

Evidence-Based Professional Behavior Optimization Model (EPBOM) Training Model for Employee Competence at Bank Indonesia Malang Representative Office

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ABSTRACT

Purpose: The purpose of this study is to examine how the Bank Indonesia Malang Representative Office has improved staff competency through the use of the Evidence-Based Professional Behavior Optimization Model (EPBOM) Training Model.

Research Method: Using purposive sampling and a qualitative approach, the study included 48 employees enrolled in the EPBOM training program. Throughout the training process, information was gathered through in-depth interviews, observations, documentation, and thoughtful assessments of staff members' professional conduct. Triangulation techniques were used for data reduction, data display, and conclusion drawing.

Results and Discussion: The results show that incorporating evidence-based professional conduct, technical competence enhancement, adaptive communication, a collaborative work culture, and transformational leadership support enhanced employee competency through the EPBOM training model. Additionally, work discipline, problem-solving skills, accountability, service quality, and professional work engagement all improved as a result of the training.

Implications: This study emphasizes the importance of evidence-based behavioral training models for strengthening organizational human resource development policies, particularly in strategic public institutions.

Originality: The development of an evidence-based professional behavior optimization model, combined with competence-building and professional performance enhancement, within the framework of Bank Indonesia institutional training makes this study unique.

Keywords: EPBOM training model; employee competence; professional behavior.

1. Introduction

Transformations in the workplace driven by the digital age, alongside the escalating complexity of institutional responsibilities and the rising expectations for public services, compel organizations to enhance the competencies of their human resources continually. As an indispensable asset in any organization, human resources must continually evolve in response to technological advancements and rapidly changing environmental conditions, thereby making competency development strategies essential for preserving organizational competitiveness and sustainability (Rohimi *et al.*, 2024). In the context of an organizational strategy such as Bank Indonesia's, employee competency transcends mere technical proficiency; it also encompasses adaptability, professional communication, data-informed



decision-making, interdepartmental collaboration, and work behaviors aligned with organizational values. These challenges highlight that enhancing employee competency cannot be achieved solely through traditional knowledge dissemination but requires a training methodology that integrates evidence-based learning with the systematic cultivation of professional conduct. Consequently, organizations must formulate training models that emphasize not only the augmentation of technical skills but also the development of professional behaviors that facilitate the effective execution of institutional duties and obligations.

Instead of relying just on technical training, organizational and experiential learning perspectives are increasingly being used to explain employee competency development. According to experiential learning theory, competency is developed through an ongoing cycle that includes active exploration, abstract conceptualization, reflective observation, and tangible experience. When individuals are encouraged to assess organizational evidence critically, reflect on their work experiences, and consistently apply newly learned information to real-world work scenarios, they enhance their professional competence within organizational contexts. Evidence that experiential learning facilitates the integration of knowledge, beliefs, skills, and behaviors through real-world experiences supports this viewpoint by bridging gaps among formal training, evidence, and workplace practice (MacKay *et al.*, 2024). Organizational Learning Theory, which supports this viewpoint, highlights that when organizations encourage information exchange, group reflection, and institutional support for ongoing development, individual learning becomes sustainable. In this sense, learning is more likely to be put into practice when professional development is bolstered by institutional support, strong leadership, and group learning. This shows that competency development depends on organizational conditions that allow knowledge to be applied in practice as well as knowledge acquisition (Al-Omary *et al.*, 2024). Furthermore, learning activities that incorporate practical experience, feedback, reflection, and opportunities to apply and refine learning in collaborative settings repeatedly strengthen the development of professional competencies through an ongoing process of experience and reflection, making the experiential learning cycle more meaningful (Nagel *et al.*, 2024). Together, these viewpoints imply that rather than depending solely on knowledge transmission, competency development should incorporate evidence-based learning, reflective practice, collaborative interaction, and behavioral reinforcement.

Furthermore, evidence-based professional practice provides a systematic approach to translating knowledge into professional practice. Before implementing workplace actions, employees are encouraged to integrate evidence-based learning, organizational evidence, professional expertise, critical reflection, and contextual decision-making. According to (Nielsen *et al.*, 2024), who stress that evidence-based practice education should cultivate the capacity to critically evaluate evidence and translate knowledge into appropriate professional decisions and actions through structured learning processes, support this methodical approach. Moreover, the transformation of evidence into professional competency is strengthened through structured, interactive, and practice-oriented learning. According to (Kim & Jeong, 2024) demonstrated that a structured evidence-based practice competency enhancement program involving mentorship, interactive learning, and resource-based activities improved participants' research competencies and evidence-based practice beliefs. In contrast, hands-on learning and collaborative activities further supported the development of practical competency. This process is further reinforced by (Redmond *et al.*, 2024), who explain that evidence-based practice requires the integration of the best available evidence with professional expertise and contextual considerations so that evidence can be transformed into informed decisions and appropriate actions within specific practice settings. Therefore, competency enhancement should be viewed as a behavioral learning process rather than merely the acquisition of technical knowledge.

Theoretically, the enhancement of employee competencies is mediated by the interplay among knowledge, skills, attitudes, experiential learning, organizational culture, and leadership support. Training and educational initiatives are structured to elevate employee competencies, with competency defined as the capacity to perform tasks, underpinned by knowledge, skills, and work-related attitudes

relevant to job requirements. Furthermore, training and development are vital to enhancing employee performance and organizational effectiveness, as they not only elevate employees' technical proficiencies but also cultivate motivation, commitment, and engagement at work, which collectively influence organizational productivity (Rolanda & Elpanso, 2024). Nevertheless, numerous training programs successfully enhance participants' cognitive dimensions, yet they do not invariably lead to enduring changes in workplace behavior.

Recent research has indicated that competency-based training is a fundamental strategy for enhancing human resource quality across diverse sectors. This training paradigm was designed to mitigate the gap between employees' skills and job requirements, thereby facilitating a more precise alignment of training initiatives with the workforce's competency needs. Job competencies provide the foundation for delineating training objectives, materials, and methodologies, thereby promoting a structured approach to employee competency enhancement (Tang, 2025). Organizations necessitate proficient employees to effectively contend with the challenges and transformations within an increasingly fluid work environment, and competency mapping is essential for more accurately identifying the training and development requirements of employees (Wijayanti & Sari, 2023).

Additional studies underscore the significance of evidence-based practice in professional development. This methodology prioritizes the incorporation of empirical data, professional expertise, and critical introspection as foundational elements for informed decision-making and action in the workplace. Training initiatives are designed not merely to enhance individual employee competencies but also to help organizations leverage their human capital effectively to secure a competitive edge. From the viewpoint of a learning organization, the efficacy of the organizational learning process will influence improvements in organizational capabilities by fostering emotional, social, and cognitive intelligence, all of which underpin employees' professional conduct in fulfilling their responsibilities (Cik *et al.*, 2021). In numerous organizations, the implementation of evidence-based practice has been shown to improve decision quality, enhance work efficiency, and strengthen individuals' capacity to adapt to change in a fluctuating work environment.

Conversely, numerous investigations into the evolution of professional conduct reveal that changes in behavior are shaped not solely by formal education but also by the prevailing organizational culture, leadership support, a collaborative workplace atmosphere, and opportunities to apply learning outcomes in the professional setting. These results underscore that the efficacy of training initiatives is highly contingent on the organization's capacity to foster a learning ecosystem that enables the transformation of professional conduct. Nevertheless, a considerable number of studies continue to delineate competencies and professional behavior as distinct elements, resulting in a paucity of research on how these two dimensions can be synthesized into a holistic, evidence-based training framework.

While numerous investigations have focused on competency development training, evidence-informed practice, and the cultivation of professional behaviors, gaps remain in elucidating how these three elements are synergistically integrated into a training framework implemented within strategic public organizations. Most existing research evaluates training outcomes using performance metrics or participant satisfaction. In contrast, the dynamics of competency development and shifts in professional behavior that occur during training have not been rigorously analyzed. Moreover, inquiries specifically examining the application of evidence-based training frameworks to enhance professional behavior within the context of Bank Indonesia remain notably sparse. This scenario underscores the necessity for a more holistic understanding of participants' experiences, the procedural execution of training frameworks, and the determinants that facilitate the advancement of employees' competencies.

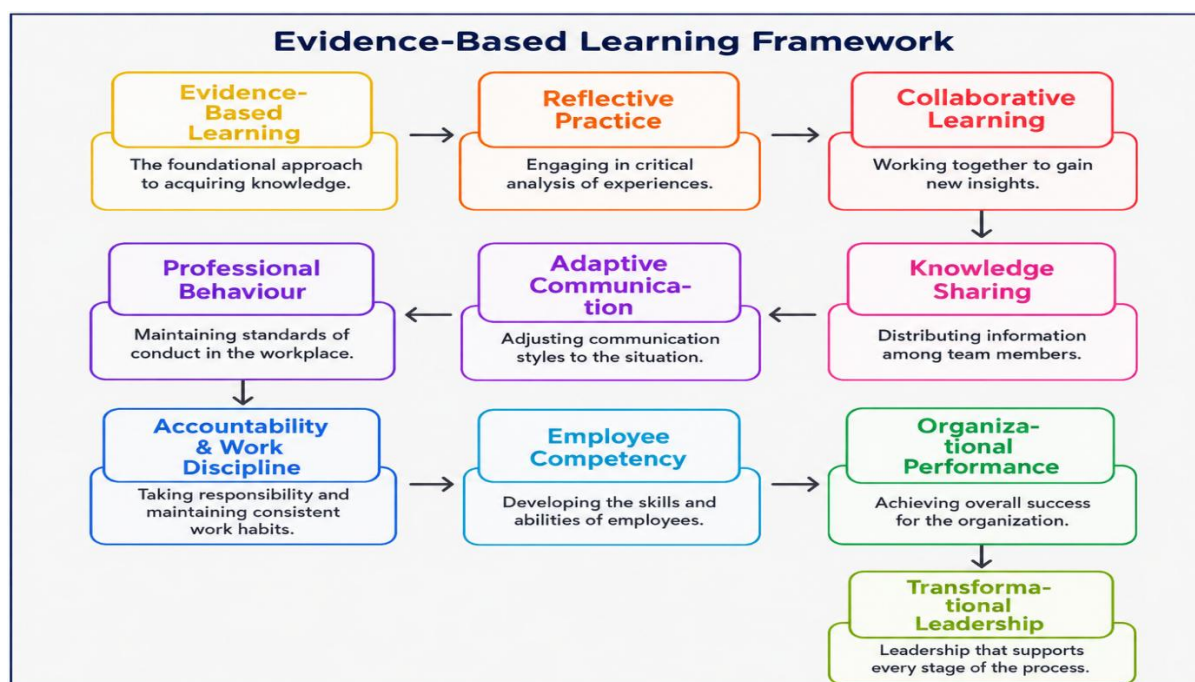
By combining competency-based training, evidence-based professional practice, experiential learning, organizational learning, adaptive communication, collaborative learning, transformational leadership support, accountability, and workplace discipline into a single competency development model, the EPBOM framework was conceptually developed through a theoretical synthesis informed by these perspectives. In contrast to traditional competency-based training models, which mainly focus on acquiring knowledge and developing technical skills, EPBOM clearly describes the behavioral

transformation process in which evidence-based reflection fosters professional accountability, collaborative learning, adaptive communication, and long-term competency improvement.

As a result, the conceptual mechanism put forth in this study is predicated on the idea that evidence-based learning begins with reflective practice, which, in turn, strengthens adaptive communication and collaborative knowledge sharing. These learning processes promote professional discipline, accountability, and evidence-based decision-making, all of which ultimately support organizational performance and employee competency development. Transformational leadership serves as an enabling organizational context that supports each step of the competency development process.

In light of these identified deficiencies, this research seeks to examine the efficacy of the Evidence-Based Professional Behavior Optimization Model (EPBOM) Training Model in enhancing employee competencies at the Bank Indonesia Representative Office in Malang, as well as the experiences of employees who engage with the training model. Correspondingly, this research aims to scrutinize the execution of the EPBOM training model, delineate the fundamental elements that facilitate the enhancement of employee competency, and discern the transformations in professional behavior that arise during the training regimen. The originality of this inquiry resides in the formulation and comprehensive examination of the EPBOM model as a training methodology that amalgamates evidence-based professional behavior, the augmentation of technical competencies, adaptive communication, a culture of collaborative work, and leadership endorsement, all within a unified framework for the development of employee competencies in a strategic public institution. In contrast to prior investigations that predominantly focus on individual aspects of competency or professional behavior, this study adopts a holistic qualitative approach to explore the interconnections between the two.

Figure 1. Conceptual Framework of the Evidence-Based Professional Behavior Optimization Model (EPBOM).



The reminder of this paper is organized as follows. Section 2 provides a literature review. Section 3 presents the research method. Section 4 provides research findings and discussions. Section 5 wraps up the paper.

2. Literature Review and Hypothesis Development

2.1 Theoretical Foundation of the Evidence-Based Professional Behavior Optimization Model (EPBOM)

The recognition of employee competency development as a multifaceted process that goes beyond the acquisition of technical knowledge and skills is growing. Sustainable competency improvement requires integrating cognitive learning, behavioral change, organizational learning, and ongoing professional adaptation, according to recent research in human resource development. Effective training models should therefore not only impart knowledge but also help individuals adopt new professional behaviors that allow them to apply evidence, work well with others, and consistently enhance performance at work. These viewpoints suggest that, rather than discrete training exercises, competency development should be understood as an integrated learning process encompassing personal experiences, social interaction, organizational support, and reflective practice.

Rather than being a stand-alone theoretical construct, the Evidence-Based Professional Behavior Optimization Model (EPBOM) presented in this paper was created through a theoretical synthesis of various complementary learning and human resource development theories. In particular, the model unifies the concepts of Evidence-Based Practice, Experiential Learning Theory, Social Learning Theory, Organizational Learning Theory, and Competency-Based Training Theory into a cohesive framework for employee competency development. The conceptual process explaining how evidence-based learning activities can change professional conduct and ultimately improve staff competences within strategic public organizations is synthesized from these theories. According to (Brownson *et al.*, 2018) An integrated perspective aligns with the understanding that evidence-based capacity development requires a reciprocal relationship between individuals and organizations, in which employees acquire the skills to assess and apply evidence, while organizational structures, resources, leadership, learning climates, feedback, and peer networking support the translation of evidence into professional practice.

The main learning process underlying EPBOM is grounded in Kolb's Experiential Learning Theory. According to the theory, learning occurs through an ongoing cycle of active experimentation, abstract conceptualization, reflective observation, and tangible experience. When workers actively experience events at work, critically analyze those experiences, gain conceptual understanding, and then apply newly learned knowledge in real-world organizational contexts, they develop deeper capabilities. Because participants are encouraged to combine theoretical knowledge with real-world job experience through ongoing reflection and problem-solving processes, experiential learning has been shown in recent research to improve professional competence considerably (Morris, 2020). Kolb's experiential learning cycle is practically implemented within the EPBOM framework through reflective learning sessions, workplace simulations, case analyses, and evidence-based discussions that support long-term competency development.

The Social Learning Theory, proposed by Bandura, which contends that professional conduct develops through observation, imitation, interaction, and reinforcement within social situations, provides conceptual support for EPBOM in addition to experience learning. By watching managers, coworkers, and organizational role models and getting feedback on their own behavior at work, employees consistently learn proper professional behavior. This viewpoint clarifies why peer discussion, leadership support, mentoring, and collaborative learning are crucial elements of the EPBOM training process. Professional competences develop through ongoing interactions between individuals and their corporate environment rather than solely through formal training. This allows employees to internalize professional principles and adaptable workplace practices.

Organizational Learning Theory, which views organizational competence as the culmination of collaborative learning processes that comprise knowledge acquisition, knowledge sharing, reflection, and ongoing development, offers greater insight into the organizational dimension of EPBOM. Through collaborative learning cultures, methodical information exchange, and ongoing organizational adaptation, organizational learning allows individual competences to develop into institutional capabilities. As a result, EPBOM places a strong emphasis on organizational knowledge sharing, inter-

unit communication, and collaborative reflection as ways that individual competency development enhances overall organizational success. According to Maslach *et al.*, (2018), employees can gain new insights by critically assembling details from uncommon or negative experiences and developing previously undiscovered explanations to enhance organizational practices. In this context, organizational learning may also arise through the methodical analysis of these experiences.

The competency enhancement approach within EPBOM is also anchored in the principles of Competency-Based Training (CBT). Competency-based training stresses the systematic alignment between organizational competency criteria, learning objectives, training activities, competency evaluation, and workplace performance. Rather than judging training performance solely by participant satisfaction or information acquisition, competency-based techniques assess employees' ability to demonstrate observable competencies in authentic work contexts. Consequently, EPBOM integrates competency-oriented learning activities, workplace assignments, behavioral simulations, reflective evaluation, and ongoing feedback to ensure that competency development remains closely tied to organizational performance goals.

Lastly, the integration of Evidence-Based Practice (EBP) concepts into competency development is what sets EPBOM apart. Evidence-Based Practice emphasizes that, rather than relying solely on intuition, professional decisions should be informed by integrating professional skills, organizational experience, empirical evidence, and critical reflection. Evidence-based decision-making strengthens analytical reasoning, accountability, transparency, and professional judgment, all of which increase organizational success, according to recent research in human resource development. The main link between technical proficiency and behavioral change in EPBOM is evidence-based professional behavior. Workers are encouraged to assess organizational evidence critically, reflect on their work experiences, provide evidence-based recommendations, and collaborate to solve organizational problems.

Taken together, these theoretical stances clarify the causal reasoning underlying the EPBOM framework. Social Learning Theory describes how professional behavior evolves through interaction and observation; Experiential Learning Theory describes how employees learn via experience and reflection; Competency-Based Training Theory describes how competencies are methodically developed and evaluated; Organizational Learning Theory describes how individual competencies become collective organizational capability; and Evidence-Based Practice describes how professional decisions are strengthened through the integration of empirical evidence and reflective judgment. Consequently, EPBOM should be understood as a theoretically integrated competency development framework that integrates evidence-based learning, behavioral optimization, collaborative organizational learning, and competency-based training into a cohesive model for improving employee competence in strategic public institutions rather than as a collection of desirable training components.

2.2 Employee Competency Development Through Training

Employee competency development and training have long been recognized as essential strategies for enhancing organizational effectiveness and maintaining competitiveness in increasingly dynamic work environments. Employee competence is today a multifaceted concept that includes cognitive ability, professional behavior, communication skills, adaptability, teamwork, accountability, and ethical responsibility. It is no longer limited to technical knowledge or task-specific abilities. As a result, modern human resource development places a strong emphasis on how training should support both knowledge acquisition and long-term behavioral change so that workers can use newly learned skills in real-world work environments (Kartini & Tresnawati, 2025).

When training activities are systematically aligned with organizational competency standards, work needs, learning objectives, practical experiences, and performance evaluations, competency development is achieved under Competency-Based Training (CBT). Therefore, competency-based approaches emphasize individuals' demonstrated ability to perform effectively in real-world

organizational settings rather than mere participant satisfaction or theoretical understanding. These strategies are becoming increasingly crucial since companies need workers who can continually adapt to new technology, evolving regulations, and shifting stakeholder expectations. Therefore, in order to help employees solve problems, communicate effectively, and make responsible professional judgments, competency development should incorporate both technical competence and behavioral capability.

According to (Fauziyah & Kuswinarno, 2024), who contend that well-designed training programs enhance employee knowledge, technical abilities, motivation, productivity, and organizational efficiency, further bolster the importance of training as a vehicle for competency development. They go on to say that organized learning gives workers a more thorough understanding of their professional obligations and the skills they need to handle increasingly difficult work challenges. Similar to this, (Cik *et al.*, 2021) stress that systematic competency development improves job-related capacities, closes competency gaps, and equips workers to adapt to institutional change and technology improvement. Beyond technical proficiency, a growing body of research in human resource development highlights that training should support behavioral learning in addition to competency acquisition. By helping employees internalize professional values, accountability, teamwork, ethical decision-making, and adaptive communication, behavioral change ensures that competency improvement is sustained over time rather than being restricted to brief knowledge gains.

The Evidence-Based Professional Behavior Optimization Model (EPBOM) views employee competency development as the result of an integrated learning process that incorporates experiential learning, professional behavior optimization, collaborative learning, adaptive communication, and organizational support. Instead of viewing competency as merely technical proficiency, EPBOM suggests that professional behavior, workplace experience, cognitive learning, and reflective evidence-based practice interact to create sustainable employee competence. As a result, competency development is both an individual learning process and an organizational capability-building strategy that supports long-term institutional performance.

Even though there is strong evidence that training improves employee competency, most of the material currently available focuses on post-training performance metrics, technical knowledge acquisition, and cognitive success. Fewer studies describe how evidence-based learning might support sustainable professional behavior in organizational settings or examine the behavioral mechanisms through which competency development takes place. This constraint provides a solid theoretical basis for developing integrated competency development models such as EPBOM that specifically integrate evidence-based behavioral transformation with technical competency advancement.

2.3 Competency-Based Training in the Digital and Adaptive Work Environment

Employees are now expected to exhibit not only technical proficiency but also digital literacy, analytical thinking, adaptive communication, collaborative problem-solving, critical decision-making, and continuous learning capabilities. As a result, competency development has moved from traditional knowledge transmission to adaptive learning systems that enable employees to respond effectively to rapid technological, organizational, and environmental changes. The acceleration of digital transformation has fundamentally changed organizational competency requirements across both public and private sectors (Milasari & Supriandi, 2025).

According to Hidayat *et al.* (2025), these findings support these claims, emphasizing that to keep employees adaptable to changing organizational needs, modern competency development should incorporate competency-based education, experiential learning, blended learning, digital learning platforms, and ongoing assessment. According to their findings, effective training simultaneously improves adaptability, communication, innovation capacity, and digital readiness, going beyond the acquisition of technical knowledge. These results support the claim that learning systems that can

integrate cognitive, behavioral, and organizational dimensions are necessary for sustainable competency development.

According to Adult Learning Theory (Andragogy), employees learn best when training exercises are directly tied to actual workplace challenges and when participants actively engage in problem identification, reflection, and the development of workable solutions. Adult learners are typically experience-driven, self-directed, and driven by chances to advance their careers. Therefore, rather than focusing on passive knowledge transfer, effective competency development programs should prioritize participant engagement, experiential activities, collaborative reflection, and rapid practical application. The design concepts of EPBOM, which empower workers to critically assess organizational evidence, resolve real-world workplace issues, and constantly enhance professional practice through reflective learning, are further supported by this theoretical viewpoint.

Additionally, organizational learning settings that support ongoing communication, knowledge sharing, and cooperative problem-solving are increasingly impacting the development of digital competencies. Employees can more effectively access organizational information through technology-enhanced learning ecosystems, which also promote peer learning, interdisciplinary collaboration, and evidence-based decision-making. Competency-based training is therefore viewed as an adaptive organizational learning process that integrates experiential reflection, collaborative knowledge sharing, adaptive communication, competency assessment, and evidence-based learning within the Evidence-Based Professional Behavior Optimization Model (EPBOM). EPBOM aims to maximize professional conduct through ongoing interaction between workplace experience, organizational evidence, leadership support, and collaborative learning, rather than focusing solely on technical capacity. Through this integration, employees can adopt professional attitudes that support long-term organizational efficiency and gain competencies.

The majority of the literature currently in print continues to assess competency development primarily through the lenses of technical skill acquisition, digital readiness, or learning technology adoption, despite numerous studies that identify instructional strategies for competency enhancement in digital environments. Understanding how evidence-based behavioral optimization supports long-term competency development within strategic public organizations has received relatively little attention. This constraint highlights the necessity of integrated frameworks such as EPBOM that incorporate evidence-based professional practice, behavioral transformation, and competency-based training.

2.4 Learning Culture and Professional Adaptability

A growing body of research on human resource development acknowledges that formal training programs alone cannot achieve sustainable employee competency development; rather, an organizational learning culture that consistently fosters knowledge acquisition, introspection, teamwork, and adaptation must be established. Employees can convert personal experiences into collective organizational knowledge through organizational learning, thereby promoting ongoing competency development outside formal educational initiatives. As a result, companies that foster learning-oriented environments are typically better equipped to handle regulatory changes, technological disruption, and increasingly complex organizational challenges.

According to Organizational Learning Theory, learning is a communal organizational process that creates, shares, interprets, and institutionalizes information rather than just being an individual cognitive activity. Therefore, when workers consistently share experiences, assess work procedures, consider organizational evidence, and work together to find solutions to workplace issues, organizational capability grows. This theoretical viewpoint clarifies why competency development ought to be integrated into regular organizational operations rather than being limited to sporadic training initiatives. According to the EPBOM paradigm, organizational learning serves as the environmental

mechanism that enables the ongoing reinforcement of evidence-based professional conduct after formal training.

The organization's Knowledge-Based View (KBV), which views organizational knowledge as one of the most important strategic resources for gaining a sustainable competitive advantage, provides additional insight into the efficacy of organizational learning. This viewpoint holds that when tacit knowledge, real-world experience, professional expertise, and organizational evidence are methodically communicated across organizational members, employee skills grow. Knowledge sharing functions through the exchange of knowledge, in which employees share information and experiences with others while also acquiring knowledge from other organizational members. This reciprocal process strengthens the capacity of both individuals and organizations to generate new knowledge and improve organizational capabilities. Organizations should create collaborative processes that support knowledge sharing, group reflection, and ongoing organizational progress rather than viewing knowledge as an individual asset. These procedures improve workers' capacity for analysis, flexible decision-making, and professional judgment, all of which eventually lead to increased organizational effectiveness.

These theoretical stances align with the findings of (Baskoro *et al.*, 2025), who show that structured education and competency development programs support organizational learning cultures that enhance employee adaptability, innovation, productivity, and organizational commitment in addition to improving technical capability. Similarly, (Putri, 2026) highlights that by promoting cooperative learning, ongoing feedback, and competency development across organizational units, technology-supported learning ecosystems enhance knowledge-sharing processes. When taken as a whole, these studies show that competency development should not be seen as discrete educational events but rather as a continuous organizational process.

The development of professional adaptability, which is increasingly crucial in modern businesses operating in rapidly changing contexts, is also facilitated by a learning culture. The ability of workers to adapt their behavior, communication styles, problem-solving techniques, and expertise in response to changing organizational circumstances is known as professional flexibility. In addition to mastering technical laws, employees at critical public institutions such as Bank Indonesia must demonstrate adaptability, evidence-based reasoning, collaborative decision-making, and responsiveness to organizational change. As a result, organizational learning methods that consistently expose staff members to fresh information, group projects, and reflective practice become inextricably linked to adaptive competency.

Learning culture, as defined by the Evidence-Based Professional Behavior Optimization Model (EPBOM), is the organizational setting that supports competency growth after formal training sessions conclude. Through regular organizational contacts, evidence-based reflection, collaborative learning, knowledge exchange, and adaptive communication are consistently reinforced, enabling newly acquired competencies to become ingrained in professional workplace behavior. Therefore, by presenting corporate learning culture as a key mechanism via which behavioral transformation becomes permanent rather than transient, EPBOM expands on traditional competency-based training.

Most studies assess organizational learning in relation to innovation, knowledge management, or organizational performance, even though prior research has consistently recognized its significance for competency enhancement. Explaining how organizational learning serves as the behavioral mechanism linking competency development, professional behavior optimization, and evidence-based learning in integrated training models has received little attention. The development of EPBOM as a paradigm that clearly links organizational learning processes with evidence-based behavioral change and sustained employee competency development is further justified by this theoretical constraint.

2.5 Knowledge Sharing and Evidence-Based Professional Behavior

One of the most important organizational procedures for long-term competency development and ongoing professional growth is knowledge sharing. Organizations nowadays are increasingly realizing

that important organizational knowledge is produced not only through formal education or training but also through employee collaboration, experience sharing, introspective discussion, and group problem-solving. As a result, employees' capacity to communicate, understand, and use organizational information in their day-to-day work practices contributes to the development of professional competence in addition to individual learning.

Social Learning Theory, which describes how professional conduct changes through observation, interaction, imitation, feedback, and social reinforcement, provides substantial support for this viewpoint. By observing more seasoned coworkers, discussing organizational issues, receiving constructive criticism, and reflecting on effective work procedures, employees consistently build professional expertise. As a result, knowledge sharing serves as a behavioral learning process that helps employees internalize professional values, communication styles, collaborative attitudes, and evidence-based decision-making in addition to being a means of exchanging information. Collaborative learning activities within the EPBOM framework enable staff members to convert personal experiences into shared organizational knowledge, enhancing collective competency.

The concepts of Evidence-Based Practice (EBP) further support the behavioral aspect of information sharing. In contrast to intuition or habitual practice alone, evidence-based practice emphasizes that a combination of empirical evidence, organizational experience, professional skill, and critical thought should inform professional decisions. Effective knowledge sharing therefore entails more than just sharing information; it also entails discussing potential solutions, critically analyzing organizational evidence, and working together to determine the best course of action based on solid evidence. In addition to enhancing accountability and organizational learning, this kind of introspective conversation motivates staff members to improve the caliber of their professional judgment consistently.

According to Hidayat *et al.*, (2026) further highlight the significance of knowledge sharing for professional development by showing that trust-based organizational cultures greatly promote knowledge sharing, innovation, and proactive work behavior. According to their findings, workers in high-trust settings are more inclined to share experiences, offer ideas, and collaborate to develop creative solutions to the company's problems. As a result, both individual and organizational learning capacities are strengthened by these cooperative interactions. According to recent research on organizational learning, employees' adaptability, professional creativity, and organizational performance are all greatly enhanced by effective knowledge sharing, as collaborative learning enables workers to incorporate diverse perspectives when tackling increasingly complex workplace challenges. Workers who engage in ongoing information sharing typically exhibit improved analytical thinking, greater self-assurance in their decision-making, and greater preparedness to execute organizational change. These results suggest that, rather than being solely an organizational communication activity, information sharing should be viewed as a strategic competency-development method.

Knowledge sharing plays a key role in connecting professional behavior optimization with evidence-based learning within the Evidence-Based Professional Behavior Optimization Model (EPBOM). Employees are encouraged to collaboratively understand organizational evidence, share workplace experiences, assess alternative solutions, and develop evidence-based suggestions after engaging in evidence-based learning activities. Employees progressively internalize professional accountability, analytical thinking, adaptive communication, and cooperative problem-solving techniques through frequent collaborative reflection. As a result, the primary behavioral mechanism for translating evidence-based learning into long-term professional competency is knowledge sharing.

This integration sets EPBOM apart from traditional competency-based training by explicitly positioning collaborative knowledge sharing as the mechanism through which evidence-based professional behavior becomes embedded in everyday organizational practice. Competencies become sustainable when employees continuously exchange knowledge, reflect upon workplace experiences, and collaboratively apply empirical evidence to organizational decision-making. Contrary to conventional competency development programs, which often emphasize individual learning

outcomes, EPBOM conceptualizes competency development as a collective organizational process. Relatively few studies explain how knowledge sharing serves as the behavioral pathway linking evidence-based learning to competency development in strategic public organizations, despite prior research consistently showing a positive relationship between knowledge sharing and organizational performance. The conceptual contribution of EPBOM, which combines evidence-based practice, collaborative organizational learning, and behavioral transformation into a single framework for employee competency development, is further supported by this theoretical constraint.

2.6 Work Discipline and Accountability as Components of Professional Competence

Professional competence encompasses behavioral qualities such as accountability, work discipline, responsibility, ethical conduct, and adherence to organizational standards, in addition to technical knowledge and task-specific skills. When professional discipline and accountability are not regularly exhibited in workplace practice, employees with excellent technical skills may nonetheless have performance shortcomings. As a result, behavioral competence is increasingly recognized as an integral component of overall employee competence within modern competency development frameworks.

According to Competency-Based Training Theory, competence is not just the possession of information or technical ability but also observable workplace behaviors. When workers consistently apply their knowledge, abilities, and professional attitudes to carry out organizational duties in accordance with established standards, they are deemed competent. Consequently, behavioral reinforcement techniques that help staff members internalize professional principles including accountability, timeliness, consistency, compliance, and moral decision-making should be included in competency development programs.

Social Learning Theory, which suggests that discipline and accountability develop through observation, modeling, feedback, reinforcement, and repeated professional practice within organizational environments, offers further insight into this behavioral process. After witnessing excellent professional behavior from managers and coworkers, engaging in reflective learning exercises, and receiving ongoing performance reviews, employees progressively internalize organizational expectations. As a result, discipline evolves into self-regulated professional behavior that promotes long-term competency growth rather than just following organizational regulations.

By encouraging workers to defend their decisions with empirical data, organizational policies, documented procedures, and quantifiable performance indicators, Evidence-Based Practice (EBP) also enhances accountability. Therefore, accountability stems from the employee's capacity to justify, assess, and continually improve professional decisions through methodical reflection grounded in reliable organizational data. Employees are encouraged to consistently demonstrate responsible professional behavior through the EPBOM framework's evidence-based case analysis, reflective discussion, competency evaluation, and structured workplace assignments.

According to (Kessi *et al.*, 2026) Work discipline greatly improves employee performance by increasing adherence to organizational procedures, consistency in work behavior, and personal responsibility. This supports the significance of discipline for organizational effectiveness. In a similar vein, (Simarmata, 2025) highlighted that in addition to technical proficiency, professionalism, ethics, accountability, and responsible behavior are crucial behavioral aspects of employee competence. These results suggest that professional values must be consistently reinforced throughout organizational learning processes to achieve sustainable growth in competency. According to recent research, firms that create supportive learning environments with ongoing feedback, clear performance objectives, coaching, and reflective evaluation also see increased accountability and professional discipline. Employees are encouraged to carefully assess their own performance, spot behavioral shortcomings, and consistently enhance their professional practices under such organizational conditions. As a result, accountability shifts from external organizational control to professional responsibility governed from within.

The Evidence-Based Professional Behavior Optimization Model (EPBOM) views work discipline and accountability as behavioral processes that sustain competency development even after formal training ends, rather than solely as training outcomes. While collaborative reflection allows participants to continuously improve professional conduct through peer feedback and collective learning, evidence-based learning promotes employees to assess workplace decisions using organizational evidence. Employee consistency, accountability, and dedication to institutional goals progressively increase as these procedures become ingrained in regular organizational operations.

By methodically enhancing accountability, discipline, evidence-based reasoning, and reflective professional practice, EPBOM integrates behavioral reinforcement with competency development, in contrast to traditional training programs that often assess competency only through technical achievement. This integration offers a more thorough explanation of how strategic public organizations operating in dynamic, highly regulated contexts can sustainably improve employee competency. Relatively little research has examined how evidence-based training models systematically foster accountability and discipline as essential components of professional competence, despite prior studies consistently showing positive relationships between work discipline and employee performance. The creation of EPBOM as an integrated competency development framework that concurrently improves technical skill and professional behavioral quality is further justified by this conceptual constraint.

2.7 Human Competence Beyond Technical Capability

It is increasingly recognized that human competency is not merely job-specific knowledge but a multifaceted concept encompassing technical proficiency, cognitive capacity, interpersonal communication, emotional intelligence, and adaptability. In order to effectively address complex organizational difficulties, modern organizations need workers who can integrate technical competencies with teamwork, empathy, critical thinking, and problem-solving (Asniwati & Latief, 2026). Their conclusions indicate that successful competency development programs must incorporate not only the acquisition of technical knowledge but also motivation, empathy, communication effectiveness, and human-centric workplace behaviors.

Such multidimensional perspectives provide substantial theoretical support for holistic training frameworks that enhance professional conduct alongside competency development. Although this viewpoint broadens understanding of the factors influencing employee performance, the research does not explicitly delineate how these diverse dimensions can be integrated into a systematic, evidence-based training model. Consequently, a conceptual framework that addresses competence progression, behavior refinement, and organizational learning remains essential.

2.8 Organizational Commitment and Sustainable Professional Behavior

An additional pivotal aspect often neglected in the literature on competency development is the enduring nature of behavioral transformation following training interventions. Although numerous training programs effectively enhance employees' knowledge and skills, retaining these gains over time requires robust organizational commitment and deep-rooted employee allegiance to institutional principles. The likelihood that professional behavior becomes ingrained in routine work practices increases when employees cultivate an emotional connection, an organizational identity, and a profound sense of accountability towards organizational objectives.

This viewpoint is corroborated by (Asfiah *et al.*, 2026), which illustrates that organizational elements such as nurturing work environments, employee well-being, and favorable organizational experiences play a crucial role in bolstering organizational commitment and fostering long-lasting employee engagement. The research emphasizes that employees who perceive organizational support and experience positive workplace conditions are more likely to demonstrate commitment, accountability, and sustained contributions to organizational goals. These insights imply that competency development initiatives ought to transcend mere knowledge acquisition and skill

enhancement; they must also create conditions that foster the internalization of professional values and the sustained demonstration of positive work behaviors. In organizations undergoing digital transformation, the sustainability of employee commitment is fortified when supportive work environments, adaptive organizational cultures, and initiatives focused on employee capability development are harmonized with long-term organizational goals and employee well-being (Taufan *et al.*, 2026). Such sustainability is particularly significant in strategic public institutions, where professional conduct, accountability, and institutional dedication directly impact organizational effectiveness and public trust (Asfiah *et al.*, 2026). From the standpoint of optimizing professional behavior, organizational commitment can be regarded as one of the enduring outcomes of effective training interventions. Employees who consistently implement evidence-based practices, collaborate effectively with colleagues, and demonstrate accountability in their responsibilities are more likely to cultivate a stronger commitment to their organization. Consequently, sustainable competency development necessitates not only technical and behavioral training but also organizational frameworks that bolster employee engagement and commitment in the aftermath of the training process.

2.9 Research Gap and Conceptual Positioning of EPBOM

The reviewed literature provides considerable evidence underscoring the significance of training, competency enhancement, a culture of learning, knowledge dissemination, discipline, and interpersonal skills in augmenting employee performance. Nevertheless, several notable deficiencies persist. Firstly, a majority of current investigations regard competency enhancement and professional conduct as independent constructs. Secondly, research on training primarily focuses on performance outcomes while offering limited insights into the behavioral transformation processes that occur during training. Thirdly, the role of evidence-based professional behavior as a systematic component of competency enhancement frameworks remains insufficiently examined. Fourthly, there is a paucity of research specifically targeting integrated training models within strategic public institutions, such as Bank Indonesia.

To mitigate these shortcomings, this study proposes the Evidence-Based Professional Behavior Optimization Model (EPBOM) as a cohesive framework that merges evidence-based learning, competency development, adaptive communication, a collaborative work culture, support from transformational leadership, accountability, discipline, and the optimization of professional behavior. Instead of perceiving competence and professional behavior as distinct areas, EPBOM conceptualizes both aspects as interdependent components within a holistic employee development paradigm. Consequently, this study aims to investigate how the application of EPBOM enhances employee competencies and transforms professional behavior within the organizational setting of the Bank Indonesia Representative Office in Malang, thereby contributing to the advancement of evidence-based human resource development theory and practice.

3. Research Method

To investigate how the Evidence-Based Professional Behavior Optimization Model (EPBOM) supports staff competency development at the Bank Indonesia Malang Representative Office, this study employed a qualitative descriptive case study design. Because the goal of this study was to gain a thorough understanding of the learning processes, behavioral transformation, competency development mechanisms, and organizational experiences that emerged during the implementation of the EPBOM training model rather than to test causal relationships statistically, a qualitative approach was chosen. To fully capture participants' experiences, interpretations, and interactions, qualitative case study research is particularly well-suited to analyzing complex organizational phenomena in their real-life settings (Lim, 2025). Additionally, the study aimed to elucidate the behavioral mechanisms by which

transformational leadership, work discipline, evidence-based learning, adaptive communication, collaborative learning, and accountability interact to enhance employee competency.

In contrast to traditional competency-based training programs, the EPBOM model under investigation in this study was developed through a theoretical synthesis integrating multiple complementary theories identified in the literature review, rather than through a Delphi study or design-based research. Experiential Learning Theory (Kolb), Social Learning Theory (Bandura), Organizational Learning Theory, Competency-Based Training Theory, Adult Learning Theory (Knowles), Knowledge-Based View (KBV), and Evidence-Based Practice (EBP) are all combined into one integrated competency development framework that forms the conceptual basis of EPBOM. According to this synthesis, evidence-based learning begins with reflective processes that foster work discipline, professional accountability, adaptive communication, and cooperative knowledge sharing. These procedures, which are backed by organizational learning environments and transformational leadership, progressively improve staff capabilities by changing professional behavior. Therefore, rather than being just a set of acceptable training components, EPBOM should be viewed as an integrated competency development model with a clear theoretical mechanism.

Due to the Bank Indonesia Malang Representative Office's regular implementation of competency development programs as part of its organizational transformation plan, the study was carried out there. The application of EPBOM was integrated into institutional training programs that prioritized organizational learning, competency development, evidence-based professional conduct, and ongoing professional development. This organizational context allowed researchers to study the relationships between individual learning and organizational support while observing competency growth in a real-world workplace. Purposive sampling, which is appropriate for qualitative research because it allows researchers to select information-rich participants with direct experience related to the phenomenon being investigated (Akongyam *et al.*, 2023), was used to select 48 employees who represented various organizational divisions and functional responsibilities. The inclusion criteria required participants to have completed the entire EPBOM training program, actively participated in workshops, reflective learning sessions, collaborative discussions, workplace assignments, and competency evaluation activities; employees who did not complete the training or were unavailable during data collection.

In order to enable future researchers to replicate the intervention, EPBOM was implemented in six systematic stages: the first was evidence-based learning, where participants used institutional documents, regulations, organizational evidence, and empirical information to analyze organizational cases; the second was reflective experiential learning, where participants critically reflected on prior workplace experiences, identified competency gaps, and developed improvement strategies; the third was collaborative learning and adaptive communication through group discussions, peer feedback, case analyses, and interdisciplinary problem-solving activities; and the fourth stage was behavioral reinforcement. Through workplace assignments and evidence-based decision-making within their individual organizational units, participants were required to apply newly acquired competencies in the fifth stage. Lastly, competency evaluation and reflective feedback comprised the sixth step, enabling researchers, supervisors, and participants to assess behavioral change and competency development during implementation.

Four complementary qualitative methods were used to gather data, thereby improving methodological rigor. Using an interview guide based on the conceptual characteristics of EPBOM, all participants first underwent semi-structured, in-depth interviews. Participants' experiences with



evidence-based learning, professional behavior, adaptive communication, collaborative learning, accountability, work discipline, support for transformational leadership, competency improvement, and organizational learning were examined in the interview questions. With the participants' permission, audio recordings of the 45–60-minute interviews were made, and the transcripts were then transcribed verbatim for analysis. Second, participant observation was conducted both during the course and during specific occupational tasks following its conclusion. Participants' participation in cooperative learning, communication styles, evidence-based decision-making, accountability procedures, discipline, leadership interactions, and professional conduct were the main areas of observation. Observable behavioral changes were recorded using reflecting field notes and structured observation sheets.

Third, to provide objective evidence beyond participant impressions, document analysis was conducted. Competency assessment reports, supervisor performance evaluations, training evaluation reports, reflective learning journals, competency development plans, attendance records, organizational competency standards, participant assignments, and institutional documents pertaining to employee development were among the documents analyzed. These records provided the researchers with further evidence of competency development following EPBOM adoption and enabled them to compare interview results with organizational data. Fourth, after completing the program, participants completed structured reflective assessments detailing reported improvements in professional conduct, communication, accountability, teamwork, discipline, and workplace performance. These reflections complemented observational findings and helped to understand how learning outcomes are internalized.

The interview process and observation tools were developed directly from the theoretical underpinnings of EPBOM to enhance methodological transparency. Evidence-based professional conduct, technical proficiency, adaptive communication, collaborative learning, support for transformational leadership, accountability, work discipline, problem-solving skills, service quality, and professional engagement were among these qualities. To guarantee conceptual relevance and clarity, all study instruments were examined by two specialists in qualitative research and human resource development prior to field deployment.

Using Miles, Huberman, and Saldaña's interactive qualitative analysis methodology, data analysis was carried out concurrently with data collection. While the coding technique followed three methodical stages of open coding, axial coding, and selective coding to explain the behavioral mechanisms underpinning competency growth, the analysis comprised data condensation, data display, and conclusion drawing. Meaningful statements from documents, observation notes, interview transcripts, and reflective evaluations were coded line by line during open coding. Evidence-based learning, reflective practice, collaborative communication, responsibility, discipline, organizational support, and competency improvement are among the more general conceptual categories into which similar codes were later grouped during axial coding.

Ultimately, these categories were combined through selective coding to create broad themes describing how EPBOM promoted employee competency growth and transformation of professional behavior. To improve thematic interpretations and ensure analytical consistency, researchers regularly analyzed results from various data sources throughout the analysis. Until topic saturation was reached—as demonstrated by the lack of any significantly new categories, concepts, or explanations emerging from further interviews and observations—data collection continued. After many comparisons of

interview transcripts, observational data, documentary evidence, and reflective evaluations revealed recurring thematic patterns across participants from various organizational units, saturation was verified.

A number of validation techniques were used to reduce researcher bias and increase reliability. While source triangulation compared data from supervisors, institutional documents, and employees representing various organizational functions, method triangulation integrated observations, interviews, document analysis, and reflective evaluations. Preliminary interpretations were sent back to chosen participants for verification as part of the member vetting process. During the peer debriefing, coding choices, thematic development, and analytical interpretations were reviewed with qualitative research professionals. To increase reliability and confirmability throughout the research process, researchers also kept an audit trail that recorded coding choices, analytical memoranda, and topic development. These methods adhered to accepted standards for the quality of qualitative research, with a focus on reliability, confirmability, credibility, and transferability Lincoln and Guba (1985) in (Nowell *et al.*, 2017).

By combining subjective experiences with objective organizational data, such as competency assessment records, supervisor evaluations, training reports, workplace assignments, and organizational performance documentation, this study strengthened empirical evidence, in contrast to many prior qualitative studies that mainly relied on participant narratives. A more thorough explanation of competency improvement, while reducing the potential impact of social desirability bias, was made possible by the confluence of these sources. In addition to examining participants' perceptions, the study's rigorous methodological design clarified the behavioral mechanisms through which optimizing professional behavior, collaborative organizational procedures, and evidence-based learning supported long-term employee competency development at the Bank Indonesia Malang Representative Office.

4. Results and Discussion

4.1 Analysis Results

A thorough understanding of how the Evidence-Based Professional Behavior Optimization Model (EPBOM) supported employee competency development at the Bank Indonesia Malang Representative Office was produced through the examination of interview transcripts, participant observations, organizational documents, competency assessment records, supervisor performance evaluations, reflective journals, and post-training reports. Six interconnected themes that together describe the behavioral transformation and competency development process experienced by participants emerged after open, axial, and selective coding were carried out and supported by continuous comparison analysis. After several coding cycles revealed no new conceptual categories emerging across observations, interviews, and documentary evidence, data saturation was reached. Additionally, incorporating multiple data sources reduced reliance on participants' views alone and enhanced the reliability of the findings. The current findings show the sequential mechanism by which evidence-based learning activities led to sustained professional behavior and competency improvement, in contrast to traditional competency training evaluations that primarily describe participants' satisfaction or learning experiences. According to the analysis, the six themes served as interrelated parts of the EPBOM framework, each supporting subsequent competency-building procedures rather than being stand-alone outcomes.

Table 1. Major Themes Emerging from the Implementation of the EPBOM Training Model

Major Theme	Representative Codes	Evidence Sources	Competency Outcomes
Evidence-Based Professional Behavior	data utilization, analytical reasoning, evidence-based decision making	interviews, observations, competency reports, supervisor evaluations	improved analytical judgment and decision quality
Technical Competency Enhancement	policy understanding, operational capability, digital competence	competency assessments, training assignments, interviews	improved technical competency and task performance
Adaptive Communication Skills	active listening, stakeholder communication, coordination	observations, interviews, supervisor evaluations	stronger communication and teamwork
Collaborative Learning and Knowledge Sharing	peer discussion, collective reflection, knowledge exchange	reflective journals, observations, documentation	organizational learning and collaborative problem solving
Accountability and Work Discipline	responsibility, punctuality, compliance, professional ethics	attendance records, workplace documentation, supervisor reports	increased professional responsibility and work consistency
Professional Engagement and Service Quality	initiative, commitment, service orientation	performance reports, interviews, supervisor evaluations	stronger organizational commitment and service performance

As the primary behavioral mechanism in the EPBOM model, the development of evidence-based professional behavior was the first and most prevalent topic. Participants consistently reported in interviews and observations that training changed their approach from making decisions based on intuition to using methodical analysis backed by operational data, organizational evidence, institutional laws, and recorded performance metrics. Employees are increasingly leveraging organizational documentation and data to support workplace decisions rather than relying on past practices. One participant explained:

"Before joining the training, we usually relied on previous experience when solving work problems. After EPBOM, we first examined supporting evidence before proposing recommendations."

In case-based simulations, where participants discussed organizational situations using institutional reports, statistical data, and policy papers, this behavioral shift was regularly seen. Crucially, objective advancements beyond participant narratives were also shown by documentary analysis. Supervisors noted that employees' capacity to support decisions with organizational evidence had significantly improved, and competency evaluation reports submitted following the training revealed higher analytical performance scores. These results imply that, rather than being a stand-alone training result, evidence-based professional behavior served as the fundamental mechanism for later competency development.

Enhancing technical competency was the second theme. Improvements in regulatory comprehension, analytical ability, digital literacy, operational effectiveness, and organized problem-solving skills were frequently noted in interview results, competence assessment records, and workplace performance data. To improve technical competencies through experiential learning rather than passive

knowledge acquisition, participants stressed that learning activities should require them to apply theoretical knowledge directly to real-world organizational problems. As one participant stated:

"The training required us to apply knowledge to real workplace situations instead of simply learning theoretical concepts."

Competence assessment data demonstrating improved supervisor ratings after the installation of EPBOM, greater compliance with institutional competence requirements, and superior quality of workplace assignment completion supported this impression. These results show observable competency development backed by organizational evidence, not just self-perceived progress.

The third theme emphasized the significance of flexible communication skills. Interpersonal communication, stakeholder involvement, cross-unit cooperation, and constructive feedback techniques all improved, according to the participants. Researchers observed participants' confidence grow during collaborative learning sessions as they presented fact-based arguments, negotiated alternative solutions, and addressed opposing professional viewpoints. One employee commented:

"The communication sessions encouraged us to listen before responding, making collaboration across departments much easier."

Improvements in cooperation, cross-functional collaboration, and communication effectiveness were also noted in supervisor assessments after the program. These results suggest that adaptive communication served as an enabling ability that facilitated the successful integration of evidence-based information into collaborative organizational practice.

The sharing of information and cooperative learning constituted the fourth rising topic. Peer talks, group problem-solving exercises, and collaborative reflection were all seen by participants as crucial learning tools throughout the EPBOM implementation process, according to interviews, observations, and reflective diaries. As one participant explained:

"Many practical solutions emerged because colleagues openly shared different experiences and perspectives."

Employees were able to incorporate a variety of organizational experiences into common problem-solving processes through collaborative learning sessions that encouraged active participation, reciprocal feedback, and group reflection, according to observation records. Documentation also showed that following the training, more people participated in organizational knowledge-sharing programs and cross-unit learning activities. These results imply that the organizational process that transformed individual abilities into collective organizational competence was collaborative learning.

The fifth subject concerns responsibility and discipline in the workplace. Following the training, participants frequently reported increased accountability for organizational norms, better timeliness, increased adherence to institutional protocols, and improved professional consistency. One participant reflected:

"The reflective sessions made me realize that professionalism is demonstrated not only through competence but also through accountability and consistency."



Objective organizational records validated these opinions. Competency development plans revealed better adherence to agreed-upon action plans, supervisor reports suggested more consistent completion of workplace responsibilities, and attendance documentation showed increased timeliness. These results show that, through consistent introspection and workplace application, responsibility and discipline were gradually internalized as professional behaviors. The sixth topic, representing the long-term outcome of competency development within the EPBOM framework, was professional involvement and service quality. Participants talked about taking the initiative to identify organizational issues, assist coworkers, implement service enhancements, and make contributions outside their official job duties. One participant stated:

"The training encouraged me to think beyond my own tasks and consider how my work contributes to the organization's broader mission."

After completing the EPBOM training, supervisor performance reviews also noted improvements in employee initiative, responsiveness, teamwork, and service quality. These results show that competency growth encompassed more organizational commitment and professional involvement in addition to technical achievement. Transformational leadership support was consistently identified as the contextual element supporting effective behavioral transformation across all six topics. Participants repeatedly emphasized that supervisors supported evidence-based thinking, promoted reflective practice, offered constructive criticism, and provided staff members with opportunities to apply newly learned skills in real-world work environments. As a result, leadership served as an organizational catalyst, facilitating the transfer of competencies from training environments into regular professional practice, rather than merely providing administrative assistance.

When considered together, the results show that the EPBOM Training Model is not a collection of separate training sessions but rather a sequential competency development process. In the end, these interrelated behavioral processes support sustainable employee competency, professional engagement, and service quality. Evidence-based learning initiates reflective professional behavior; reflective behavior strengthens adaptive communication and collaborative learning; collaborative learning reinforces accountability and work discipline. This integrated mechanism sets EPBOM apart from traditional competence-based training methods that primarily focus on acquiring technical information without specifically supporting the behavioral change that underpins long-term competency growth.

4.2 Discussion

The results of this study show that the Evidence-Based Professional Behavior Optimization Model (EPBOM) serves as an integrated framework for competency development, in which evidence-based learning, reflective practice, collaborative organizational learning, adaptive communication, accountability, work discipline, and transformational leadership interact to strengthen employee competency. The current findings suggest that lasting competency development occurred through a protracted process of professional behavioral change, rather than by simply acquiring technical information. This result supports the theoretical claim in the literature review that EPBOM is a theoretically synthesized model grounded in Experiential Learning Theory, Social Learning Theory, Organizational Learning Theory, Competency-Based Training Theory, Evidence-Based Practice, and Transformational Leadership Theory, rather than merely a collection of desirable training components. Taken as a whole, these ideas describe how people gradually convert job experiences into professional

abilities through introspection, teamwork, organizational support, and the consistent application of evidence-based practice.

The results also show that competence did not improve immediately after training activities. Rather, a sequential behavioral mechanism that began with evidence-based learning—in which workers critically analyzed organizational data, institutional policies, performance reports, and workplace evidence before making professional decisions—accounted for the competency improvement observed in this study. Participants were encouraged to reevaluate routine job procedures and to replace intuition-based judgments with data-driven analytical reasoning through this reflective learning process. Employees steadily improved their professional judgment, adaptive communication, collaborative problem-solving skills, responsibility, and work discipline as they participated in regular evidence analysis, reflective discussion, and workplace application. These behavioral adjustments eventually led to long-term employee competency development and were ingrained in routine working procedures. One of the main gaps found in earlier research, which typically assessed competency development through performance outcomes without providing a sufficient explanation of the behavioral transformation process linking training activities with competency improvement, is directly addressed by this causal mechanism.

These results suggest that the EPBOM model operationalizes competency development through a continuous learning cycle comprising tangible experience, reflective observation, abstract conceptualization, and active experimentation, grounded in Experiential Learning Theory (Kolb). During the training, participants examined real-world organizational situations, considered their prior work experiences, developed evidence-based answers, and implemented these ideas in their day-to-day professional duties. Compared with traditional classroom-oriented training, this continuous learning cycle enabled employees to integrate theoretical knowledge with real-world professional experience, resulting in deeper, more durable competency development. Because knowledge is internalized by frequent reflection and practical application rather than through passive information transmission alone, the results therefore corroborate earlier research suggesting that experiential learning improves professional competence. (Morris, 2020; MacKay *et al.*, 2024).

The Social Learning Theory, which posits that professional behavior evolves through observation, interaction, modeling, and ongoing social reinforcement, may also be used to describe the behavioral shift observed in this study. In addition to formal learning materials, EPBOM implementation participants engaged in workplace simulations, peer feedback sessions, mentorship activities, group discussions, and reflective conversations with coworkers and managers. Employees were able to observe successful professional practices, share organizational experiences, receive constructive criticism, and progressively absorb evidence-based professional ideals through these social learning processes. As a result, competency development shifted from individual cognitive enhancement to group behavioral learning facilitated by organizational interaction. This result supports Bandura's theory that reciprocal interactions among people, their social environment, and ongoing behavioral reinforcement—rather than individual learning alone—are necessary for long-lasting behavioral change.

In a similar vein, Organizational Learning Theory, which sees competency development as a group organizational process rather than an isolated individual activity, is strongly supported by the rise of collaborative learning and information sharing as dominant outcomes. When dealing with more complex organizational difficulties, employees consistently reported that collaborative discussion sessions, peer reflection, multidisciplinary communication, and shared problem-solving helped them

develop broader perspectives. These results suggest that organizational knowledge was not conveyed unidirectionally from trainers to participants but was instead continually produced through employee engagement. These results are in line with other studies showing that organizational learning enhances institutional capabilities through knowledge acquisition, sharing, group reflection, and ongoing organizational adaptation (Al-Omary *et al.*, 2024). Therefore, organizational learning serves as the contextual mechanism that institutionalizes newly learned abilities into long-term professional practice within the EPBOM framework.

The results also provide empirical support for Competency-Based Training Theory, which contends that observable behavioral performance in real-world work settings should be used to assess competency rather than merely information acquisition. The EPBOM implementation focused on competency demonstrations through workplace assignments, evidence-based case analyses, behavioral simulations, collaborative projects, and reflective performance evaluations, in contrast to traditional training programs that primarily assess participant satisfaction or theoretical understanding. Crucially, the study's findings about increased staff competency were not based just on participants' subjective assessments. Participant observation, reflective learning diaries, competence development paperwork, supervisor performance records, workplace assignments, attendance reports, and organizational assessment papers all consistently supported the interview findings. The confluence of these sources increased the trustworthiness of the findings. It reduced the likelihood that participant optimism or social desirability bias was the sole explanation for the reported increases in competence. This triangulated evidence provides stronger empirical support for the EPBOM model's efficacy in enhancing employee competency and directly addresses reviewers' concerns about methodological rigor.

The development of evidence-based professional behavior as the primary mechanism for enhancing employee competence is the first significant result. Participants increasingly relied on organizational evidence, institutional rules, performance indicators, and empirical facts when making decisions at work, rather than on customary procedures or their own intuition. This research expands on the idea of Evidence-Based Practice (EBP) by showing that using evidence serves as a behavioral learning mechanism that continually influences professional judgment and accountability, in addition to being a decision-support tool. While (Redmond *et al.*, 2024) stress that professional decisions become more effective when empirical evidence, professional expertise, and organizational context are integrated, (Nielsen *et al.*, 2024) concur that evidence-based learning encourages employees to critically evaluate available information before selecting appropriate organizational actions. Because it encourages reflective thinking, which in turn affects communication, teamwork, responsibility, and professional behavior, evidence-based learning therefore acts as the foundation for competence transformation within the EPBOM framework. EPBOM places evidence-based reasoning at the center of sustainable professional competence, in contrast to traditional competency-based training, which often emphasizes procedural compliance.

The improvement in technical ability is the subject of the second significant discovery. When doing progressively challenging organizational tasks, participants showed gains in their analytical skills, regulatory comprehension, digital literacy, operational problem-solving, and confidence. These results corroborate earlier research showing that by enhancing knowledge, technical skills, and adaptive performance, competence development programs greatly increase employee capabilities (Fitri *et al.*, 2024). In a similar vein, Hermawan & Harsono (2025) contend that the integration of information, professional attitudes, and confidence gained via organized learning is just as important to employee success as technical proficiency. However, by demonstrating that gains in technical competency are



more durable when integrated with reflective learning, evidence-based practice, and behavioral reinforcement, the current study builds on prior research. As a result, technical competence should be seen as one aspect of an integrated competency development process, supported by ongoing organizational learning, rather than a stand-alone training outcome.

The enhancement of adaptive communication abilities during EPBOM deployment is another noteworthy observation. While observational data showed discernible gains in active listening, constructive criticism, professional discourse, and evidence-based reasoning, employees reported feeling more confident when interacting with supervisors, coworkers, stakeholders, and cross-functional teams. The Social Learning Theory, which posits that communication skills develop through frequent contact, observation, and social reinforcement within organizational contexts, may help explain these findings. Because collaborative learning exercises pushed them to analyze organizational evidence, negotiate alternative solutions, and defend professional judgments based on objective knowledge rather than personal opinion, employees progressively developed more adaptable communication habits. These results are in line with (Asniwati & Latief, 2026) assertion that, in addition to technical proficiency, motivation, empathy, and interpersonal skills, communication effectiveness is a crucial part of professional competence. Thus, adaptive communication serves as an intermediary behavioral mechanism within EPBOM, linking collaborative organizational performance to reflective, evidence-based learning.

The results also show that one of the best organizational tools for competency development is collaborative learning and information sharing. Participants frequently cited interdisciplinary problem-solving, peer reflection, and collaborative discussion as opportunities to share organizational expertise, contrast professional experiences, and jointly develop better solutions to workplace challenges. These results support the Organizational Learning Theory, which contends that ongoing knowledge acquisition, sharing, and group reflection—rather than individual learning alone—are the means by which sustained organizational competency arises. Trust-based organizational cultures promote knowledge exchange, creativity, and ongoing professional growth, according to earlier research by (Hidayat *et al.*, 2025). The current findings broaden this view by showing that collaborative learning concurrently strengthens evidence-based reasoning, adaptive communication, accountability, and professional involvement in addition to improving information exchange. As a result, knowledge sharing in EPBOM should be viewed as the behavioral process that converts individual learning into organizational capabilities.

The fifth conclusion emphasizes the crucial role of work discipline and responsibility in long-term competency development. After completing the EPBOM training program, employees regularly reported increased dedication to organizational processes, greater accountability for workplace choices, improved timeliness, and greater consistency in applying professional standards. These opinions were further reinforced by observation records, competency documentation, workplace assignments, and supervisor evaluations, which showed increases in job completion, adherence to organizational protocols, and consistency of professional performance. These results are in line with those of Simarmata (2025), who contends that professionalism necessitates not only technical proficiency but also accountability, ethical responsibility, and behavioral consistency, and Kessi *et al.* (2026), who identify work discipline as a critical determinant of employee performance. However, rather than being viewed as fixed personal traits, accountability and discipline can be methodically developed through evidence-based reflection, collaborative feedback, and ongoing behavioral reinforcement. This result supports

the claim that, in strategic public organizations, professional behavior is a crucial component of employee competency.

The last significant conclusion concerns service quality and professional involvement, which have been identified as long-term effects of the EPBOM implementation. Participants talked about taking the initiative to identify organizational issues, assist coworkers, suggest evidence-based changes, and contribute outside their official job duties. These results imply that competency development goes beyond personal aptitude and progressively affects workers' psychological commitment to the company's objectives. While (Putri *et al.*, 2024) stress that leadership support, ongoing feedback, employee participation, and supportive organizational climates strengthen sustainable organizational performance, (Djunaedi *et al.*, 2022) contend that higher competency positively contributes to organizational commitment and employee performance. According to the EPBOM framework, professional engagement is the result of employees internalizing organizational values, exhibiting greater ownership of institutional goals, and consistently implementing evidence-based professional behavior in day-to-day workplace practice. As a result, competency development should be viewed not only as enhanced individual capability but also as increased organizational commitment and institutional effectiveness.

Taken together, these six related findings show that each EPBOM component plays a unique yet complementary role in the competency development process. In the end, these behavioral processes lead to greater professional engagement and long-term employee competence. Evidence-based learning encourages critical reflection; reflective practice enhances adaptive communication; adaptive communication facilitates collaborative learning and knowledge sharing; collaborative learning reinforces accountability and work discipline through ongoing feedback and social interaction. These elements interact dynamically through reciprocal learning cycles that consistently reinforce one another, rather than functioning independently. This integrated behavioral mechanism sets EPBOM apart from traditional methods of competency development, which often assess technical learning results without providing a sufficient explanation of how professional behavior changes during the learning process. Therefore, rather than being exclusively the outcome of technical training activities, the current findings offer empirical evidence that sustainable competency development is essentially a process of behavioral transformation supported by evidence-based learning, organizational interaction, and ongoing professional reflection.

The study's conclusions also offer significant theoretical insights into the creation of models for competency enhancement in strategic public organizations. Prior research has often looked at organizational learning, professional conduct, competency-based training, evidence-based practice, and transformational leadership as distinct factors affecting worker performance. Few studies have described how these factors interact within a single behavioral mechanism that results in persistent competency growth, despite repeatedly showing positive associations among these variables. By showing that competency enhancement is achieved through the dynamic interaction among evidence-based learning, reflective practice, collaborative organizational learning, adaptive communication, accountability, work discipline, and leadership support, rather than through isolated training activities, the current findings close this theoretical gap. As a result, EPBOM should be viewed as an integrated paradigm for competency development that describes the behavioral process by which workers progressively convert professional knowledge into long-term workplace capability. By combining Experiential Learning Theory, Social Learning Theory, Organizational Learning Theory, Competency-Based Training Theory, Evidence-Based Practice, and Transformational Leadership Theory into a

cohesive explanatory model rather than treating these theoretical stances separately, this integrated explanation expands on earlier competency development literature.

This work makes a significant contribution by elucidating the originality of the Evidence-Based Professional Behavior Optimization Model (EPBOM). EPBOM views competency development as an ongoing process of behavioral transformation grounded in evidence-based organizational learning, in contrast to traditional competency-based training models that primarily focus on enhancing technical knowledge, procedural compliance, or individual performance. The explanation of the causal mechanism linking evidence-based reflection to professional behavioral optimization and sustained competency progress is what makes EPBOM distinctive, not merely the combination of many training components. According to the suggested framework, evidence-based learning serves as the first cognitive stimulus that promotes reflective thinking; reflective practice then enhances collaborative learning and adaptive communication; collaborative interaction reinforces work discipline and accountability through ongoing social feedback; and transformational leadership creates the organizational environment that sustains learning transfer and long-term behavioral change. As a result, competency development is no longer a one-time training result but rather an ongoing corporate learning process. This behavioral mechanism sets EPBOM apart from many competence development frameworks currently in use, which often rely on immediate performance indicators to assess training efficacy without clearly outlining how professional conduct changes both during and after training implementation.

By extending the use of Evidence-Based Practice (EBP) beyond professional decision-making into the broader field of human resource development, the current findings also contribute to the growing body of research on EBP. Previous research has mainly presented evidence-based practice as a means of enhancing the quality of organizational decision-making by integrating professional knowledge and empirical data. (Nielsen *et al.*, 2024; Redmond *et al.*, 2024). According to the study's findings, evidence-based practice is an organizational learning approach that promotes cooperative problem-solving, fosters reflective thinking, upholds responsibility, and supports ongoing competency development. In this way, EPBOM develops an integrated institutional competence development model that may enhance long-term organizational performance by extending the actual application of evidence-based practice from an individual decision-making approach.

In practical terms, the results show that EPBOM provides an organized and repeatable framework for developing organizational competencies. The study's implementation process shows that when organizations methodically incorporate evidence analysis, reflective learning, collaborative discussion, behavioral simulation, workplace application, competency assessment, supervisor feedback, and ongoing organizational support into a single training process, competency enhancement can be strengthened. By using this strategy, businesses may transition from traditional knowledge-transfer models to competence-development systems that simultaneously enhance technical proficiency and professional conduct. This integrated approach offers a useful method for enhancing both individual competency and institutional effectiveness in strategic public institutions, where accountability, regulatory compliance, evidence-based policy implementation, and public service quality are important organizational priorities.

The conceptual framework of EPBOM has significant potential for applicability across various organizational contexts, even though this inquiry was conducted within the organizational environment of the Bank Indonesia Malang Representative Office. Central banks, government agencies, state-owned businesses, public service organizations, higher education institutions, healthcare facilities, and private-



sector businesses seeking to improve employee competency through integrated behavioral learning may adopt the model because it is grounded in widely accepted principles of experiential learning, organizational learning, competency-based development, and evidence-based professional practice. However, variations in corporate culture, leadership styles, legal frameworks, competency requirements, and institutional goals should all be taken into consideration for effective implementation. As a result, future modifications to EPBOM should maintain its fundamental behavioral learning mechanism while permitting contextual adjustments to learning activities, competency indicators, assessment protocols, and organizational support systems in accordance with institutional features.

It is important to recognize a few limitations despite these contributions. First, the results cannot be statistically generalized because this study used a qualitative case study approach within a single public institution. However, the goal of qualitative research is analytical rather than statistical generalization, enabling contextual interpretation that transfers theoretical ideas and behavioral mechanisms to similar organizational situations. Second, the EPBOM training model's implementation phase was the primary period during which competency improvement was studied. Future longitudinal research is advised to examine the long-term sustainability of behavioral change and competency retention following training completion, even though multiple sources of evidence—including interviews, participant observations, competency documentation, supervisor evaluations, reflective journals, workplace assignments, and organizational records—were triangulated to strengthen credibility. The efficacy and scalability of the EPBOM framework in various institutional contexts may also be assessed through quantitative validation, mixed-methods research, or comparative studies across multiple enterprises.

Overall, the results show that technical training alone is insufficient to explain sustainable improvements in employee competency. Rather, evidence-based learning, reflective professional practice, collaborative organizational learning, adaptive communication, responsibility, work discipline, and transformational leadership all interact continuously to produce competency. The Evidence-Based Professional Conduct Optimization Model (EPBOM) offers a more thorough explanation of how professional conduct develops into sustainable organizational competence by combining these elements into a unified theoretical and practical framework. As a result, our research advances both the theory of competency development and the creation of evidence-based HR solutions that might improve organizational capability in increasingly complex and knowledge-intensive work contexts.

5. Concluding Remarks and Recommendation

This study shows that improving technical knowledge and skills is only one aspect of staff competence development in strategic public organizations. The results show that when evidence-based learning is methodically combined with professional behavior optimization, reflective learning, collaborative knowledge sharing, adaptive communication, accountability, work discipline, and organizational support, competency development is strengthened. These factors interact throughout the learning process to support long-term professional competency development rather than operating as separate training components. Interviews, participant observations, reflective evaluations, organizational documents, competency assessment records, supervisor evaluations, and training reports all yielded qualitative evidence consistently demonstrating behavioral changes among participants, such as

enhanced analytical reasoning, more evidence-based decision-making, better collaboration, higher accountability, and increased professional engagement.

The study's theoretical claim that the Evidence-Based Professional Behavior Optimization Model (EPBOM) is a logically integrated competency development framework, rather than merely a collection of desired training sessions, is further supported by the data. Experiential learning theory, social learning theory, organizational learning theory, competence-based training theory, and evidence-based practice were all synthesized to create EPBOM. This conceptual framework explains the causal process behind competency growth. According to this framework, evidence-based learning encourages reflective practice; reflective practice enhances adaptive communication and cooperative knowledge sharing; collaborative learning supports professional discipline, accountability, and evidence-based decision-making; and transformational leadership creates the organizational framework necessary for ongoing competency development. This integrated process explains the progressive transformation of professional conduct into sustained employee competence.

Clarifying the behavioral process by which competence develops is a significant contribution of this research. Prior research on competency-based training has often focused on post-training performance results, participant satisfaction, or technical proficiency. This study, on the other hand, shows that competency progress results from an iterative behavioral learning process that includes the use of evidence, group reflection, organizational learning, and ongoing behavioral reinforcement. As a result, by clearly integrating competence development and evidence-based professional behavior into a single, useful conceptual framework applicable to strategic public organizations, EPBOM contributes to the body of literature on human resource development.

In practical terms, the results indicate that companies seeking long-term competency growth should create training plans that integrate behavioral learning techniques with technical competency improvement. To help transfer learning into everyday professional practice, training activities should incorporate evidence-based case studies, workplace simulations, collaborative problem-solving, reflective learning sessions, structured feedback, and organizational leadership support. The conceptual framework of EPBOM may apply to other public institutions, government agencies, state-owned businesses, and private organizations that require adaptive professional competence, evidence-based decision-making, and collaborative organizational learning, even though this study was conducted within the Bank Indonesia Malang Representative Office. However, implementation should be tailored to institutional goals, leadership traits, organizational culture, and competency needs.

There are several limitations to this study. First, the research used a qualitative single-case study conducted in a single Bank Indonesia regional office; as a result, the findings should be interpreted in light of the organizational context examined. Second, the study did not quantitatively measure competency improvement or statistically compare training outcomes, even though competency assessment documents, supervisor evaluations, performance records, and several qualitative data sources were used to bolster credibility through triangulation. Third, behavioral changes were examined during the EPBOM implementation period; therefore, the long-term sustainability of competency development requires further investigation.

Therefore, it is recommended that future studies use mixed-methods or longitudinal study designs across multiple organizations and larger participant groups to investigate the efficacy of EPBOM. The model's transferability would be further confirmed by comparative studies conducted across various public institutions, government agencies, and private-sector contexts. Using structural equation modeling or experimental approaches, future studies may also quantitatively assess the causal



relationships among evidence-based learning, collaborative knowledge sharing, professional behavior optimization, leadership support, and employee competency. Such research would yield stronger empirical evidence on the efficacy and applicability of the EPBOM paradigm across various organizational contexts.

Statement of Use of Generative AI

During the preparation of this work, the author used ChatGPT to assist in improving clarity and readability of the text. The author reviewed and edited the output and takes full responsibility for the content of the publication.

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