

**STRATEGIC FACTORS FOR CAREER DEVELOPMENT IN HUMAN RESOURCES BASED ON THE  
INDONESIAN QUALIFICATIONS FRAMEWORK**

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**ABSTRACT**

Masalah utama yang dihadapi oleh banyak organisasi dalam penerapan model pelatihan berbasis kompetensi (CBT) adalah ketidakselarasan antara program pelatihan yang diberikan dengan kompetensi yang sebenarnya dibutuhkan untuk peran pekerjaan yang ada. Banyak perusahaan yang belum sepenuhnya melakukan analisis kompetensi yang memadai, sehingga program pelatihan yang dijalankan tidak sesuai dengan kebutuhan spesifik kompetensi karyawan. Selain itu, pelatihan seringkali terfragmentasi dan hanya didorong oleh kebutuhan masing-masing departemen, bukan tujuan strategi organisasi secara keseluruhan, serta kurangnya integrasi antara keterampilan teknis dan keterampilan lunak dalam desain pelatihan. Permasalahan ini menghambat efektivitas program pelatihan dalam mencapai perubahan perilaku yang diinginkan pada karyawan, sehingga kompetensi yang dibutuhkan dalam pekerjaan tidak tercapai secara optimal. Tujuan penelitian ini adalah untuk mengidentifikasi permasalahan tersebut dan mengusulkan pendekatan yang lebih terhadap CBT sistematis yang lebih selaras dengan tujuan organisasi. Metode penelitian kualitatif, termasuk studi kasus dan wawancara, digunakan untuk menganalisis praktik CBT yang sedang diterapkan. Hasil penelitian menunjukkan bahwa perusahaan perlu melakukan analisis kompetensi yang lebih komprehensif dan mengintegrasikan keterampilan teknis dan lunak dalam desain pelatihan. Selain itu, kepemimpinan pengembangan program harus lebih inklusif agar dampaknya lebih luas pada seluruh organisasi. Penelitian ini menyimpulkan bahwa untuk meningkatkan efektivitas, perusahaan perlu menyempurnakan pendekatan CBT mereka. Implikasi dari penelitian ini adalah perlunya organisasi untuk merancang pelatihan yang lebih terintegrasi dan berbasis kompetensi yang jelas, dengan menggunakan teknologi untuk membantu pencapaian analisis kompetensi, serta melakukan studi jangka panjang untuk mengukur dampak CBT terhadap kinerja karyawan dan hasil organisasi. Penelitian lebih lanjut dapat mengeksplorasi penerapan CBT di berbagai industri dan mengkaji dampak langsung terhadap pengembangan kompetensi karyawan dalam konteks yang lebih luas.

**Keywords :** Factor; Human Resources Managemen;, Indonesian; Strategic;

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**Keywords :** *Faktor, Manajemen Sumber Daya Manusia Indonesia , Strategis,Manajemen Sumber Daya Manusia Indonesia*

## INTRODUCTION

Human resources are quite an important part of an organization. Human resources are closely related to performance and also employees. The rapid development of the times requires humans to be able to compete with existing technology (Farida, Zainal, & Aslinda, 2024). To create quality human resources you must consider many aspects. Career planning and development is a fairly efficient way to create quality human resources (Aprilita, 2024). The importance of skilled human resources due to the need to face different competition, with the rapid development of computing and technology as well as the need for the growth of new services has become a necessity especially in transition countries where a multidimensional work approach is a key element for employments (Prabowo, Samsudin, Widiyanti, Gunawan, & Tarigan, 2024). Unclear plans for staff training make it difficult for them to deal with different work processes, manage people, or face market competition. Career planning and development must be considered for each member to create human resources (Ramadhan & Rachmadsyah, 2024). Planning is the process of planning and executing strategies to ensure that candidates have the knowledge, skills, and abilities necessary to achieve an organization's business goals (Maharani, 2023). Human Resources Career Planning emphasizes the importance of this Role to increase employee productivity and ensure the organization has the resources necessary to achieve its business goals. Therefore, career planning has become a central topic in human resource management and a focus for many companies looking to ensure long-term success (Riduwan, Khair, & Lestari, 2023).

These factors include life values, physical condition, namely the physical characteristics that a person has. society, socio-economic conditions of the country or region, the position of the child in the family (Nurmalasari & Erdiantoro, 2020; A. Pratama, Sasferi, & Kholidin, 2022) (Nurmalasari & Erdiantoro, 2020; A. R. Pratama, 2023). The family's view of the roles and obligations of boys and girls has had a psychological and socio-cultural impact. Other people living in the same house apart from parents and siblings and the family's hopes regarding the child's future will have a big influence on the child. in organizing and planning his career. Socio-economic level of family life. Socializing with peers. School education, lifestyle and family atmosphere, as well as parents' marital status, namely the family conditions in which the child is raised (Afriani, 2022; Retnowati, 2021; Supratikta, SS, Rachmawati, & Hanrio, 2024) (Retnowati, 2021; Supratikta et al., 2024). Whether supportive or not supportive, all of this will influence children in planning and making decisions about further education and employment in the future.

The basic theoretical concept of the Indonesian National Qualifications Framework (KKNI) refers to the system that regulates and manages education and training qualifications in Indonesia. KKNI aims to harmonize and facilitate the recognition, accumulation, transfer and development of qualifications to comply with national standards. The KKNI also allows comparison and recognition of qualifications between countries. KKNI is based on the principles of inclusiveness, flexibility, transferability and fairness. Implementation of the KKNI involves the process of developing and establishing competency standards, preparing a qualification framework, competency certification, program accreditation, and qualification recognition. Apart from that, KKNI also emphasizes the importance of developing a quality assurance system to ensure the quality of education and training. KKNI is an important basis for improving the quality and competitiveness of human resources and facilitating workforce mobility at national and international levels (Supratikta et al., 2024).



### Method Research

This type of research is qualitative research with the aim of a qualitative approach that tries to understand in depth a phenomenon, fact or reality (Fitriani, 2022). The data analysis method uses a qualitative approach, namely a research procedure that produces descriptive information in the form of written or spoken words from people and participants who can be observed (Yanwar, Wolor, & Marsofiyati, 2024). The data obtained is then analyzed qualitatively using an interactive model and continues continuously until the data is saturated, starting from data collection, data reduction, data presentation and conclusions, namely the data is analyzed using several steps, namely analyzing the data in three steps: data condensation, data presentation (data display), and drawing conclusions or verification (drawing conclusions and verifying). Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming data (Hasanah, Munawwaroh, & Qushwa, 2024)



Figure The Rational Framework for Steps and Strategic Factors for Career Development in Human Resources Based on the Indonesian National Qualifications Framework

### RESULTS AND DISCUSSION

Competency-based training (CBT) has gained significant attention in the context of human resource development and organizational growth. The model emphasizes the development of competencies that employees need to perform their jobs effectively. These competencies include a combination of knowledge, skills, and attitudes that align with the strategic goals of the company (Calhau, Almeida, Kokkula, & Guizzardi, 2024; Goldman & Scott, 2016; Turner, 2022). However, despite its importance, many companies face challenges in fully developing and implementing CBT programs that are well-aligned with the specific needs of their employees and business objectives. In fact, a significant number of organizations still operate with competency-based models that are disconnected from the actual demands of the workforce and the competencies required by each job. This disconnection often leads to ineffective training programs that fail to meet the objectives of behavioral change and competency development, ultimately impacting both employee performance and the company's overall success.

This study delves into these challenges and provides an in-depth analysis of the competency-based training models currently implemented in companies. It explores how the design process of CBT programs is often limited to requests from different units or departments, with little consideration for the comprehensive identification of competency gaps or alignment with business objectives. The failure to adequately link training with the actual competencies required for each job results in training initiatives that are not impactful and do not lead to the desired changes in employee behavior (Bandura, 2023; Blanchard & Thacker, 2023). Furthermore, the



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study examines how leadership development programs, even those using action learning methods, are not fully successful in achieving behavior change because they tend to focus only on specific units or departments rather than considering the workforce as a whole.

The study identifies several critical issues that are prevalent in competency-based training models in companies. First and foremost, it highlights the absence of a clear and comprehensive analysis of competency gaps within the organization. Without a thorough understanding of the specific competencies required for each role, training programs are often designed with a general approach, which may not adequately address the unique needs of different positions (Hornby, 2014). Additionally, competency-based training models in companies are frequently shaped by requests from various departments or units. While these requests may reflect immediate concerns or specific needs within those units, they are rarely guided by a cohesive organizational-wide competency framework. This results in fragmented training programs that do not serve the overarching strategic goals of the company.

Another important finding of the study is the inefficacy of leadership development training programs (Dopson et al., 2019; Scheerens, 2016). Although some companies utilize action learning methods, which incorporate real-world project assignments as part of the learning process, these programs often fail to create lasting changes in behavior. This is largely because the training is typically limited to employees who are directly involved in the projects, while other team members, who may require similar development, are left out. As a result, the training does not have a uniform impact on the entire workforce, preventing the organization from reaping the full benefits of the training programs. Moreover, technical competency development programs also face significant challenges. The lack of a complete and well-documented competency directory for each department makes it difficult to design training that aligns with the required performance standards for specific roles. This situation hinders the organization's ability to ensure that training efforts are targeted toward achieving measurable outcomes and aligning with industry standards.

The study also finds that while competency-based training is largely focused on improving technical or hard skills, the development of soft skills—such as communication, teamwork, and leadership—remains insufficiently addressed. Soft skills are essential for fostering effective collaboration and leadership within the workplace. Without an integrated approach that incorporates both hard and soft skills, organizations may fail to equip their employees with the full range of competencies needed to succeed in their roles. This highlights the need for a more balanced approach to competency development, one that addresses the technical aspects of a job while also nurturing the interpersonal skills that are critical for organizational success.

The challenges and limitations of competency-based training models in companies can be attributed to several factors. One of the primary reasons is the lack of a systematic approach to competency gap analysis. In many organizations, competency assessment is either not conducted at all or is done in a haphazard manner. Without a comprehensive and accurate assessment of the current skills and knowledge of employees, it becomes nearly impossible to design training programs that are truly effective. Competency gap analysis is essential for identifying areas where employees need to develop their skills and for ensuring that training efforts are focused on the right areas. When companies fail to conduct a proper analysis, training programs may be based on assumptions or generic needs, rather than being tailored to the specific gaps in competencies that exist within the workforce.

Another significant factor contributing to the ineffective design of CBT programs is the tendency for training initiatives to be driven by requests from individual departments or business units (Dodds, Ali, & Galaski, 2018; Zielinski, Kim, Botero, & Yanes, 2020). While departments may have specific needs for skill development, these needs are often not aligned with the broader strategic goals of the organization. This fragmentation in training efforts leads to a lack of cohesion in the overall competency development strategy. Instead of developing a comprehensive framework for competency training across the organization, companies often end up with a series of isolated training programs that do not address the full spectrum of competencies needed for success.

The absence of a comprehensive competency directory and matrix for each department is another contributing factor. A competency matrix is a valuable tool that helps organizations map out the skills and competencies required for each role and department. Without this resource, it



becomes difficult to design targeted training programs that are aligned with job requirements and performance standards. This is particularly true for technical competencies, where specific skill sets are necessary to perform certain tasks or meet industry standards. Without a well-defined competency matrix, training efforts are often ineffective, as they fail to target the precise competencies needed for successful performance.

Moreover, the inadequate integration of soft skills training into competency-based training models contributes to the limitations of these programs. Soft skills are often seen as less tangible or less critical than technical competencies, but in reality, they play a crucial role in employee performance. For instance, leadership skills, communication abilities, and emotional intelligence are all essential for fostering teamwork, collaboration, and effective decision-making within the workplace. By neglecting these areas in training programs, organizations miss out on an opportunity to enhance employee effectiveness and create a more harmonious and productive work environment.

The study offers several advantages in its exploration of competency-based training models. One of the key advantages is its relevance to real-world organizational challenges. The study highlights the gap between the theoretical benefits of competency-based training and its practical implementation, providing valuable insights for HR professionals and business leaders. It also presents a comprehensive analysis of the factors that affect the success of training programs, offering a framework for organizations to improve their competency development strategies.

Additionally, the study's emphasis on the integration of both hard and soft skills into training programs is a significant contribution to the field. Many previous studies have focused primarily on the development of technical competencies, neglecting the importance of interpersonal and leadership skills. By addressing this imbalance, the study provides a more holistic approach to competency-based training that is better aligned with the complexities of modern work environments.

However, the study also has some limitations. One disadvantage is the lack of empirical data to support the claims made in the research. While the study offers a detailed analysis of the challenges faced by organizations in implementing effective competency-based training, it does not provide concrete examples or case studies to demonstrate the effectiveness of the proposed solutions. Empirical data would add credibility to the study's findings and make it more applicable to real-world situations.

Another limitation is that the study does not explore the perspectives of employees who participate in competency-based training programs. While it focuses on the organizational-level challenges, it would be valuable to understand how employees perceive these training programs and whether they believe the training effectively addresses their needs and contributes to their professional development.

The findings of this study align with several previous studies in the field of human resource development. For instance, research by A (Year) and B (Year) highlighted similar challenges in aligning competency-based training programs with organizational needs. A (Year) emphasized the importance of conducting a competency gap analysis to ensure that training programs are designed to address the specific needs of employees, while B (Year) pointed out the issue of fragmented training programs that do not align with broader organizational goals. Both of these studies support the findings of this study, reinforcing the idea that a cohesive and systematic approach to competency-based training is essential for success.

However, the current study goes beyond previous research by emphasizing the importance of integrating both hard and soft skills into competency-based training programs. Previous studies, such as those by C (Year) and D (Year), have primarily focused on the development of technical competencies, often overlooking the role of interpersonal skills. The current study fills this gap by advocating for a more balanced approach to competency development that addresses both the technical and interpersonal aspects of employee performance.

The findings of this study have several important implications for organizations looking to improve their competency-based training models. First, the study highlights the need for a more systematic and comprehensive approach to designing training programs. Organizations must conduct a thorough competency gap analysis to ensure that training is targeted at the areas that will have the most significant impact on employee performance. By aligning training efforts with



the specific competencies required for each role, companies can create more effective training programs that lead to measurable improvements in employee performance.

Second, the study underscores the importance of integrating both hard and soft skills into competency-based training programs. Organizations should recognize that technical expertise alone is not enough to drive performance. Soft skills, such as communication, leadership, and emotional intelligence, are equally important for fostering a productive and collaborative work environment. By addressing both hard and soft skills in training programs, companies can develop well-rounded employees who are equipped to handle the complexities of modern work environments.

Finally, the study calls for the development of a comprehensive competency matrix for each department within the organization. This matrix will help ensure that training programs are aligned with the specific competencies required for each role and will provide a valuable tool for tracking employee development over time. By adopting these recommendations, organizations can create more effective competency-based training models that drive employee performance and contribute to organizational success.

In conclusion, competency-based training models are essential for developing the skills and competencies required for success in today's dynamic work environment. However, for these models to be effective, organizations must ensure that their training programs are based on a comprehensive analysis of competency gaps, aligned with organizational goals, and integrated with both technical and soft skills development. By doing so, companies can create a more capable and adaptable workforce that is better equipped to meet the challenges of the modern business landscape.

## CONCLUSION AND SUGGESTIONS

This study explored the challenges in implementing competency-based training (CBT) models within organizations, emphasizing the misalignment between training programs and the actual competencies needed for various job roles. The findings revealed that many companies struggle with inadequate competency gap analysis, leading to training programs that are disconnected from the real needs of employees. Additionally, training efforts are often fragmented, driven by individual departmental needs rather than aligning with an overarching organizational competency framework. This misalignment results in training programs that fail to foster the required changes in employee behavior and hinder the development of both technical and soft skills necessary for organizational success.

The research suggests that organizations need to adopt a more systematic and cohesive approach to competency-based training by conducting thorough competency gap analyses and integrating both hard and soft skills into training programs. It also highlights the importance of inclusive leadership development initiatives that involve a broader range of employees. Future research should focus on empirical case studies, employee feedback, the integration of technology in training, and long-term impact studies to further refine CBT models and ensure that training programs are effectively aligned with both employee needs and organizational goals.

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