

POWER-KNOWLEDGE: HOW THE CORPORATE STRATEGY WILL BE COMPETITIVE IN THE FUTURE?

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Abstract

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Environmental changes require resources that are able to adapt. This condition requires a special strategy to remain competitive. This can be realized from real resources and employee skills that match market needs (Dubey et al., 2019). Therefore, continuous training is the “way” to face business scenarios (Santana-Domínguez et al., 2022). So, employee training is the best solution to maintain company sustainability. This study aims to explore the importance of training to maintain the stability of the company’s future. This research is qualitative research with in-depth interviews as the main data collection method. The analytical method uses Foucault’s (1980) power-knowledge with three main focuses as a tool for data reduction, namely sharing, generating and using knowledge. The results of the study show that training is important to be carried out by companies due to three main reasons, namely training as a place to transfer knowledge, training to produce employee/company performance, and training as an inseparable part of the company’s sustainability process. In addition, the results show that continuous learning is a necessity that must be carried out to deal with environmental change. It is important to know that everything will change except the change itself. The next research approach is to examine the training section with a quantitative approach.

Keywords: Power-Knowledge, Foucault, Training, Learning, Employee Capital, Competitive

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1. INTRODUCTION

Knowledge evolves as the environment evolves. Very dynamic environmental changes require capable

resources to adapt to them. Foucault says that power creates and causes the emergence of new knowledge and gathers information about new concepts (Rabinow, 1998). Companies thrive in

assessing market competition, the emergence of new technologies and communications, new distribution channels, and the introduction of innovative services (Biliavska et al., 2023). Ongoing training allows entrepreneurs to deal with scenarios that are not intended in the business project design (Santana-Dominguez et al., 2022). Building competence by emphasizing the operational aspects of the company requires a continuous learning process. Knowledge power is in line with the objective of the training which is to provide knowledge to employees to keep them ready to use. The resource-based approach emphasizes the skills and knowledge of employees (Barney, 1991). Tangible resources and appropriate human skills are what is needed to meet dynamic market needs (Dubey et al., 2019). The competitive advantage arises from having strategic resources, namely assets that are valuable, rare, irreplaceable, and cannot be imitated (D'Oria et al., 2021). Thus, companies need to carry out employee development emphasizing the process of sharing in a sustainable manner.

In Indonesia, competitiveness and labour productivity are relatively low. One of the main causes is the low education level of the workforce (Kementerian Perindustrian, 2013). The Indonesian government created a program to improve the quality of the workforce by conducting certified training. Participants who take part will later have certain competencies as evidenced by a National Professional Certification Agency (*Badan Nasional Sertifikasi Profesi* — BNSP) competency certificate (national certification body). The Indonesian government's efforts to improve the quality of the workforce are carried out by:

1. Conducting workforce training. This effort must also be accompanied by the quality of experts as supervisors or instructors.

2. Improving the quality of education in Indonesia, especially formal education, for example, improving school facilities and infrastructure.

3. Conducting job training for workers. This training is intended so that prospective workers have an overview of the world of work they will face.

4. Improve the quality and skills of experts in teaching or giving material to prospective workers. So that the expertise and skills of the workforce can increase (Putri & Gischa, 2021).

This certified training program conducted by the government shows the seriousness of the state in improving the quality of human resources (HR) to be ready to work. This is the "main trigger" for the government to continue working to improve the quality of the workforce.

Employees in South Sulawesi, in general, are not much different from the condition of the workforce nationally. Employees who work in the Makassar Industrial Area (*Kawasan Industri Makassar* — KIMA) have an average junior high school education. "About 60% of the employees who work at KIMA have junior high school education", he said (personal communication, December 2018). This condition is a dilemma for workers in Indonesia, especially in South Sulawesi. Where in general companies need workers who are ready to work. However, it is necessary to think together that the company must provide sufficient knowledge to its employees. The company's learning for its employees includes continuous learning (Sánchez-Polo et al., 2019). Thus, the company must maintain the quality of its HR.

The skills of the company's employees become part of the inherent knowledge concept and become the company's capital to remain competitive. As explained by Barney (1991), internal resources are must be owned by companies to be able to compete. Increasing the behaviour of employee commitment holistically from the dimensions of employee behaviour at work quality behaviour (Kancharla & Dadhich, 2021). Companies with good employee skills can be competitive and at the same time able to face very dynamic competition.

Research on company employee training has been widely carried out such training determines the efficiency of organizational performance (García-Zambrano et al., 2018); training on important indicators of company investment (Malek et al., 2018); training to increase productivity (Ozkaser, 2019); training increases employee confidence (Menzies & Grace, 2022); human factors training and non-technical skills are put forward in a new environment (Fonseka et al., 2021); stimulate training with a career in the company (Almutirat, 2022); training improves skills and attitudes; the importance of training and performance improvement (Nakkawita et al., 2023); the importance of training in an international environment (Richter & Kauffeld, 2020); training related to organizational culture (Gautam & Basnet, 2021); indirect relationship through training between skills and decision making (Nielsen et al., 2023); high transfer of knowledge, skills, and attitudes in training is obtained from the teaching level (Yang et al., 2020), improvement in training performance showed no difference before and after (Nakkawita et al., 2023); ethics training and development increases self-confidence (Kancharla & Dadhich, 2021); skills training that is immediately applicable to work (Garavan et al., 2019).

However, most of these studies focus on the output aspect of the company (short term). As revealed by Goldman and Tselepis (2021), in the concept of a capitalist business, business actors focus on "himself". This means that employers only care about the work of their employees. The reason for this research is important to do. First, research is still very limited which conducts research that focuses on training studies on aspects of continuous employee quality improvement (caring) first. Second, specifically in Indonesia, less than 10% of companies provide formal training to their employees (CNN Indonesia, 2020). Third, in addition, previous studies have looked at the impact of training on performance, but have not looked at it from the aspect of the important role of continuous learning. Fourth, in terms of the method approach, previous research has approached the quantitative method, but it is still rare to use a qualitative approach by seeing knowledge as power. Therefore, the main objective of this research is to explore the importance of continuous learning in companies. To achieve the research objectives, this research uses Foucault's power-knowledge. Power requires knowledge and power produces knowledge (Petraiki et al., 2023).

This article is structured as follows. Section 2 provides an overview of the literature used. Section 3 contains the methodology used. Section 4 presents the research results. Section 5 discusses the findings. Section 6 contains conclusions, suggestions, research limitations, and implications for further research.

2. LITERATURE REVIEW

2.1. Employee capital and future of the company

Human capital is a concept that shows an individual existence to work. Human capital always shifts in a circle (its cycle), which rotates in its life cycle circle (Tasrim, 2020). This concept emphasizes the role of HR in company development. Appropriate HR skills to meet dynamic market (Dubey et al., 2019; Santana-Domínguez et al., 2022). Company resources refer to all assets, capabilities, organizational processes, company attributes, knowledge, and other factors controlled by the company that can be used to develop and implement strategies to achieve a competitive advantage in the market (Pereira & Bamel, 2021; Varadarajan, 2020). Valuable resources (including employee capabilities) as a source of sustainable competitive advantage (Gibson et al., 2021). The competitive advantage of the company's HR is better economic value (Barney et al., 2021; Zahra, 2021).

The resource-based view (RBV) provides a framework for analysing the role of a company's tangible and intangible resources in creating and maintaining a competitive advantage (Zahra, 2021). The competitive advantage arises from having strategic resources (D'Oria et al., 2021). Company resources that create advantages have four characteristics, namely valuable, and rare (not owned by competitors), imperfectly imitated (not easily imitated), and non-substitutable (having no substitute) (Chahal et al., 2020). A company has a competitive advantage over companies creating more economic value (Barney et al., 2021). The strategic advantage of its resources to build competitive advantage, in other words, helps survival and growth (Pereira & Bamel, 2021). Thus, companies with good employee competence are a way to "build" a better future.

2.2. Caring for employee capital

The pilot-in-the-plane principle expressed by Monti and Salvemini (2014), shows an arrangement of the strategic positions of company employees. Simply put, the principle is that it is humans who fly planes, not planes that fly humans. This view focuses on the importance of the human aspect rather than the technical/economic aspect (Tasrim, 2020).

Training can be achieved by increasing individual and organizational productivity (Ozkeser, 2019). The level and quality of education are closely related to the process of increasing the level of knowledge and skills. The unification of good knowledge management, organizational learning and competence-based creates value (Wang & Lo, 2003). Knowledge has created added value and competitive advantage in modern companies (Freeman et al., 2021). More specific knowledge to overcome dynamic situations and enable reducing negative impacts (Eichelberger & Leong, 2019). This learning is carried out in ways or learning styles that complement each other and are not additional (Yang et al., 2018). Economic change is characterized by a knowledge-based economy with the application of knowledge management (Agusalim et al., 2023). Productive resources can be used to secure economic value and resources to generate long-term profits (Davis & Dewitt, 2021). Such lifelong learning

can be considered to include continuous learning (Sánchez-Polo et al., 2019). Therefore, the concept of building good HR is to provide ongoing training. This training provides a competitive advantage for the company.

2.3. Foucault's power-knowledge

Foucault (1980) defines power as a structure of action that bears free action. Foucault's statement provides an approach with a consequence for every action. Power requires knowledge to operate and — as it operates — power also produces further knowledge (Petraiki et al., 2023). Foucault (1980) said that: "...modern humanism errs in drawing the line between knowledge and power. Knowledge and power are integrated, and it is useless to dream of the moment when knowledge will cease to depend on power..." (p. 52).

Power produces knowledge, and power and knowledge directly imply one another; there can be no power relations without a correlative constitution of knowledge fields, nor can there be knowledge that does not presuppose and at the same time power relations (Foucault, 1975). Power-knowledge, for example, becomes knowledge based on research results published in reputable scientific journals. Knowledge includes bodies of knowledge, products of human knowledge and discourse that are periodically accepted as truth claims (Petraiki et al., 2023).

Power is not only held by certain actors and controlled by others. Thus, in some contexts (e.g., companies), power cannot be exercised at will but depends on "meanings" that shape the organization and influence whether certain truth statements are accepted and validated. The condition of the individual in the organization as part of power-knowledge requires more implementation from the organization. The treatment for knowledge is carried out for the sake of giving attention to each individual to keep convincing him. Individual beliefs about knowledge ownership tend to influence their knowledge-processing behaviour (Markides & Williamson, 1994).

Explaining power certainly explains knowledge. Company knowledge is a strength to remain competitive. Increasing employee knowledge as a projection of company knowledge certainly requires training. Training company employees generates strength for the company and at the same time produces new knowledge. For example, continuous training is a solution to facing change (Santana-Domínguez et al., 2022), generating new knowledge and attitudes (Yang et al., 2020), long-term development success (Hallward & Tarkhani, 2019), continuous success (Davis & Dewitt, 2021), and training on company performance (Nakkawita et al., 2023). This is in line with Foucault's power-knowledge concept that knowledge is power. Power begets knowledge and knowledge begets power, the two are bound together. Foucault (1975) explains that power and knowledge directly imply one another; that there is no relation of power without a correlative constitution of the field of knowledge, nor can there be any knowledge that does not presuppose and at the same time a relation of power.

3. RESEARCH METHODOLOGY

Knowledge is power becomes a widely accepted truth that becomes a *cliché* (Heizmann & Olsson, 2015). Belief systems about the nature of knowledge and how and under what circumstances that knowledge can be obtained appear to be determining factors for learning (Bauer et al., 2004). Foucault's epistemological studies refer to non-personal structures that influence what is considered valid knowledge and which provide a framework within which positive knowledge can be obtained (Bauer et al., 2004). Furthermore, Bauer et al. (2004) state that this perspective epistemological beliefs are formed as a way of thinking in the subjectivation process. Thus, Foucault's use of power-knowledge is by studies in the field of organization. There is a need for a greater appreciation of the different contributions of the power-knowledge view to knowledge management practices (Heizmann & Olsson, 2015). Foucault argues that in contemporary society, power no longer has "the privileges one might have" but operates in a "network of relations, constantly in activity" (Foucault, 1975, p. 130).

Foucault warns us about the relationship between what is perceived as "truth" and how that truth is received (Ladkin & Probert, 2021). The power-knowledge approach does not follow the method used by Foucault (discourse method). This is done by Thomas (2011), who uses power knowledge but does not follow Foucault's discourse method. However, the power-knowledge concept is maintained. This study uses the power-knowledge method with unlimited narration in uncovering continuous learning on the subject's understanding of the research object while at the same time creating a narrative that is understood or "truth claims" by the subject. Foucault said: "I don't write for audiences, I write for users, not readers" (1974, as cited in Heizmann & Olsson, 2015, p. 761).

Data collection was carried out by conducting direct interviews with the leadership of HR and HR staff of a sugar company in South Sulawesi, Indonesia. The number of informants in this study was five people consisting of HR leaders, staff and key informants. Key informants are academics working in the field of HR and finance. The research location was conducted at a sugar company in South Sulawesi, Indonesia. The researcher considers the selection of this information to provide the information being researched. This is based on the informant's position in the company, experience and being considered an expert in the field of study. Data reduction uses an approach to share, generate and use knowledge (Heizmann & Olsson, 2015). Sharing knowledge is an increase in the quality of company employees, generating knowledge is a quality of employees while using knowledge is the ability of employees to produce performance (Heizmann & Olsson, 2015; Tasrim, 2020). After data reduction, the results were analyzed using Foucault's power-knowledge method using unlimited narrative. This limitless narrative is structured using a postmodernist paradigm. A limitless, recursive narrative that focuses on the researcher in interpreting research results. The analysis of these findings is inductive to deductive. This research uses a postmodernist paradigm in looking at the reality of employee

learning in companies. The postmodernist view is used to "describe, understand and negotiate the external world" (Burrell & Morgan, 1979, p. 4). The use of Foucault's power-knowledge method has been used by several researchers to explain problems in business fields such as Heizmann and Olsson (2015) and Van Assche et al. (2017).

4. RESULTS

Learning as part of the process for employee development is carried out by the company to maintain the competence of employees. The company's HR development (HRD) staff, explained the development of HR by continuously learning.

"...human resource development [...] what's the name... always learning and learning to improve competence... [...] is one of our intellectuals, sir... development is good intellectual development... it happens in the process..." (HRD staff, personal communication, June 2019)

Learning carried out by the company continuously becomes the "start" for company employees to adapt to change. Adaptation to changes such as technological changes is very dependent on the learning skills implemented by the company. As stated by the head of HRD, employee knowledge must be maintained so that it is not confused with technological sophistication.

"...this employee also has, as I said, this employee is capital, so I have to provide knowledge, don't let this asset be confused with an asset that is a kind of advanced technology, don't change this..." (Leader of HRD, personal communication, May 2019).

The emphasis conveyed by the head of HRD is directly on the issue of technological change. The adaptability carried out by a company makes the company compete. This is because at this time the industrial era is leading to the process of mastering technology. We usually call this era the Industrial Era 4.0 (in Indonesia), which is of course based on mastery of technology. Furthermore, the HRD leadership emphasized several things.

"...what do we do (what should we strive for) to improve human resources, yes... such as training, certification, increasing competence... training provided outside of work is related to work..." (Head of HRD, personal communication, May 2019).

Training and certification are carried out by the company to improve employee competency as an inseparable part. HRD leadership as the "ruler" in terms of managing HR (employee capital) in the company emphasizes a change in the environment to continue to pay attention to employee abilities.

"...currently, the company wants to make labour efficient by using robotic technology... robotic technology is what triggers us in the company to improve the ability of these employees not to be replaced by technology..." (Leader of HRD, personal communication, May 2019).

Employee training to improve work quality in shaping overall company performance. The company as the employer has a responsibility to maintain the quality of work from that: "...we encourage employees to take part in training, especially those related to improving performance, sir..." (HRD staff, personal communication, June 2019).

Furthermore, HRD leaders emphasized that understanding employee knowledge can support

work productivity: "...we must continue to add to this knowledge if there is work safety like that, right, sir, that's support for them, right... well... this capital makes them more productive, right..." (Leader of HRD, personal communication, May 2019).

Increasing knowledge can be done through formal education and training or education and training recommended by the company. Performance or "productivity" gives the same meaning in the company, which is the achievement or results of the work of employees.

Current employee training and performance are interrelated to support the company's progress. Industry requires HR competencies to occupy strategic positions in companies. A strategic position is a process that requires capabilities according to the level of the position: "...indeed in HR, it is divided into three, there are what are called technical skills, there are human relations skills (human management), and conceptual skills... employees who fall into the category of conceptual skills are usually employees at the director's level, not all management... of course, we talk again about how a company makes its structure, but in general, it is at the board of directors' level... if we enter the branch level of the company, the leadership is in the category of human management... meanwhile, managers at lower levels are usually in technical skill positions..." (Key informant, personal communication, July 2019).

Training that is by the "portion" of the position or will occupy a certain position in the company, of course, requires different knowledge. Learning models to support the development of company employees are carried out such as providing training for strategic positions: "...development of employee intellectual capital, sir... is needed for strategic positions, sir, because we are here, there is a classification for each position... there are lots of lo... sir... we only provide training from a managerial perspective, there is also religious training... ESQ [emotional spiritual quotient] training has been attended by many friends..." (HRD staff, personal communication, June 2019).

The second position and the third position certainly require more emotional intelligence to support the main tasks. A strategic position in the company is a way for an employee to self-actualize with fellow employees.

"...there is the name "DUKDIK" (sit first, then teach), and there is also the "DIKDUK" (educate first then sit down) system (student first, then sit down) take part in training first and then take a position... in the private sector it is generally "DIKDUK", educate first then sit... take training first before taking up a position... for next year you will be placed as a marketing manager, so you will be trained (trained)... take training on marketing to understand marketing because so far you have been in HR... follow the "TUPOKSI" (main duties and functions) performance of each... may pay for training outside the objectives if the person concerned will be predicted for it... Usually from middle to high...that's only in the private sector... he was educated before taking office. So, he got into that position, he was not "surprised"..." (Key informant, personal communication, July 2019).

The term described by the key informant stated that in the company there is a training model called

"DIKDUK" which is a training concept given to potential employees before occupying certain positions. For example, the key informant continued: "Next year you (by pointing to researchers as an example) are placed as marketing managers, then you will be trained (trained). Participate in marketing training to understand marketing because all this time you have been in HR" (personal communication, July 2019). Training for prospective marketing managers is carried out so that employees know the working conditions in the marketing department beforehand.

5. DISCUSSION

The concept of management science states that employees are company assets that must be maintained and given attention. The use of capital words/employee assets to provide the highest value from employee services. The concept of the RBV (Barney, 1991), emphasizes the importance of competent employees. Providing new knowledge through training courses increases the level of knowledge in a profession. Training is a place to provide knowledge, training to maintain performance and training to maintain the future of the company. Meanwhile, continuous learning for employees emphasizes adaptation to environmental changes that may occur at any time. The results of the study show that two things are very important in maintaining the quality of this company's capital, namely training and continuous learning.

5.1. Training key to the company's future

The acceleration of material capital owned by a company experiences a slowdown if the condition of non-material capital does not have sufficient capacity in terms of management. One of the company's non-material capital is competent employees. Employee training activities carried out contribute to sustainability. The success of the company as expressed by (Ozkeser, 2019), lies in the quality of its HR. Skills and attitudes have increased after employees have attended training. Employee productivity (organization) has increased after employees have attended training (Ozkeser, 2019). The training program is aimed at increasing the skills and knowledge of the trainees. Training and development activities generate important benefits for stakeholders (Eenshuistra et al., 2019). This condition requires companies to continue to provide new understanding and new knowledge. This is important for three main reasons:

First, training is a place to share knowledge. An untrained workforce can cause mistakes (Grossman & Salas, 2011). Providing knowledge and assisting employees in working is an inseparable part of caring for this company's capital. The importance of training in non-technical skills such as decision-making in the workplace (Nielsen et al., 2023). Training transfer has not been considered successful for training programs in realizing knowledge, skills, and attitudes, training programs and facilitating knowledge transfer (Yang et al., 2020). Management of knowledge or ability of the company's employees properly as part of the recognition of company competence. Management of the capabilities possessed by the company

certainly requires a sufficient combination of skills to provide added value. Training using the apprenticeship method allows participants to work with and learn from experienced trainers, and learn knowledge, skills, attitudes and professionalism (Doyle et al., 2021). Training as a model in providing relevant knowledge. So, with training, the company always gets enough “energy” to “accelerate”.

Second, performance training. Employees as company capital certainly have something of value for the progress of the company. Performance is a function of ability, nature, effort, and role perception (Noe, 1986). Sharing knowledge, skills, and attitudes (behaviour) that trainees must acquire to be competent, the need for professional training and development for professional workers, the importance of training and improving learning for performance (Doyle et al., 2021; Menzies & Grace, 2022; Nakkawita et al., 2023). Employee capital always requires knowledge to be able to provide a better rate of return. Factors of production such as employees, certainly play a role in the progress of the company (Alcaniz et al., 2011). Training is an indicator of the importance of company investment (Ozkeser, 2019). Training plays a crucial role in enhancing employee performance by effectively increasing their knowledge and skills (Nik Nazli & Sheikh Khairudin, 2018). The importance of employee training and non-technical skills is of particular concern to companies (Fonseka et al., 2021).

Employee capital development is a recognition of the fact that people in organizations and businesses are also important assets. Like physical and financial assets, human capital contributes to the development and growth of any organization. Their collective attitudes, skills and abilities contribute to organizational performance and productivity (Chaudhry & Roomi, 2010). Companies need a variety of technical skills, abilities, and knowledge that will require various levels of expertise, from basic to advanced (Nishigaki et al., 2017). Differences in firm performance across time are mainly due to their unique resources and capabilities (Donnellan & Rutledge, 2019). Therefore, training is a keyword to keep good employees. Thus, employees with good knowledge besides being able to provide the required performance also can adapt to change.

Third, training for the future. An important point in handling HR in companies is that humans do not only act according to economic motives and that they have several needs as social beings (Ozkeser, 2019). Ongoing training and capacity building are critical to long-term development success (Hallward & Tarkhani, 2019). The key to “managing” the future is to pay attention to employee competencies so that the company’s position is in a superior condition (Noe et al., 2014). Companies must be prepared to face the challenges of increasingly complex, evolving and unpredictable environmental changes with innovative skills (Mkhize & Brijball Parumasur, 2022). Training is focused on producing cognitive and behavioural changes in the development of performance competencies (Grossman & Salas, 2011).

Research conducted by Abrams and Berge (2010) shows that on-the-job training makes employees happier than their jobs. Qualified HR require time to be professionally trained and require training costs. The employee development approach seeks to

provide broader coverage of employee skills and can provide prevention that will help the company survive if internal and external changes occur (Abrams & Berge, 2010). Organizational knowledge requires the development of knowledge capabilities throughout the organization (Sarkis et al., 2010). Productive resources can be used to secure economic value and resource attributes to generate continuous profits (Davis & Dewitt, 2021).

Another condition that requires attention by the company regarding the future of employees is the expectations of the employees themselves. Changes have an impact on the HR of the organization (Mehmeti et al., 2023). Employees with expectations for success (accomplished employees) with the company certainly have better expectations. Like leaving a career path in a company (Almutirat, 2022). However, on the other hand, employees as humans also want the flexibility to decide when and where to work to effectively balance work and life demands (Butts et al., 2013). The resources developed by the initial company must be more efficient by competitors and competitors cannot develop substitutes that can weaken the company’s advantage, this provides more benefits for the company (Mishra et al., 2019). Thus, companies now recognize that trained employees are a critical success factor. As understood from this statement, another factor that influences the success of a company is well-equipped employees. The training activities carried out in the company are very important. Businesses at the point of departure should consider training.

5.2. Continuous learning

Foucault says that power creates and causes the emergence of new knowledge and gathers information about new concepts (Rabinow, 1998). The importance of the level and quality of education in increasing the level of knowledge and skills. This effort is carried out by the company to form a quality employee that is by environmental changes (Tasrim, 2020). Very dynamic environmental changes require resources that can adapt. Building competence by emphasizing the operational aspects of the company requires a continuous learning process. The competitive advantage of HR over other companies creates better economic value than competing companies (Barney et al., 2021). Thus, learning in employee development emphasizes the process of continuous quality improvement.

The combination of knowledge management, organization-based learning and competence produces satisfaction and other factors of company performance (Wang & Lo, 2003). The resource- and capability-based approach emphasizes the importance of sustainable competitive advantage and the performance of invaluable resources and competencies (Barney, 1991). Companies with good competitive advantage can face very dynamic competition. “Technological knowledge ... having more specific knowledge to deal with the situation, perhaps the negative impact can be reduced” (Eichelberger & Leong, 2019, p. 123). Liou and Canrinus (2020) say that social connectivity (employees) plays an important role in organizational success and development. Social networks and technology networks generally provide unique opportunities for employees to gain learning through social exchange by maximizing technology (Dachner et al., 2021).

Such lifelong learning can be considered to include continuous learning (Sánchez-Polo et al., 2019). Sustainability in a unique way for strategic management links sustainability with competitive advantage (Freeman et al., 2021). Skills development that is immediately applicable (Garavan et al., 2019). In the reality of competition, it is important to pay attention to the speed of development of skills and knowledge of employees as a crucial resource in achieving true competitive advantage (García-Zambrano et al., 2018). The internationalization of companies that eliminate national boundaries demands the competitiveness of trained employees (Richter & Kauffeld, 2020). In addition, learning occurs during individual processes and interests to enhance teaching and learning (Brinkley-Etz Korn, 2020). Overlapping resources can eliminate advantages or the resulting advantages are unsustainable (Freeman et al., 2021). Thus, it is necessary to make an effort that must be taken by every company in investing in learning models in companies and fostering employee interest to continue learning. Therefore, companies must continue to encourage employee capacity building. These improvements include both current and future. Thus, the company's ability to face the company is better and ready.

6. CONCLUSION

The important role of humans in the sustainability of the company is no longer something that needs to be debated anymore. The company's mindset that makes employees capital (non-material capital) certainly tries as much as possible to provide the best for the sake of increasing the abilities and competencies of its employees. Training that is in direct contact with work or indirectly that can increase the ability (knowledge and skills) of employees certainly makes a real contribution. The support structure owned by the organization helps balance theory and practice. Coaching by leaders to develop skills encourages knowledge transfer by employees during training.

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Employees who perceive new knowledge as part of their needs. The view of motivation as expressed by Maslow (1943) states that humans always meet their needs. Fulfillment of these needs is the fulfillment of basic needs. Working as part of the process of fulfilling needs for a decent life will have an impact on the desire for self-actualization. With increased knowledge, employees certainly have the opportunity to "improve" their basic needs. The urge to fulfil needs in the concept of motivation, makes employees continue to maximize their quality. McClelland's (1988) opinion is that the highest employee motivation is the encouragement from within the employee concerned to be useful to others. Individual motivation to work is an important factor in the success of the company, the success of the training is largely determined by the readiness of the participants. The independent learning model is what the majority of employees like.

The results of this study provide two important roles in providing training to employees, namely as a "key" to the future of the company and as a bridge for employees to adapt. The training provided to employees contains three important things, namely training as a "room" for exchanging knowledge, training for performance improvement and training for the future of employees and the company. In addition, continuous learning is a new "event" to constantly renew employee capabilities to increase the company's ability to deal with environmental changes. Thus, when the changes occur, the company is ready to adapt, not "find a replacement". This research is qualitative research that does not explain causation so further research makes it possible to conduct studies using variables in the research results with a causal approach. In addition, the use of other theories such as behavioural theory is possible to enrich the results of subsequent research. The informants in this study were only HR leaders and staff and did not involve other departments such as the finance department or the company's operational department.

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