A Review on Concept and Determination of Training and Education Program Requirements in Human Management

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Abstract
This article aims to identify the concept and determination of training and education program requirements in human management based on existing works. This article also aims to analyse the concept and determination of training and education program requirements in human management based on existing works. The questions that arise are what is the concept of training and education programs in human management? What are the determinants of the need for training and education programs in management? In general, there have been many efforts of training and education programs that try to improve the quality of employees in an organization. Therefore, this article tries to examine these questions based on secondary sources. It thus forms a mapping work on the concept and determination of training and education program requirements in human management.
Keywords: Training, Education, Program, Human Management

Introduction
The main purpose of this article is to examine in detail the works related to training and education programs in human management. This research was carried out to see the concept and determination of training and education program requirements in human management that have been presented by scholars and writers. This article consists of several parts, namely the definition of training programs in human management, the concept and determination of training and education program requirements in human management and conclusions.

Definition of Training and Education Program in Human Management
The definition of training and education programs has been done a lot by researchers and writers. According to Poon (2002); Yusof (2006); Abdul Kadir (2009); Muis et al (2018), training and education programs refer to the efforts made by an organization to provide teaching and learning facilities to employees in the organization. The training and education program has the following objectives; first, instil awareness in individuals; second, improving the skills of an employee in one or more areas of expertise; and third, increase the motivation of an employee so that he can carry out his work better.

In organizations, training and education programs are a teaching and learning process designed to change attitudes, improve knowledge and skills of employees so that their work performance can be improved. Because organizations usually face various problems with low-performing employees, the main function of training and education programs is to try to overcome these problems. Most organizations plan training and education programs in the belief that training, and education programs can overcome all problems related to employees in the organization (Mamat, 1996).

According to Othman (1991); Shah (2002), training and education programs are all efforts made by organizations to improve a person's ability to perform his duties or play a role that has been set by the organization. Training and education programs can also be said to be planned activities of an organization to improve the knowledge and social behaviour of its employees so that it is in line with the organization's goals. The activities include simple physical skills to complex attitude formation and change. However, the concept of training and education programs can be explained through the following characteristics; first, a learning process that has specific content; second, the goal is immediate and work-oriented; third, the duration is short but extended; fourth, the implementation method is formal and informal but planned; and fifth, the goal is for employee self-development either from a psychological or cognitive aspect. Development, on the other hand, refers to organizational efforts and individual efforts to increase a person's ability to advance themselves in the organization. Training and education programs are more focused on preparing employees specifically for the tasks that have been assigned to them, while in development programs, the things that are conveyed to a person may not be necessary for the tasks that they are carrying out at that time but will be able to enrich the knowledge and skills of an employee. Training and education programs are more present-oriented, and development is future-oriented, meaning the knowledge and skills acquired are intended for future use.

Jamil (2008) also defines the training and education program as a formal and planned intervention carried out by the organization with the aim of providing its employees with the skills, knowledge and ability required to carry out their duties and responsibilities effectively so that the organization's goals can be reached Skills refer to certain competencies that employees need to have to perform the tasks they are responsible for easily and effectively. Knowledge means a basic understanding of concepts or principles related to a subject or field while ability means the employee's ability to perform the physical or mental functions required in a task.

There are several researchers who define training and education programs from an Islamic perspective. Among them are Ahmad and Razimi (2018); Muis et al (2018); Azmi (2013); Hassi (2012) who thinks that training and education programs from an Islamic perspective are activities carried out after someone is hired and the main purpose of training and education programs in Islam is not only to train the mind, but also to train spiritually and physically. Training techniques and trainer characteristics are also important in Islam such as emphasizing the spiritual aspects first before doing mental and physical training. The mind cannot be trained well if the spirit is not trained first because a good spirituality will trigger a good mind and body. Ngah (2004) details the definition. He stated that training and education programs based on Islam are efforts to improve the devotion of an employee to Allah SWT. The efforts in question are the skills, knowledge, abilities and so on that are demanded of

every individual Muslim worker based on two aspects of relationship, namely the relationship with Allah SWT (*hablumminallah*) and the relationship with humans (*hablumminannas*). In the context of an organization, relationships with people can be understood as holding responsibility for the organization, its leaders and subordinates thus putting itself ready with any necessary training from time to time.

The description and discussion regarding the definitions found that the definitions presented by Ahmad and Razimi (2018); Muis et al (2018); Azmi (2013); Hassi (2012); Ngah (2004) meet the definition of training and education programs used in this article. In general, in the context of this article, a training and education program is any training effort that is based on Islamic and spiritual elements and does not exclude the physical aspect that is planned or implemented by an organization that aims to develop the personality of a person or worker who can appreciate the concept of life as a servant and caliph of Allah SWT.

Human management is different from human resource management and human capital management because human management includes a broader aspect in the context of human function and leads to a more holistic goal. Human management is said to be a process of updating and improving the quality of the workforce with knowledge, skills, mind, attitude, and character that are compatible with the reality and changes that occur for the sake of survival, product improvement and competitiveness in the organization. Human management should shape people so that it is parallel and coincides with the actual and balanced Islamic tasawur from the aspect of knowledge and practice of *fardu ain* and *fardu kifayah*. In short, human management emphasizes and balances the physical and spiritual aspects. In an organization, the balance of employee quality with knowledge, skills, mind, attitude, and character that includes physical and spiritual aspects is very important for human management (Luat, 2013).

Human management is an important aspect in the implementation of Islamic management because the level of faith is the measure of success, i.e., success in this world and in the hereafter, which leads to the ultimate goal of every servant and caliph of Allah SWT, which is the pleasure of Allah SWT (Ahmad, 2013). To achieve that goal, humans need to make their roles and responsibilities in the aspect of management as a manifestation to fulfil their responsibilities, which involves three dimensions of relationships, namely first, human relationships with the Creator (*hablumminallah*); second, human relations between humans and natural resources (*hablumminannas*) and; third, a deep relationship involving the balance of human internal components such as the heart, intellect, lust and spirit (Salleh, 1990; Ahmad, 2013).

Based on the explanations and definitions presented, the definition of human management used in this article is the process of updating and improving the quality of the workforce with knowledge, skills, mind, attitude and character that are compatible with reality and the changes that occur for the sake of survival, product improvement and strength competition in the organization in addition to forming people so that it parallels and coincides with the actual and balanced Islamic tasawur from the physical and spiritual aspects as well as the knowledge and practice of *fardu ain* and *fardu kifayah*. Human management also involves three dimensions of relationships, namely first, the human relationship with the Creator,

which is Allah SWT; second, the relationship between humans and natural resources and third, a deep relationship involving the balance of human internal components.

Based on the definition of training and education programs and the definition of people management that has been stated, the definition of training and education programs in people management that is used in this article can be formulated. Training and education programs in human management can be defined as all forms and methods of training that are based on Islam and spirituality without excluding the physical aspect and it is part of the process of updating and improving the quality of the workforce with appropriate knowledge, skills, mind, attitude and character with the reality and changes that occur for the sake of survival, product improvement and competitiveness in the organization in addition to forming people so that it is parallel and coincides with the real and balanced Islamic tasawur from the physical and spiritual aspects as well as the knowledge and practice of *fardu ain* and *fardu kifayah*.

Based on research on existing works, there are several discussions about training and education programs in human management. Most of these works place training and education programs as a component in human management. Research on the works on training and education programs in human management shows that the works on training and education programs in human management include discussions on the concept and setting the requirements of training programs in human management.

Concept of Training and Education Program in Human Management
Among the writers who discuss the concept of training and education programs in human management are (Zainal, 1985; Othman, 1991; Aminuddin, 1994; Mamat, 1996; Ramli, 1998; Zakaria, 2000; Shah, 2002; Abdul Kadir et al., 2002; Poon, 2002; Ngah, 2004; Jamil, 2008; Abdul Kadir, 2009; Hassi, 2012; Azmi, 2013).

Aminuddin (1994); Abdul Kadir et al (2002) presented the concept of training and education programs in human management as organizational activities created to change employees through the learning process so that employees can do their jobs more efficiently. This concept implies that employees will change because of their participation in a training and education program. The training and education program provided must be effective for the change to take place. All training and education programs are designed to change attitudes, develop skills, and impart knowledge. The concept presented coincides with the concept presented by Poon (2002) which is training and education programs in human management as organized efforts of the organization to facilitate the learning of certain work behaviours.

Zainal (1985) on the other hand thinks that the training and education program in human management refers to activities from obtaining simple physical skills to the formation and change of more complex attitudes. According to Othman (1991); Shah (2002), training and education programs in human management are all efforts made by organizations to improve a person's ability to perform his duties or play a role that has been set by the organization. Mamat (1996); Zakaria (2000); Abdul Kadir (2009) summarizes that there are three main elements that are delivered through the concept of training and education programs in human management, namely providing employees with skills, knowledge and physical

abilities. Jamil (2008) also added that there is another important element which is the attitude element.

However, Ngah (2004); Hassi (2012); Azmi (2013) tried to see the concept of training and education programs in human management from a different perspective, which is through an Islamic perspective. Without denying the importance of physical development elements in training and education programs in human management, Azmi (2013); Hassi (2012) argue that training and education programs in human management from an Islamic perspective also aim to train spiritually. Training techniques and trainer characteristics are also important in Islam such as emphasizing the spiritual aspects first before doing mental and physical training. The mind cannot be trained well if the spirit is not trained first because a good spirituality will trigger a good mind and body. Ngah (2004) also details the concept presented by stating that training and education programs in human management based on Islam are efforts to improve the devotion of an employee to Allah SWT. The intended efforts are the skills, knowledge, ability and so on that are demanded of every individual Muslim worker based on two aspects of relationship, namely the relationship with Allah SWT (*habluminallah*) and the relationship with humans (*habluminannas*). In the context of an organization, relationships with people can be understood as holding responsibility for the organization, its leaders and subordinates thus putting itself ready with any necessary training from time to time.

Determination of Training and Education Program Requirements in Human Management
Poon (2002) states that there are several basic factors that determine the need for the implementation of training and education programs in human management, namely first, there are new employees. Second, there is technological progress that causes changes in terms of how work is done and third, an employee has been given a new role or responsibility. Jamil (2008) has detailed the basic factors, added some other factors, and divided the factors determining the implementation of training and education programs in human management into internal organizational factors and external organizational factors.

Internal factors of the organization are such as changes in organizational goals and strategies, changes in organizational structure such as mergers, acquisitions, downsizing and so on, system or process changes, the existence of new tasks, employee performance gaps, the purchase of new equipment and the entry of new staff. The external factors of the organization are such as laws and regulations related to training and education programs in human management, technological changes, and fierce competition between organizations. Human nature is born weak and has the possibility to do unsystematic work is also a determining factor in the need to implement training and education programs in human management (Abdul Ghani Azmi, 2013). Ismail (2016) states that in determining training needs, Training Needs Analysis (TNA) is a beginning for the process of planning and implementing a training program. The process to implement TNA in detail is to conduct an analysis into three main forms, namely Organizational Analysis, Work Analysis and Employee Analysis.

Yusof (2007); Ivancevich (2007); Byars and Rue (2008); Mondy (2010) has articulated the processes to manage training clearly. They unanimously stated that the first process or step in managing training is to determine training needs. In this process, to determine the appropriate training given to employees is to hold a TNA. According to O'Connor, Bronner and

Delaney (2002), training needs analysis is a process to identify the employee's need to learn something based on several reasons: first, so that the employee can perform the job successfully, secondly, for the purpose of the employee's career development, and thirdly, so that the organization can make plans and achieve goals. Stone (2004) defines TNA as determining the training requirements which will form training objectives, providing direction and purpose for conducting training.

Conclusion

The study of the concept and determination of training and education program requirements in human management has provided some important conclusions. Among them is that there are organizations that highlight training and education programs in human management that aim to improve the ability, knowledge, and skills in work for its employees. In a broader context, training and education programs in human management should be used as a platform and medium to shape morals and improve the spiritual aspects of employees, especially Muslim employees.

Acknowledgement

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