frequent changes in personnel data.

Across both training streams, instructional flexibility is not yet supported by sufficiently consistent minimum standards for learning materials and delivery. Evaluation produces participant feedback, selected competency evidence, and recommendations, but the connection between recommendations, corrective action, workplace behavior, and organizational results remains incomplete. These gaps prevent training management from operating as a fully integrated continuous-improvement system.

The findings support reframing training management as a connected process in which user needs, competency-gap analysis, learning standards, evaluation, and follow-up inform one another. Practically, PPSDM Migas should strengthen competency-based training needs analysis, update ASN planning data regularly, prepare more operational guidance for learning materials and methods, expand post-training evaluation, and integrate the monitoring of evaluation recommendations into program improvement. Theoretically, the case indicates that demand-driven services and digital planning systems do not automatically ensure competency-based training or continuous organizational learning.

The study is limited to one institution and four informants occupying management roles. Future research should include training participants, instructors, supervisors, and industrial users, and should examine whether learning is transferred to the workplace over time. Comparative or mixed-method research across public-sector training institutions could assess whether similar management gaps occur in other settings and provide a stronger basis for developing and testing a public-sector training management model.

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