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Benefits Of Employee Performance-Based Training Systems for Companies

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Abstrak
The aim of performance-based research is to find out whether training output can improve employee skills such as professionalism, work discipline, productivity, and performance among employees. In carrying out research, use the type of library research, namely research whose object of study uses library data in the form of books as the data source. Performance-based training is suitable for use in complex business environments. Performance-based training has advantages in employee development. Employees are a reliable source of competitive advantage to compete in an ever-changing and competitive business world. Performance-based training is very beneficial for employees and the organization. Performance-based training helps organizations understand the importance of developing employees to be competitive and output-based. Performance-based training will also help companies understand what factors need to be considered when conducting training and how to provide appropriate training to their employees to achieve the output performance of an organization/company so that it continues to improve. Performance-based training as well as output-based training can keep an organization or company surviving and competitive. However, it needs to be understood that successful training must be implemented in parallel with the organization's strategy to achieve the desired training program objectives.

Keywords: Performance-Based Training, Employee Performance

Introduction

To improve organizational performance, companies need to implement a performance-based training system. Because Performance Based Training (execution based preparing or PBT) is an approach in developing human resources that focuses on the final result. This approach has succeeded in producing human resources who have high productivity. As understood, Human Resources training is part of an organization's strategy to produce creative, innovative and inventive employees who are able to maintain and improve their abilities, discipline and performance and have a competitive advantage (Kusumawati & Triwahyono, 2021).

Performance-based training is one of the most widely used techniques to produce outcomes such as skills, discipline, and performance and productivity of individuals and corporate organizations. Maintaining the performance of human resources which is an important asset and a key element in gaining competitive advantage in any organization. For this reason, training is an important tool to achieve this.

Employee training is an activity that refers to efforts to acquire or transfer knowledge, skills and process abilities required to carry out certain activities or functions (Asikin & Fadilah, 2024). Therefore, the benefits of training and development for organizations and individuals are strategic, having a wider reach. Performance-based training implemented includes various learning activities, from training individuals for current tasks to sharing knowledge to improving the organization's vision, developing specific abilities and skills, to achieving work results based on predetermined performance targets.

The focus is on developing and enriching their careers, thereby increasing individual, group and organizational effectiveness (Niazi, 2011). The aim of this research is to produce useful output, so the problem that will be studied is the benefits of employee performance-based training in an organization/company (Yanita, 2017). For this reason, there are two aims of the author in conducting this research: a) How is the Relationship between Performance-Based Training Systems, Work Discipline and Employee Performance. b) To what extent does performance-based training bridge the gap between standards and actual performance in improving employee performance?

Research Methods

In carrying out research, use the type of library research, namely research whose object of study uses library data in the form of books as the data source.

Results and Discussion

Relationship between Performance-Based Training System, Work Discipline and Employee Performance

Performance-based training typically begins with orientation, a process that provides employees with information and knowledge about the job, the organization, and expectations for achieving specific performance. Training activities must be able to create an environment where employees can acquire or learn attitudes, skills and behaviors that are unique to them.

The trainers provided in this training are designed to develop skills that employees can immediately use to improve their performance in their current position. According to Ivancevich (Aryadi, 2017), training is a systematic process for changing the work behavior of individual/groups of employees with the aim of improving organizational performance. According to Handoko (Hariyati, 2019), "Training is a process of expanding employee knowledge and skills. Training can also change employee attitudes and enable them to complete tasks more effectively.

The Performance Based Training (PBT) system is an approach to developing human resources that focuses on the result (outcome). Performance-based training is a training process designed to develop specific abilities and skills in achieving work results based on predetermined performance targets. The output of performance-based training should be linked to needs which include 1. competency standards to be provided, 2. training programs based on job descriptions, 3. needs for various skills 4. career path.

In order to obtain optimal results, it is necessary to pay attention to 9 principles in implementing performance-based training: 1) meaningful, best practice (Meaningful, best practice), 2) learning outcomes (Acquisition of learning), 3) flexible (flexible), 4) understand the learning experience previously, 5) not based on time (Not time based), 6) adjusted assessment, 7) carrying out monitoring and evaluation (On-going monitoring and evaluation), 8) implementing standard consistency. 9) Implementation related to national accreditation. Rylatt (1985).

Based on the definition above, what is meant by Performance Based Training is a training approach whose main emphasis is "what a person can do" as a result of the training (training outcome). To carry out the assessment, the assessment system in PBT is an assessment based on benchmarks. The characteristics of performance-based training include, among others, 1) Based on Competency Standards, 2) The content of the training addresses the abilities needed to perform certain tasks, 3) Training can be on-job, off-job, or a combination of both, 4) The existence of flexibility in time to achieve a competency, 5) There is recognition of the latest/current competencies, 6) Implementation of exams is carried out based on certain criteria, 7) Implementation of exams on trainees is carried out if the trainees are ready, and 8) Emphasizes the ability to transfer knowledge and skills to new situations. So performance-based training is a training system aimed at developing the ability to perform (competence) certain tasks in accordance with predetermined performance standards.

In the stages of performance-based training, one of the simple and widely used training models is the 5 stage model developed by David Dubois, (1996), namely stage 1) needs analysis, assessment and planning, 2) developing a competency model that focuses on objectives, strategy, organizational goals and plans, 3) curriculum planning, 4) planning and developing learning interventions, and (5) evaluation. The design of this model aims to increase tutor competency which can be modified and adapted to existing needs and conditions in order to achieve the expected results.

Training can be conducted at all levels of the organization.

At lower levels, training consists of teaching how to perform a task, for example operating a machine. From the various definitions above, we can conclude that training is a systematic process to change employee behavior in a certain direction. Advance organizational goals, improve performance, and develop employee knowledge and skills.

Various studies have shown the relationship between training activities and employee competency levels, work discipline and performance. However, what has received less attention in various employee training studies is the discussion of the requirements for employee training activities. Training should begin with a systematic effort to determine the level of employee skills/abilities, level of work discipline, and employee performance.

The next step is to develop strategies to overcome employee deficiencies and weaknesses and build the level of competency required so that employees can contribute fully to achieving company goals.

In research conducted by Laras Prabowo Putri and Dodi Wirawan Irawanto, SE., M.com., Ph.D (2013), a multiple linear regression analysis model was used to detect the influence of the independent variable on the dependent variable. The results of this research indicate that the independent variables of professional training consisting of training objectives, training participants, trainers, training materials and training methods simultaneously have a significant influence on the dependent variable, namely employee performance.

Apart from that, the variables of training participants and training methods are independent variables that partially influence employee performance. The research results also show that the independent variable that has the greatest influence on employee performance is the training method.

Research conducted by STIE Saint Theresa Merauke shows that systematic and performance-based employee training produces employee skill/competency levels. Training can also increase employee motivation and work discipline. In addition, it was found that employee ability and work discipline can improve employee performance. Therefore, employee training can be said to be a solution to employee performance problems. Apart from that, training is also important so that employees have positive, effective, efficient performance, improve their competencies and are able to adapt to changes in the business and technological environment, achieve better performance, and develop creative skills and be able to solve problems.

Similar findings were also reported by Swart et al. (2005). Yang suggests implementing a training program as a solution to overcome performance problems.

To what extent does performance-based training bridge the gap between standards and actual performance in improving employee performance?

Performance-based training is necessary because it also refers to the implementation of relevant training measures to close performance gaps, develop employees' special skills and abilities, and improve employee performance. Performance-based training further aims to help organizations realize that their employees are underperforming and therefore need to adapt their knowledge, skills and attitudes to the needs of the company.

Various problems cause poor employee performance, including: Employees no longer feel motivated to use their skills, or have sufficient confidence in their abilities, or face work and conflict where they work. For this reason, companies need to consider all of the above when choosing the most appropriate training intervention that will help the organization solve all its problems, motivate employees to participate, and meet company expectations by demonstrating the desired performance.

As suggested by Swart et al (2005), Swart et al suggest that in order for employee performance to be superior, it is necessary to provide high-quality training programs that increase employee motivation and meet employee needs. Meanwhile, according to Wright and Geroy (2001), employee skills change through effective training programs. Both views make it possible to improve the overall performance of employees in order to carry out their current jobs effectively.

Another thing that is also of concern is that performance-based training allows improving employee knowledge and recruiting skills for future jobs. Thus contributing to improving organizational performance. Performance-based training further develops employees' skills, enabling them to perform job-related tasks efficiently and achieve company goals with a competitive advantage.

Performance training can also reduce the decline in employee performance which is influenced by several environmental factors, such as:

Company culture, organizational structure, job design, performance appraisal systems, power and politics that apply within the company, and group dynamics. If the above problems occur in a company, employee performance will decrease because of the obstacles above, not because of a lack of relevant knowledge, skills and attitudes. These factors must be considered in order for training to be effective and ensure that the training has a positive impact on employee performance (Wright and Geroy (2001)).

Performance-based training has factors that create employee commitment to their work. Eisenberger et al (1986) found that when employees felt the organization's commitment to them, they felt more committed to the company and thus achieved higher performance. Bartel (1994) reported a positive relationship between effective training programs and employee productivity. However, for this to be realized (Swart et al, 2005), it is the view that managers must be responsible for identifying factors that hinder the effectiveness of training programs and neutralizing their impact on employee performance, so the necessary steps must be taken.

Ahmad and Bakar (2003) concluded that high levels of employee engagement are achieved when training produces learning outcomes and improves performance at both the individual and organizational levels. This finding is also consistent with the findings of Kim (2006). In general, less attention is paid to the impact of training programs on employee outcomes such as motivation, job satisfaction, and organizational commitment. Little research has been conducted to test whether companies can influence employee attitudes through appropriate training efforts.

According to Lang (1992), training must be planned to create organizational commitment. On the other hand, Gaertner and Nollen (1989) suggested that employee commitment is the result of several human resource practices, namely succession and promotion planning, career development, and training opportunities.

When all these practices are implemented, employee performance improves. Additionally, Meyer and Smith (2000) investigated the relationship between HRM practices and organizational commitment to identify the causes of effective employee performance. As stated by Arnoff (1971), training increases workforce initiative and creativity and avoids workforce aging which can be caused by demographic factors such as age, attitudes, and lack of ability to respond to technological changes.

Obisi (2001) reports that training is a systematic process to improve knowledge, skills and attitudes, resulting in satisfactory employee performance in the workplace. He also said that before offering a training program to employees, it is necessary to know the needs and objectives of the training program.

Scott, Clothier, and Spriegel (1977) argued that training is central to better organizational management because it increases employee efficiency and effectiveness. They further explain that training practices are closely related to all other human resource practices (Mamoria, 1995), which enable employees to grow within the company and increase their market value in the market.

In addition, performance-based training also helps shape employee work-related behavior, allows employees to participate in the success of the organization, and ultimately helps companies achieve higher profits due to superior employee performance. Mamoria (1995) said that trained employees can maximize organizational resources while minimizing waste. As stated by Ohabunwa (1999), when employees are well trained, the organization can delegate responsibility and authority to them with full confidence, thus ensuring organizational success will be achieved.

Even though the various studies above provide evidence of the benefits of training and its positive impact on employee performance, Cheramie et al stated that they are reluctant to invest. Employees receive effective and timely training programs, but sometimes they want to undermine the program for their marketability and employability, or they are willing to change jobs just to get a higher salary. It has also been observed that organizational resistance to providing training encourages individuals to invest in professional development and higher performance (Baruch, 2006).

Theory/Techniques and Implementation of Performance Based Training

As stated above, regular training with a Performance Based Training (PBT) system is an approach to developing human resources that focuses on the final result (outcome). Performance-based training is a training process designed to develop specific abilities and skills in achieving work results based on predetermined performance targets. The output of performance-based training should be linked to needs which include 1. competency standards to be provided, 2. training programs based on job descriptions, 3. needs for various skills 4. career path.

In order to obtain optimal results, it is necessary to pay attention to 9 principles in implementing performance-based training: 1) meaningful, best practice (Meaningful, best practice), 2) learning outcomes (Acquisition of learning), 3) flexible (flexible), 4) understand the learning experience previously, 5) not based on time (Not time based), 6) adjusted assessment, 7) carrying out monitoring and evaluation (On-going monitoring and evaluation), 8) implementing standard consistency. Rylatt (1985). For this reason, the main target of this training is humans. For this reason, a close link to performance-based training is human capital.

The linguistic definition of Human Capital is composed of two basic words, namely Human (human) Capital (capital), which is knowledge, expertise, ability and skills in the form of work creativity that can be used to produce professional services and economic value. Meanwhile, according to Gaol (2014) states that Human Capital is knowledge, expertise, ability and is a skill that makes humans or employees capital or assets of a company. Meanwhile, according to Mankiw (2003), workers need human capital which is obtained through education and training (on the job training) to support

work experience. Human capital is needed to support the ability to produce goods and services and increase productivity. Companies need to realize that human capital is the main factor in the production process because human resources are the main asset in a company to improve company performance.

(Dahlan, 2014). Of the various elements in an organization, human capital is a very important element of intellectual capital, because it can create competitiveness for the organization/company. Because human capital is the ability that every member of an organization has to be used in the process of creating intellectual assets (Sangkala: 2006). This is because human capital has a very urgent role as a key component that influences the level of performance of an organization/company. A similar definition was put forward by Ancok (2008) that when humans with all their abilities are fully utilized they will produce extraordinary performance. These skills are very important in the innovation process.

Human capital reflects the company's collective ability to produce the best solutions based on the knowledge possessed by the people in the company, which will increase if the company is able to use the knowledge possessed by its employees. Human capital is a grouping of three key elements, namely skills, attitudes and intellectual intelligence.

Types of Training

To achieve output, performance-based training should be linked to needs which include 1. competency standards to be provided, 2. training programs based on job descriptions, 3. the need for various skills 4. career path.

In order to obtain optimal results, it is necessary to pay attention to 9 principles in implementing performance-based training: 1) meaningful, best practice (Meaningful, best practice), 2) learning outcomes (Acquisition of learning), 3) flexible (flexible), 4) understand the learning experience previously, 5) not based on time (Not time based), 6) adjusted assessment, 7) carrying out monitoring and evaluation (On-going monitoring and evaluation), 8) implementing standard consistency. Rylatt (1985). Implementation is carried out by, among other things:

On-The-Job and Off-The-Job Training

OFJT is the most common training format. This cost is 3 to 6 times more expensive than on-the-job training (Rothwell & Kazanas, 2004). Unplanned OFJT may include in-service training where employees work with their supervisors and coworkers to address common problems. A carefully designed OFJT program will have the greatest impact. This type of training is suitable when a large number of employees require similar training (Rothwell, 2005).

On-the-Job Training (Training at Work) On-the-Job Training (OJT) is a training program carried out at the workplace during working hours. This type of vocational training is usually planned, structured, and conducted on-site. This training model can also be applied to specific training areas. During on-the-job training, managers, supervisors, trainers, and colleagues spend a lot of time teaching specific skills to trainees.

This can also include training that does not have a significant impact on productivity (Holden, 2001). OJT is often carried out as part of new employee recruitment activities. In workplace training, the job itself becomes an integral part of the training provided (Bas, 1989; Tews & Tracet, 2008). For example, 70% of managers in China receive on-the-job training, compared with 55% in North America, 45% in the UK, and 21% in France (Cegos Group, 2011, 2012).

According to HR consulting firm SMR Tech Group, 70% of education in Asian countries such as Malaysia takes place in the workplace, marking a shift towards more flexible, cost-effective and high-quality training methods (Cegos Group, 2011, 2012). Petrescu and Simmons (2004) report that on-the-job training has a significant impact on employee job satisfaction, motivation and commitment.

Off-the-job training Off-the-job training (OFJT) is carried out off-site and offline

Non-work training can include group discussions, tutoring, lectures, reading, training courses, workshops, etc. According to Kempton (1995), this type of training allows participants to learn and apply new skills and knowledge in a safe work environment. Not all performance problems can be solved with training.

Training should not be a substitute for motivation, proper tools and equipment, and proper supervision.

OFJT training should be provided when: When a large number of employees have the same training requirements · When a large number of employees do not have the skills or information to work productively. Adequate resources are available for the organization, implementation and follow-up of training courses. Training is carried out to resolve performance problems. When workplace training fails to overcome the threat of burnout, decreased employee work motivation.

Performance Based training methods

The methods used in implementing performance-based training are as follows:

Team Training

Training is carried out to train individuals in teams with the aim of solving problems more effectively in groups and involves observation and feedback during the training process (Rasmussen, 1982; Forbush & Morgan, 2004). Team training is commonly used in industrial, government, and military sectors (Tannenbaum & Yukl, 1992).

Implementation of special team training is carried out through cross-training, coordination training (Prince & Salas, 1993), leadership training (Tannenbaum et al., 1998), and self-modification (Smith-Jentsch et al., 1998). There is evidence that team training is the most effective when based on theory. It focuses on required skills and provides opportunities for realistic feedback to trainees (Salas & Cannon-Bowers, 2001).

Accompaniment

In its implementation, the mentor provides assistance. Mentors must have specific knowledge, skills, and abilities (KSA) in the areas of problem solving, conflict resolution, communication, goal setting, and planning (Hartenian, 2003).

Simulation

The use of training simulation methods is usually used by businesses, educational institutions, and the military (Jacobs & Dempsey 1993). Lots of simulators. Milhem et al./Journal of Accounting - Business & Management vol. 21 no. 1 (2014) 21 and virtual environments are able to imitate terrain, equipment damage, and movement, as well as vibration and visual cues (Salas & Cannon- Bowers, 2001).

Seminar

Training through seminars requires trainees to gather together in small groups for regular meetings, which focus on certain topics, with trainees expected to be actively involved (Webster's Dictionary, 1992). Seminars help staff to become more familiar with their job functions and become more actively involved in them. They also enable them to deal with problems that arise regularly (Holladay & Quinones, 2003)

Field Trips and Tours

Field Trips and Tours training gives staff the opportunity to experience situations away from the workplace and to gain practical information about their job functions (Kaushik, 1996). Some organizations use field trips as a training component due to logistical limitations, lack of appropriate training materials, and unfamiliarity with the outdoors as a suitable training environment (Mirka, 1970; Fido & Gayford, 1982). However, they can be useful for improving motivation, performance and skills. They can help employees to gain a clearer understanding of job requirements (Kaushik, 1996).

E-Learning

The use of E-Learning refers to the use of information technology to enhance and support educational and learning processes and provide various learning strategies and applications for exchanging information and acquiring skills (Candice, Sandra & John, 1998; Sife, Lwonga & Sanga, 2007). The use of e-learning allows people to access computers and the internet to access e-learning programs, course materials, academic and non-academic staff and to obtain high-quality information and qualifications at the right time and place (Safavi, 2008).

The presence of e-learning at the beginning of the 21st century has made it easier for HR departments to provide very specific training and learning that effectively and directly benefits students. Through access to training from their computers, trainees can also adapt training to their daily lives (Cegos Group, 2011, 2012).

Conclusion

Performance-based training is suitable for use in complex business environments. Performance-based training has advantages in employee development. Employees are a reliable source of competitive advantage to compete in an ever-changing and competitive business world. Performance-based training is very beneficial for employees and the organization as a whole.

Performance-based training helps organizations understand the importance of developing employees to be competitive and output-based. Performance-based training will also help companies understand what factors need to be considered when conducting

training and how to provide appropriate training to their employees to achieve the output performance of an organization/company so that it continues to improve.

Performance-based training as well as output-based training can keep an organization or company surviving and competitive. However, it needs to be understood that successful training must be implemented in parallel with the organization's strategy to achieve the desired training program objectives. Additionally, training helps professionals choose the right training approach. At the same time, it is important to choose the appropriate training delivery method depending on the nature of the work and the goals of the organization.

Performance-based training must also be understood in addition to improving employee performance. Apart from that, training is also important so that employees have positive, effective, efficient performance, improve their competencies and are able to adapt to changes in the business and technological environment, achieve better performance, and develop creative skills and be able to solve problems.

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