

Competence in Human Resource Management Practice: A Literature Review Pedagogical

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ABSTRACT

Pedagogic competence plays an increasingly important role in Human Resource Management (HRM) practices, especially in the context of employee training and development. Although this concept is more often associated with formal education, its application in the world of work can make a significant contribution to the development of individuals and organizations. This article aims to examine the concept and application of pedagogic competencies in HRM, as well as the challenges and opportunities that exist in its application. Based on a literature review, this article finds that good pedagogic competence can increase training effectiveness, encourage continuous learning, and create a collaborative and innovative work culture. In addition, this article also discusses recommendations for the development of pedagogic competencies in the context of HRM.

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1. INTRODUCTION

Human Resource Management (HRM) is one of the main functions in the organization that is responsible for managing, developing, and optimizing the potential of human resources in order to achieve organizational goals (Jamil et al., n.d.20233.). One important component in HRM is the management of employee training and development (Selviyanti et al., 2019). In this case, pedagogical competence plays a very important role, because an effective and relevant learning process can encourage the improvement of employee skills, knowledge and performance. Pedagogical competence, although commonly recognized in the context of formal education, also has significant relevance in the corporate world, especially in HRM practices. This competency refers to the ability to design, implement and evaluate effective learning processes that support individual and organizational development. In HRM practice, pedagogical competence encompasses more than just the ability to teach or convey information (Paramita et al., 2020). It involves the skills to understand employees' learning needs, manage different learning styles, and design training programs that can facilitate the achievement of overall organizational goals. As an integral part of employee development strategies, pedagogical competence in HRM serves to create an immersive learning experience, which not only focuses on knowledge transfer, but also on practical applications that can improve employee performance in the workplace (Marnis & Priyono, 2008). This is important because effective employee development depends not only on theory or concepts alone, but also on how the information is translated into skills that can be used directly in daily work (Barile et al., 2023) (Singh et al., 2023).

While the importance of pedagogical competence in HRM has been recognized, its application in practice often faces a number of challenges (Rahman et al., 2020) (Ruggunan & Spiller, 2014). One of the main challenges is the diversity of learning styles possessed by employees within an organization. Each individual

has a different way of absorbing and processing information, which makes developing effective training programs more complex (Rosmayati et al., 2021). In addition, limited time and resources to organize quality training are also an obstacle to the optimal application of pedagogical competence. In addition, the lack of pedagogical understanding or skills among HRM practitioners can also limit the potential for implementing training that has a major impact on employee development. Therefore, it is imperative for organizations to understand how vital pedagogical competencies are in managing employee development. The development of pedagogical competencies among HRM practitioners will not only improve the quality of training, but will also contribute to the creation of an organizational culture that supports continuous learning (Kusumaningrum & Atmawijaya, 2024). This learning will lead to better performance, higher innovation, and deeper employee engagement in their own development process.

In this context, this literature review aims to examine in more depth the importance of pedagogical competence in HRM practice, and how its application can strengthen employee and organizational development efforts. It will also explore the challenges faced by HRM practitioners in applying pedagogical competencies, and identify strategies and recommendations to overcome these barriers. As such, this article is expected to contribute to a better understanding of the relationship between pedagogical competencies and the effectiveness of HRM practices in the context of continuous employee development.

2. METHOD

This research uses the literature review method, which collects, analyzes, and synthesizes relevant literature to understand the phenomenon under study (Alif & Solihin, 2023). This research uses data sources that include: scientific articles published in the last 10 years, academic books that discuss HR management, pedagogics, and employee training as well as case studies and research reports related to pedagogical competence in organizations. The literature review process was carried out in three stages: literature identification, literature selection and data analysis using thematic analysis techniques to group findings based on main topics such as the application, benefits and challenges of pedagogical competence.

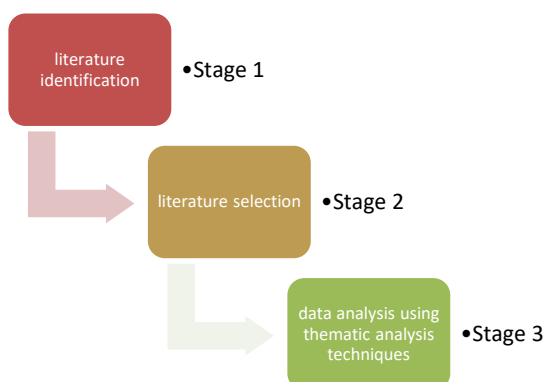


Figure 1. Literature review process

3. RESULTS AND DISCUSSION

3.1. Application of pedagogical competence in HR management

Pedagogical competence, which is generally associated with formal education, also has a very important relevance in the context of Human Resource Management (HRM). In HRM practice, the application of pedagogical competence focuses on employee development through structured training and learning based on organizational needs (Maulana, 2022). As part of the employee development strategy, pedagogical competence in HRM not only plays a role in transferring knowledge, but also in improving practical skills, critical thinking skills, and creating behavioral changes that support organizational goals. Employee training and development based on good pedagogical competence can increase the effectiveness of HRM programs, so that employees can adapt to changes that occur in an increasingly dynamic world of work (Wijaya, 2023). Therefore, it is important for HRM practitioners to understand and implement pedagogical principles in the training and development programs they organize.

Pedagogical competence in HRM refers to the ability to design, manage, and evaluate effective training and development programs for employees (Asriyanti et al., 2024). It involves a deep understanding of learning theories and practices, as well as the ability to select and apply teaching methods appropriate to the characteristics of the participants and the needs of the organization. Pedagogical

competence in HRM includes not only teaching theory, but also developing practical skills that can be directly applied in the workplace. Some important aspects of pedagogical competence in HRM include (Putri & Hamdiah, 2023) :

- a) Learning Program Design
The ability to design training programs that not only fit the organization's goals but also fit the needs and learning styles of employees.
- b) Effective Teaching Methods
Ability to use a variety of diverse teaching methods, such as e-learning, on-the-job training, and the use of case studies and simulations to create more practical learning.
- c) Classroom or Training Group Management
The ability to create an environment conducive to learning, including managing group dynamics, providing constructive feedback and encouraging active participation.
- d) Evaluation of Learning Outcomes
The ability to measure the extent to which the training has achieved the desired objectives, and to provide useful feedback for further development.

The application of pedagogical competence in HRM is very important because it can result in more effective training, which in turn can improve individual and overall organizational performance (Asriyanti et al., 2024). There are several key areas in HRM where pedagogical competencies can be effectively applied. One of the first applications of pedagogical competence in HRM is in the design of training programs. HRM practitioners need to ensure that the training they design focuses not only on teaching technical skills, but also on developing soft skills that are important for the long-term success of employees and the organization (Octavia et al., 2024). For this reason, a holistic pedagogical-based approach needs to be applied. The design of a good training program begins with a training needs analysis, which ensures that the training topics are relevant to the challenges faced by the organization and employees. Then, HRM practitioners can choose an appropriate learning design approach, such as a competency-based approach, where training is designed to improve specific competencies needed by employees.

In addition to proper learning design, pedagogical competence is also reflected in the way training materials are delivered. To create effective learning, teaching methods must be tailored to the needs of the trainees. Some methods that can be applied include (Matono et al., 2022): Experiential Learning where trainees are directly involved in activities that allow them to learn through real experiences, for example, job simulations or case studies relevant to their work; E-learning training by using technology for training through e-learning platforms which includes an understanding of how to design training content that is interactive and accessible to trainees; and Blended Learning which combines face-to-face learning with online learning allowing greater flexibility and accessibility for trainees.

Pedagogical competence in HRM also includes the ability to manage group dynamics in a training environment (Putri & Hamdiah, 2023). Effective training requires active engagement from participants, which can be achieved by creating a safe and open atmosphere for discussion. The ability to manage interactions between participants, handle differences of opinion, and encourage collaboration are important aspects in the application of pedagogical competence. Social learning can also be utilized in HRM, where trainees learn not only from the instructor, but also from the experience and knowledge of their peers. Group discussions, project-based learning, and mentoring are ways to facilitate social learning in organizations.

The application of pedagogical competence in HRM also involves an ongoing process of evaluating the effectiveness of training programs. This evaluation includes two main stages: evaluation during training to ensure the training materials are well received by participants, and post-training evaluation to assess the extent to which the training improves employee performance (Septianto & Gofur, 2024). Constructive feedback from participants is also very important. HRM practitioners should be able to provide feedback that not only corrects, but also supports participants in developing their abilities further. Therefore, feedback given in the context of learning should be educational and constructive. Pedagogical competence is essential in developing leadership training programs. Leadership development programs not only teach leadership theories, but also practical skills needed by leaders to face challenges in the workplace. In this context, the application of pedagogical competence can be done by using methods such as leadership simulations, case studies, and coaching, which allow leaders to learn through real experiences.

Studies by Knowles (1980) on andragogy or adult learning theory emphasize that pedagogical principles applied to children are not fully suitable for adults (Sayuti, 2022). Therefore, Knowles developed an approach known as andragogy, which focuses more on the needs and characteristics of adult learners, which are certainly different from young learners. This approach is highly relevant to be applied in the context of Human Resource Management (HRM), particularly in the development of training and learning for experienced employees in the workplace. The six principles of andragogy proposed by Malcolm

Knowles underline the key differences between the way adults and children learn (Meliana, 2020). The first principle, the need to know, reveals that adults need to understand the reasons and benefits of learning something before they are willing to engage in the learning process. They want to know how the knowledge acquired will be useful in their life or work. The second principle, experience as a source of learning, suggests that adults bring a wealth of life and professional experiences that can be used as a basis for learning. Effective learning for adults should be able to integrate their experiences in the learning process.

The third principle, readiness to learn, explains that adults tend to be more ready to learn when they feel the learning is relevant to the roles or challenges they face in their lives or work. Therefore, learning materials should be tailored to the practical needs they face. The fourth principle, problem-centered learning orientation, states that adults are more interested in learning that is directly related to solving real problems they face, not just theoretical concepts. They prefer to learn through hands-on experiences that are relevant to their work situations. The fifth principle, motivation to learn, explains that adults are more motivated by internal factors, such as the desire to improve skills or achieve personal goals, than by external factors. Therefore, learning that provides a sense of achievement or rewards progress is essential to motivate them. Finally, the principle of independence in learning emphasizes that adults tend to want to have greater control over their learning process. They prefer to learn independently, select relevant materials, and set their own pace and way of learning. Thus, these principles suggest that learning for adults should be more flexible, experiential and relevant to their needs.

3.2. Benefits of pedagogical competence in HR management practice

Pedagogical competence, which includes knowledge and skills in designing and implementing learning methods, is very important in the context of Human Resource Management (HRM). In HRM practice, pedagogical competence plays a major role in employee development, whether through training, career development or workplace learning. As part of the effort to improve the quality and performance of the organization, pedagogical competence helps ensure that the learning and development process of employees can run effectively and produce maximum results. The benefits of pedagogic competence in HRM practice are (Abdullah et al., 2024): Increase the Effectiveness of Training Programs. One of the main benefits of pedagogical competence in HRM is its ability to increase the effectiveness of training programs. Training designed with the right pedagogical approach can provide a more meaningful learning experience for participants. In the context of HRM, it is important for training organizers to master various pedagogical methods, ranging from learning theories to the application of best practices in training program design. Pedagogical competence enables training planners to understand how to optimize participants' various learning styles and individual needs, whether through traditional teaching techniques or digital learning technologies. According to a study by (Nurlaela et al., 2021), HRM professionals who master pedagogical competencies can create a conducive learning environment, where trainees can understand the material well and more easily apply the knowledge gained in their work. With a good pedagogical approach, training programs focus not only on knowledge transfer, but also on the formation of practical skills needed to improve work performance.

Increased training effectiveness, which is a benefit of pedagogical competence, will also increase continuous learning by the organization's human resources. Pedagogical competence contributes to the creation of a culture of continuous learning in the organization. Continuous learning, which refers to the learning process that occurs throughout one's career, is essential in the face of technological change and evolving labor market demands. In HRM practice, it is important to design programs that not only provide knowledge once, but that encourage employees to continue learning and developing. A study by Marsick and Watkins in (Asrunputri & Salim, 2021) shows that organizations that encourage continuous learning are better able to adapt to environmental changes and achieve their strategic goals. Pedagogical competence in HRM enables HR leaders and managers to design learning experiences that support lifelong learning. This includes encouraging employees to be active in developing their skills, both through formal and informal training, as well as through learning driven by daily experiences in the workplace.

Learning done with a good pedagogical approach can also increase employee engagement (Jain & Khurana, 2017). When training or development programs are designed to meet individual learning needs and preferences, employees feel more valued and more engaged in the learning process. This, in turn, can increase their motivation levels and job satisfaction. According to research conducted by (Saks & Gruman, 2011) in employee engagement can be influenced by various factors, including relevant and effective training. Learning programs designed with a good pedagogical approach can ensure that employees feel they have the opportunity to develop and reach their full potential. This high engagement contributes to improved organizational performance and reduced employee turnover rates.

One of the main objectives of training programs in HRM is to ensure that the knowledge and skills learned can be applied directly on the job. Strong pedagogical competence in learning design helps facilitate more effective knowledge transfer from the training environment to the workplace. Learning designed with sound pedagogical principles, such as using problem-based methods, simulation, or collaborative learning, increases the likelihood that the knowledge and skills acquired by trainees will be applied in real-world situations. Based on a study by Noe in (Subyantoro et al., 2022), teaching methods that combine practical and theoretical elements allow trainees to more easily remember and apply the material taught. This is critical to the long-term success of training, as effective knowledge transfer contributes to improved individual and organizational performance.

Pedagogical competence also plays an important role in leadership development in organizations. Leaders who master pedagogical competence can be more effective in managing and developing their teams (Asmara et al., 2023). They are able to design development programs that not only improve employees' technical skills but also the leadership skills and interpersonal skills needed to work in teams. For example, leaders who have an understanding of pedagogical competencies can use effective coaching and mentoring techniques to guide employees in both their professional and personal development. By providing opportunities for employees to learn directly from their leaders, whether through discussion, feedback, or informal teaching, leaders can increase the confidence and competence of their employees.

A final benefit of pedagogical competence in HRM is its contribution to improving overall organizational performance. Organizations that have employee development programs that are based on effective pedagogical principles tend to have more skilled, more engaged, and more productive employees (Novi Anisa Safitri et al., 2024). A well-designed training program increases the capacity of individuals to work efficiently and effectively, leading to improved team and organizational performance. Studies by Becker and Huselid in (Haudi et al., 2021) shows that investments in effective employee training and development can generate significant returns in terms of performance and organizational profits. By leveraging pedagogical competencies, HRM can create training programs that not only focus on developing technical skills, but also on shaping attitudes and behaviors that support a productive organizational culture (Bali & Hadi, 2024). For example, (Amstrong, 2021) research showed that companies with pedagogic-based training recorded productivity increases of up to 25% compared to companies with traditional training approaches.

3.3. Challenges in implementing pedagogical competencies in HR management practices

The implementation of pedagogical competencies in Human Resource Management (HRM) practice faces a number of challenges that need to be addressed for effective employee learning and development. One of the main challenges is the diversity of learning styles. Employees come from a variety of educational backgrounds, experiences and personalities that affect the way they absorb information and learn. Good pedagogical competence requires training managers to design programs that can accommodate these various learning styles, such as visual, auditory or kinesthetic learning (Bukit & Tarigan, 2022). This is often difficult to do, especially if resources are limited or there is no flexible approach to training delivery. Another challenge is time and resource constraints. Many organizations, especially those operating in highly dynamic environments, face difficulties in providing sufficient time and budget to conduct pedagogical competency-based training. In addition, trainings designed with more interactive or experiential pedagogical methods, such as group discussions or case studies, require more time and resources. These limitations often hinder the effective implementation of pedagogical competencies in employee development.

A further challenge is the inability of training facilitators or managers to apply pedagogical principles consistently. While facilitators may have theoretical knowledge of pedagogy, they often lack practical skills in applying these principles in actual training settings (Hamzah et al., 2023). This can be due to a lack of training or experience in managing adult groups, which have different characteristics and needs to children. For example, adults tend to prefer learning that is self-directed and relevant to their work, yet not all facilitators can adapt these methods effectively. In addition, differences in participants' skill and knowledge levels also pose a challenge in the implementation of pedagogical competencies. Employees with different levels of experience will require different approaches to learning (Asmara et al., 2023), so it requires appropriate adjustments so that learning can be well received by all participants.

In addition, technology and infrastructure limitations are also an obstacle, especially in organizations that have not fully utilized technology in the training process. In the context of technology-based learning, HRM managers must ensure that supporting infrastructure such as e-learning platforms, presentation tools, or fast internet access are available to support effective pedagogical implementation. This technological unpreparedness can hinder the utilization of more flexible and innovative pedagogical methods, such as distance learning or technology-based learning. Finally, resistance to changes in organizational culture can also be a major obstacle in implementing pedagogic competencies (Asmara et al., 2023). Many

organizations have an established culture with traditional training methods that are more rigid and do not encourage experiential learning or collaboration. Changing this culture to adopt a more pedagogical approach takes time, patience and support from all levels of the organization, especially top management. All challenges must be overcome with careful planning, efficient resourcing, and training and debriefing of facilitators to improve their pedagogical skills.

4. CONCLUSION

4.1. Summary

Pedagogical competence in Human Resource Management (HRM) practice has a very important role in improving the effectiveness of training, development and learning programs in the workplace. This competency involves not only an understanding of learning theories, but also the skills to adapt teaching methods to suit the needs and characteristics of the trainees, who in this case are employees. In the context of HRM, pedagogical competence provides a foundation for designing and implementing employee development programs that focus not only on the delivery of knowledge, but also on the formation of practical skills that can be applied directly in the world of work. Therefore, the mastery of pedagogical competencies by HRM professionals is essential to create learning experiences that are effective and relevant to the needs of the organization. The application of pedagogical competencies can help create training programs that are more focused, adaptive and oriented to the needs of participants. By understanding various learning theories and pedagogical principles, as demonstrated by the concept of andragogy developed by Malcolm Knowles, HRM professionals can design training that better suits adult learning styles. Relevant and experiential learning will be more effective in preparing employees to face workplace challenges and capitalize on career development opportunities. In addition, the pedagogical approach in HRM also supports the creation of a culture of continuous learning within the organization, which is essential to enhance the organization's competitiveness in the face of changing market dynamics.

However, the implementation of pedagogical competencies in HRM faces several challenges that must be overcome to achieve optimal results. The main challenges include the diversity of participants' learning styles, limited time and resources to deliver effective training, and the ability of facilitators to practically apply pedagogical principles. In addition, technology and infrastructure limitations are also a hindering factor, especially in organizations that have not fully utilized technology to support training programs. These challenges require careful planning, commitment from all stakeholders, and capacity building of facilitators to improve their pedagogical skills. Nevertheless, the benefits derived from the application of pedagogical competencies are enormous. Training programs designed with a sound pedagogical approach can increase employee engagement, accelerate knowledge transfer, and improve overall organizational performance and productivity. Employees who are given the opportunity to learn in a more relevant and structured way will feel more valued and better equipped to tackle the challenges that exist in the workplace. In addition, pedagogical competence also plays a role in shaping effective leadership, as leaders with pedagogical skills are better able to guide and develop their teams.

Overall, pedagogical competence plays a very important role in the management of human resource development within organizations. By designing training programs that are based on pedagogical principles, organizations not only improve the ability of individual employees but also increase the capacity of the organization to adapt to environmental changes. Therefore, investing in the development of pedagogical competencies for HRM practitioners is a strategic step to create an organization that continues to grow and is ready to face future challenges.

4.2. Recommendation

To optimize the application of pedagogical competencies in Human Resource Management (HRM) practice, several recommendations need to be considered by organizations. First, organizations should ensure that HRM professionals have adequate training and development in pedagogics, both through formal courses and practice-based training. This will enhance their ability to design training programs that are adaptive, effective, and in line with employee needs. Second, organizations need to adopt diverse and flexible learning approaches that accommodate employees' various learning styles. Experiential learning, case studies, simulations, as well as modern learning technologies such as e-learning and blended learning, can provide more effective alternatives for employees to absorb new knowledge and skills.

In addition, it is important for organizations to make optimal use of technology to support employee training and development. The use of digital platforms for self-paced learning, webinars or online courses allows employees to learn in a more flexible and efficient way. Organizations should also create an environment that encourages continuous learning, by providing access to resources that support employees' ongoing career development, such as mentoring or coaching. Finally, to ensure successful

implementation, organizations need to involve top management in supporting and prioritizing the development of pedagogical competencies in the HRM strategy, as well as providing sufficient resources for training and development to run optimally. With these steps, organizations can improve individual and team performance, and adapt to changes and evolving market demands.

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