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## Satisfactory Analysis of Training Program at Indonesian Railway Company: An Importance-Performance Analysis Approach

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### Abstract

*Training is an activity that has an important role for human resources to increase knowledge and skills both for human resources who are preparing to enter the workforce, also for human resources who have worked so that their capabilities are always maintained to secure existence or to career advancement. From this research, we try to analyze the gap between perceptions and expectations of the training program from the perspectives of the participants. The population of this study is 61 employees of PT. Kereta Api Indonesia (Indonesian Railway Company) who were training participants at the Operations and Marketing Training Center. We analyzed the data by applying the Importance Performance Analysis (IPA) method. Based on the results of the research and descriptive analysis of the services received, the satisfaction of the operational training program is quite satisfying but there is still a difference between reality and employee expectations.*

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## 1. Introduction

Human resources (HR) is a very important investment in the development of the company. Although today, the rapid development of advanced technology is a threat to replace the role of humans, an organization or company cannot run well if it does not pay attention to the development of its human resources (Roper and Love, 2018). The company will not achieve its goals properly if it is not supported by quality human resources (Saragih et al., 2018). Realizing the importance of human resources, therefore the organization or company must pay attention to every employee's needs because employees are movers, thinkers, and planners in all work activities in an organization or company (Mamun et al., 2018). Several indicators are important and have top priority for improving employee satisfaction such as the ability to develop a career, giving appreciation after carrying out duties, and salary size (Fakhri et al., 2019). This has become the reason why service companies and manufacturing industries competing in developing their human resources (Wright & McMahan, 2011).

Nowadays, companies should also pay attention to the increasing competence and growth among companies by focusing on the HR competencies of each company (Ruiz-Ortega et al., 2018). Therefore, if a company expects to remain competitive, it must have an appropriate program concept and training steps in developing human resources, since training is one of the essential approaches taken by the company to improve employee performance (Pradana et al., 2020).

According to Kasmir (2016), training is a process to shape and equip employees by adding expertise, abilities, knowledge, and behavior. A training will shape a person's behavior under company expectations, then training is also expected to be able to equip employees with a variety of knowledge, abilities, and expertise under their fields of expertise (Belias et al., 2020). Training allows employees to carry out work that is now following standards (Blume et al., 2019). With adequate and appropriate training programs for employee needs, employees will increasingly understand and master in carrying out their tasks (Belias et al., 2020). Besides that, the training program is expected to have an impact on the personalities of each trainee. This means an increase in the qualifications of these employees, and it is a step forward to obtain greater positions and responsibilities (Miron-Spektor et al., 2018).

For the reasons above, we decided to conduct our research at the Indonesian Railway Company (PT Kereta Api Indonesia – PT KAI). As a state-owned company, it realizes that human resource management is a very important factor in company activities. Since it is the only state-owned company (BUMN) focusing on transportation services in the field of railways, PT KAI keeps developing its service quality in addition to customer satisfaction, also to survive in the competition between other transportation services. Therefore, the intensity of its human resource development program is always maintained.



The aforementioned explanations are the reasons why we chose to research training program satisfaction PT Kereta Api Indonesia (Persero) using Importance Performance Analysis. This research aims to find out and analyze the results of the assessment regarding training in the perspectives of the trainees, to analyze the results of the study about the expectations of the training program, and to analyze the gap between perceptions and expectations of the PT KAI training program.

## **2. Literature Review**

### **Training and Its Dimensions**

According to Blume et al., (2018), training is a systematic and planned effort to change or develop new knowledge, skills, and attitudes that are appropriate to the needs of the organization. Training is the process whereby people acquire capabilities to perform jobs. Training provides employees with specific, identifiable knowledge and skills for use in their present jobs. Organizational usage of training may include “hard” skills such as teaching sales representatives how to use intranet resources, a branch manager how to review an income statement, or a machinist apprentice how to set up a drill press. “Soft” skills are critical in many instances and can be taught as well. They may include communicating, mentoring, managing a meeting, and working as part of a team (Mathis & Jackson, 2016).

Training allows employees to gain additional abilities so that they can carry out the actual tasks or jobs faced better, faster, easier, with higher quality work, and results in better work performance and productivity. Good training also brings benefits among others stated (Noe et al., 2018). The benefits range from increasing the knowledge of employees above culture and outside supporters, help employees who have the expertise to work with technology new, helping employees to help in working for the team produce quality products and services, ensure that's a corporate culture that emphasizes innovation, creativity, and learning. There is also the need to help with safety provide new ways for employees to approve the company at the time of work and their interests change or when expertise they become absolute, preparing the employees to be able to accept and work more effectively each other, the majority with minorities and women (Noe et al., 2018). Wang and Wilcox say the evaluation of training compares the post-training results to the pre-training objectives of managers, trainers, and trainees. Too often, training is conducted with little thought of measuring and evaluating it later to see how well it worked. Because training is both time-consuming and costly, it should be evaluated (McGuire, 2014)

To complete the final results of training, the process must be completed during the training and the continuation must be clear in the eyes of the trainees (Blume et al., 2018). The point here is the next job specification which will be carried out must be requested and the trainees will be serious during the training program. All forms of training are made by companies has the following components:



goals and training objectives must be clear and understandable, trainers must be qualified experts, the material the training must be aligned with the objectives to be taken to be successful, the training method must be according to ability workers who are participants, training participants must agree to the specified conditions (Kasmir, 2016). Davis in (McGuire (2014) says that within the learning process, an evaluation is necessary with measuring how well trainees have learned facts, ideas, concepts, theories, and attitudes. However, a trainee that learning enough to pass a test does not guarantee that trainees will remember the training content months later or will change job behaviors.

According to Kasmir (2016: 133), the benefits of training for employees are as follows:

- Career planning. This means that it is beneficial for employees to design their careers better in the future. This is due to the knowledge and skills they have will provide added value to increase careers, both positions, and classes that are higher than before. And training is one of the requirements to improve one's career, both directly and indirectly. Career advancement does not have to go directly through other variables, for example by attending training, the ability and skills increase, so that performance is also expected to increase.
- Compensation. By attending training employees will get better compensation, given their ability to do work increases. This is usually not straightforward, due to its involvement, but through improving its performance, because it has been able to do according to or exceed the targets set previously.
- Negotiation tool. This means that employees will have better bargaining value because they already have certain abilities and expertise. Employees who have attended the training certainly have certain additional abilities and skills so that, the value of the offer to the company becomes increased for certain jobs, including in terms of job offers or compensation they want.
- Satisfaction. This means that employees will have their own sense of satisfaction at work after attending the training. Another thing is by training employees to gain new experience both knowledge and coworkers. Job satisfaction is needed by every employee to continue working as well as possible.
- Refreshing activity. This means that training is a vacation venue or facility for employees, especially old employees. Training can eliminate the feeling of saturation and all this time working.

Still, according to Kasmir (2016), dimensions that influence training are:

- Training Participants. Prospective trainees are a major factor in the success or failure of employee training. Companies must select prospective employees who will be trained. This assessment is useful for determining the type of training to be followed.
- Instructor / Trainer. Instructors or teaching staff are those who will provide training material and shape employee behavior. Both instructors are drawn from outside the company or only from within the company each has advantages and disadvantages.



- **Training Materials.** Is material or teaching material that will be given to trainees who are supposed to receive the material.
- **Training Location.** It is a place to provide training, whether outside the company or inside the company.
- **Training Environment.** Influences from the environment such as the comfort and safety of the training ground supported by adequate advice and infrastructure will certainly give more positive results.
- **Training Time.** The training time is the time of the start and end of the training. The longer the training, the employee's level of burnout will increase and will ultimately affect the results of the training and development that it follows.

### 3. Research Methods

#### Operational Variables

From the dimensions above, we develop a set of measurements for the empirical part of this study. The operational variables can be seen in Table 1.

**Table 1. Operational Variables**

Variables	Indicators	Item Numbers
Training participant	The assessment phase of the training participants' selection is done transparently	1
	The type of training provided is according to the participant's needs	2
Training instructor	The instructor's knowledge and skills are following the training needs	3
	The instructor mastered the training material well	4
Training material	The instructor can convey the material well	5
	The material provided is according to need	6
	The depth of the training material provided is very good	7
	The preparation of the material is easy to understand	8
Training location	The material increases the participants' knowledge	9
	Training location outside the office area of origin	10
Training environment	Employees have assignments at different training locations	11
	Safe training environment	12
	Convenient training environment	13
Training Schedule	Adequate facilities and infrastructure (For example Computers, training support equipment, toilets, prayer rooms)	14
	Clear information about the training schedule	15
	The duration is not more than 8 hours per day	16
	The company makes the training time according to the employee's schedule (not on a busy day)	17

Source: Kasmir (2016), Mc Guire (2014)



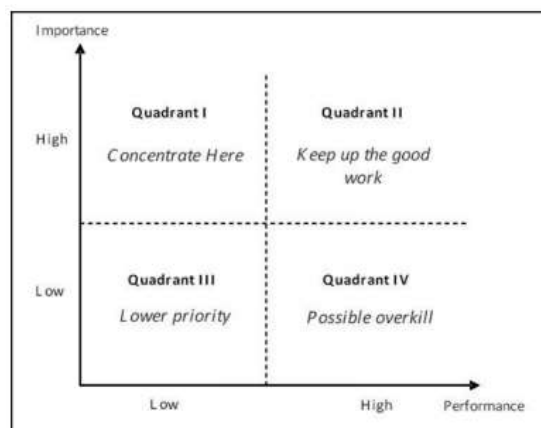
## GAP Analysis

Gap analysis is defined as a method of assessing the differences between the actual performance and expected performance in an organization or a business. The smaller the gap its show with the better level of satisfaction felt by the trainee and vice versa. The positive gap will be obtained if the perception score is greater than the expectancy score whereas if the expectation score is greater than the perception score will be obtained a gap negative (Atzori et al., 2018).

## Importance of Performance Analysis

This type of research is quantitative descriptive with dimensional analysis techniques using the method of Importance Performance Analysis (IPA). Quadrant analysis or Importance Performance Analysis (IPA) is a descriptive analysis technique introduced by Martilla and James. Importance Performance Analysis technique is used to identify what important performance factors should be prioritized and adjusted to the expectations of respondents (Atzori et al., 2018).

The IPA graph is divided into four quadrants based on the measurement results of the importance-performance analysis, as shown in Figure 1 below:



**Figure 1: Matrix of Importance Performance Analysis**

The following are interpretations of the quadrant:

- Priority (Concentrate Here). In this quadrant, some factors are considered important and or expected by respondents but the company's performance is considered not satisfactory, so the company needs to concentrate on allocating its resources to improve the performance that enters this quadrant.
- Maintain Achievement (Keep Up The Good Work). In this quadrant, some factors are considered important and are expected to be factors that support customer satisfaction so the company is obliged to maintain performance achievements.
- Low Priority (Low Priority). In this quadrant, some factors are considered to have a level of perception or actual performance that is low and not too important and or not too expected by respondents so the company does not need to prioritize or pay more attention to these factors.



- Possibly Overkill (Not A Priority). In this quadrant, some factors are considered not too important and not too expected by the customer so that the company is better at allocating the resources associated with these factors to other factors that have a higher priority level.

### Population and Sample

The population used was all PT KAI employees who attended the training at the second group Operational and Marketing Training Center, totaling 158 trainees. We chose the respondents using random sampling through the Slovin theory approach with an error rate of 10% so that the sample obtained to be 61 respondents. The scale used in this study is the ordinal scale using the Likert scale method. The questionnaire used a Likert scale with 5 indicates "strongly agree", 4 indicates "agree", 3 "some agreement", 2 "disagree" and 1 indicates "strongly disagree" (Sugiyono, 2015).

## 4. Results

### Respondents' Profile and Performance-Expectation Score

Of 61 respondents, 67.2% of them were male, and 32.8% were female. This indicates that the majority of respondents were male. While seeing from the age, 14.8% of them aged 21 to 25 years, 11.5% of them aged 26 to 30 years, 11.5% of them aged 31 to 35 years, 8.2% of them aged 36 up to 40 years, and 54.1% are over 40 years old. This indicates that the majority of respondents aged over 40 years. About the level of education, 54.1% having the last high school / vocational education, 4.9% of them with the last diploma, 37.7% of them with the last undergraduate degree, and another 3.3% with the last postgraduate education. This indicates that the majority of respondents were educated last high school / vocational school. Last but not least, 9.8% from 61 respondents have worked for less than 1 year, 21.3% of them have worked for 1 to 5 years, 11.5% of them have worked for 6 to 10 years, 11.5% of them have worked for 11 to 15 years, and another 50.8% have worked for more than 15 years. This indicates that the majority of respondents have worked for more than 15 years.

Based on the results of research and descriptive analysis of the services received, the overall operational training program satisfaction of PT Kereta Api Indonesia (Persero) is in the high category with a percentage of 75.3%. This means that overall training students are satisfied with the services received. The elaboration can be seen from Table 2.

**Table 2. Performance and Expectation Scoring Table**

Dimension	Item	Performance (X)		Expectation (Y)		Accordanc e Level
		Value	Rating	Value	Rating	
Training participant	1	249	4,08	292	4,79	85,3%
	2	215	3,52	301	4,93	71,4%
Training	3	258	4,23	301	4,93	85,7%



<b>Dimension</b>	<b>Item</b>	<b>Performance (X)</b>		<b>Expectation (Y)</b>		<b>Accordanc</b>
instructor	4	231	3,79	302	4,95	76,5%
	5	196	3,21	302	4,95	64,9%
	6	264	4,33	301	4,93	87,7%
Training material	7	215	3,52	302	4,95	71,2%
	8	188	3,08	302	4,95	62,3%
	9	232	3,80	302	4,95	76,8%
Traning Location	10	230	3,77	291	4,77	79,0%
	11	181	2,97	299	4,90	60,5%
Training environment	12	257	4,21	300	4,92	85,7%
	13	229	3,75	300	4,92	76,3%
	14	181	2,97	296	4,85	61,1%
Training schedule	15	271	4,44	301	4,93	90,0%
	16	173	2,84	299	4,90	57,9%
	17	248	4,07	281	4,61	88,3%
<b>Average score</b>		<b>225</b>		<b>298</b>		<b>75,3%</b>

Source: data processed (2019)

### **GAP Analysis**

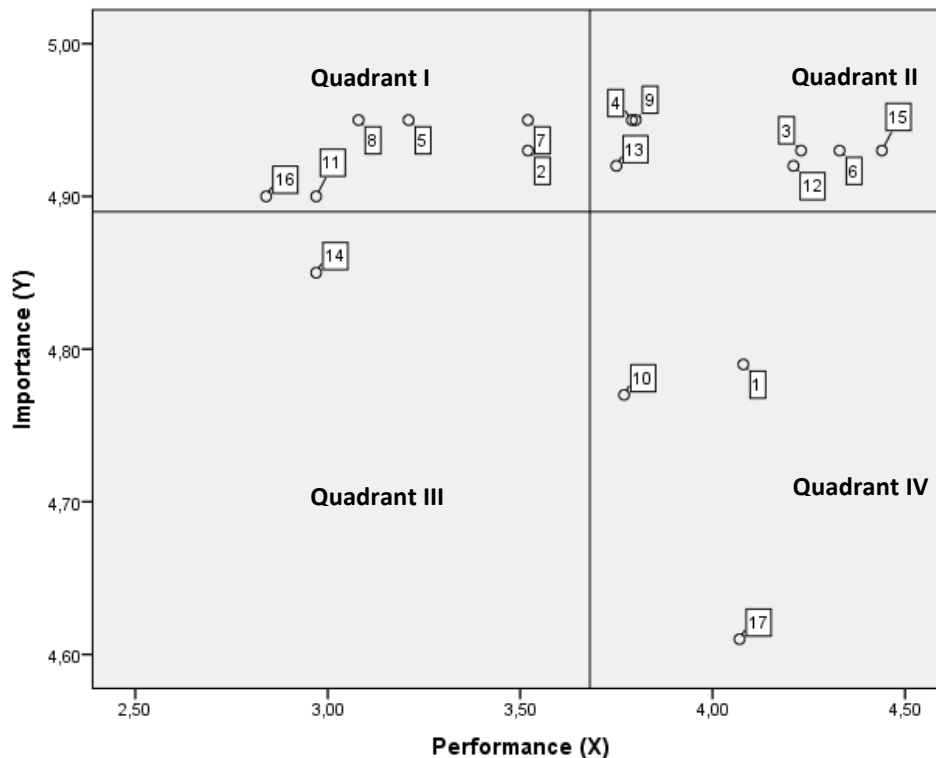
Based on calculations, when viewed from the overall average, performance has an average value of 3.68, and importance has an average value of 4.89 so that both have a difference of -1.21. While the smallest GAP value is in the 15th statement which is clear information about the training schedule. This indicates that there is no significant difference between the services received and employee expectations. While the largest GAP value is in the 16th statement, namely the time of the training does not exceed 8 hours/ day. This indicates that there is a large difference between the services received and employee expectations.

### **Quadrants of Importance-Performance Analysis**

After each attribute has a score, the next step is to create a Cartesian diagram using SPSS software version 23 to describe the location of the services received and the expectations of each attribute. Then, we give a limit to the two lines that intersect perpendicular to the points (X, Y) using the average score. The average score on services received is 3.68, so the value will be the limit on the X line. While the average score at the expected level is 4.89, where the value will be the limit at line Y. The statement can be drawn into the Cartesian diagram in Figure 2:







**Figure 2: Analysis of Importance Performance Analysis**

#### **Analysis of the Attributes according to Each Quadrant**

The diagram is divided into 4 (four) quadrants (Bae et al., 2019):

- **Quadrant I:** Attributes that require improvement with priority. This area includes attributes that are considered important by trainees but in reality, these attributes are not as expected, the company has not been able to implement them. In this region, the company must make continuous improvements so that performance in this variable increases.
- **Quadrant II:** Attributes that must be retained, because they are included in company excellence. This area contains attributes that are considered important by trainees and attributes that are considered important by employees are following the perceived. So that in this region the company is sufficient to maintain the performance of these variables.
- **Quadrant III:** Attributes that are considered not very important but must still be considered by the company because it affects the perceived benefits. This area contains attributes that are considered less important by trainees and their performance is less special. So that the increase in variables in this region can be reconsidered by the company because the effect on benefits felt by employees is very small.
- **Quadrant IV:** Attributes that are not too important and can be reduced so that the company can save costs. Areas that contain attributes that are considered less important by trainees and in fact company performance is at a high level. So companies need to reduce the results achieved to streamline costs.



### **Discussion About Each Quadrant**

Quadrant 1: There are 6 indicators included in the attributes that require improvement with high priority, namely:

- Indicator 2, the type of training provided is following the needs of the participants. Based on a questionnaire distributed to 61 respondents, the provision of the type of training was considered to be inadequate with the training needed by the participants at this time and the needs of the training participants in the field even though the suitability of the type of training was of fundamental importance.
- Indicator 5, the instructor can convey the material well. Based on a questionnaire distributed to 61 respondents, the instructor's ability to deliver the material was still considered unsatisfactory. The instructor is considered to be unable to provide in-depth material. So, before determining the instructor, the company should conduct an initial evaluation of the abilities and skills of prospective instructors.
- Indicator 7, the depth of the training material provided is very good. Based on the questionnaire distributed to 61 respondents, the training material provided was still shallow and lacked depth, so the material provided was not sufficiently developed and increased the understanding of the training participants.
- Indicator 8, the material preparation is easy to understand. Based on a questionnaire distributed to 61 respondents, the preparation in the training material was considered unclear and contained vocabulary that was difficult to understand.
- Indicator 11, employees expect to receive training assignments at training locations that are different from those given. Based on a questionnaire distributed to 61 respondents, the trainees wanted training in a different location closer to their office location.
- Indicator 16, the training implementation time does not exceed 8 hours/day. Based on a questionnaire distributed to 61 respondents, the implementation of the training was considered to be less effective and efficient because it exceeded the time of 8 hours/day. Even though the period of the training greatly influences the concentration and success of the training itself.

Quadrant 2: There are 7 indicators included in the attributes that must be maintained, because they are included in the company's excellence, namely:

- Indicator 3, knowledge and skills possessed by instructors following training needs. Based on a questionnaire distributed to 61 respondents, it was found that the instructor's knowledge and skills were sufficient, but the training participants considered that the instructor was considered too theoretical.
- Indicator 4, the instructor masters the training material well. . Based on a questionnaire distributed to 61 respondents, it was found that the instructor was too fixated with books, so the material being mastered was less developed.
- Indicator 6, the material provided is as needed. Based on a questionnaire distributed to 61 respondents, the training material provided was judged to be



sufficient following the needs of the trainees, but there were still shortcomings namely the material provided was less developed.

- Indicator 9, the material increases the knowledge of participants. Based on a questionnaire distributed to 61 respondents, it was found that the material provided still did not increase participants' knowledge, because the contents of the material were mostly already learned by participants in the training.
- Indicator 12, safe training environment. Based on a questionnaire distributed to 61 respondents, it was found that the company had created a safe environment for trainees. There are security guards and gates that are always closed.
- Indicator 13, comfortable training environment. Based on a questionnaire distributed to 61 respondents, the comfort of the training environment was not felt by the training participants. This is because there are still less neat and clean training rooms that affect the comfort of the training process.
- Indicator 15, clear information about the training schedule. Based on a questionnaire distributed to 61 respondents, it was found that the company had provided a clear schedule of training, and notification of the schedule was done well in advance of the training. The company must maintain this to achieve the satisfaction of the trainees.

Quadrant 3: There are 1 indicator included in the attributes that are considered not too important by employees, but must still be considered by the company because they affect the perceived benefits, namely:

- Indicator 14, adequate facilities or infrastructure (computers, training support equipment, toilets, prayer rooms). Based on a questionnaire distributed to 61 respondents, it was found that the facilities and infrastructure owned by the training center were considered excessive, namely training equipment and some were lacking, namely toilet facilities.

Quadrant IV: There are 3 indicators included in the attributes that are not too important in the eyes of employees, and can be reduced so that the company can save costs, namely:

- Indicator 1, the selection phase of the training participants' selection is done transparently. Based on a questionnaire distributed to 61 respondents, it was found that the company was quite good in carrying out the selection of prospective trainees, but it was still judged that the selection stage was still not objective. It is recommended that the selection phase is carried out transparently and objectively to save time and money.
- Indicator 10, training locations outside the office area of origin. Based on a questionnaire distributed to 61 respondents, it was found that the implementation of the training was still outside the office of origin which affected the additional costs, especially for trainees outside the area, where the company had to provide a dormitory.
- Indicator 17, the company makes training time according to the employee's schedule (not on a busy day). Based on a questionnaire distributed to 61 respondents, it was found that if the company did not change the schedule



that had been prepared and notified initially, then the implementation of making the training time was quite good. However, when companies change training schedules, sometimes the schedule between training and work becomes a conflict.

## **5. Conclusion and Suggestion**

### **Conclusion**

Based on the results of the discussion of the research that has been described regarding the satisfaction analysis of the training program using the importance-performance analysis method at PT KAI (Persero), several conclusions are obtained as follows: it is known that the satisfaction of the PT Kereta Api Indonesia (Persero) training program on services received is in the high category of 73.6%, meaning that the training participants are quite satisfied with the existing training programs. However, some attributes need to be improved with high priority based on IPA results are: the type of training provided according to the needs of the participants, the instructor can deliver the material well, the depth of the training material given very well, the preparation of the material is easy to understand, employees get assignments at different training locations, the time of implementation of the training does not exceed 8 hours/ day which is also the main consideration as the biggest gap in performance and expectation measurement.

### **Suggestion**

Based on the conclusions outlined above, this study can be used as a company reference in increasing the satisfaction of training participants with training programs. For this reason, the company can start the improvement by focusing on improvement and development can be focused on indicators of suitability of the type of training provided following the needs of trainees, for these indicators the company can ask prospective trainees back by interview or questionnaire regarding the difficulties encountered in the field and what materials are needed to increase knowledge, so planning the type of training is more under the needs of the trainees. The second is the instructor indicator can convey the material well. For this indicator, before deciding on prospective instructors, it is better to revisit prospective instructors who are indeed relevant to the field about the material to be delivered. Finally, the facilities and infrastructure indicators are adequate, because this indicator is in quadrant III, meaning that this indicator is important because there are benefits felt by the trainees. Therefore, the company must maintain and it will be even better if prioritizing this indicator. The main priority of the company in improvement is the instructor because when viewed from the research, the main factor of the problem is the lack of satisfaction of the training program felt by the trainees starting from the instructor, where there are three instructor indicators included in the quadrant with the level of improvement high priority. In other research also emphasize how important an instructor is. Internal training approaches and instructors are most commonly used and perceived as most effective and the complexities associated with the sales manager position



lead to a need for varied training being delivered by diverse instructors (Gordon et al., 2012)

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