Development of Competency Based Training (CBT) Model in Improving Employee Competency and Performance of PT Sari Ater Ciater, Subang Regency, West Java

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Abstract		**Original Research Article**

The purpose of this study was to determine the development of Competency Based Training (CBT) Model in improving the Competency and Performance of Employees of PT Sari Ater Ciater Kab. Subang, West Java, by applying the Research and Development (R&D) method with reference to the ADDIE model conducted on employees at PT. Sari Ater as respondents as many as 30 people conducted in the Subang Regency, West Java. Based on the research that has been done, the results show that job training has a positive and significant effect on employee competence. That is, an increase in both the training contained in an agency, the competence of employees will also increase. Work has a positive and significant effect on employee training performance. This means that an increase in both job training contained in an agency will increase employee performance.
Keywords: Competency Based Training (CBT); Employee Competence; Employee performance.

INTRODUCTION

Employee training aims to increase skills, capabilities, insights, and employee performance improvement in order to develop Human Resources (HR) (Amayah & Gedro, 2014). Human resource development for employees is a systematic learning and training process to improve their competence and performance in the current job and prepare themselves for future roles and responsibilities (Rodriguez & Walters, 2017). Increasing the human resources of an institution or organization through training is a strategic effort for out-of-school education. Training makes a real contribution in improving and implementing development. Thus, training is designed and developed based on real demands or needs in the work field and increased the employment capacity of organizations or institutions. The objectives of a training depend on its implementation, especially the components that support the training system (Grossman & Burke-Smalley, 2018).

According to Opatha (2019), HR development is a part of organizations. HR in an organization will involve education and training factors. Training helps employees understand a practical knowledge and its application. Thus, training has an impact on increasing employee competence and performance. Employee education and training are HR development activities to increase knowledge, skills, and abilities as well as to improve employee performance.

Therefore, training provides the benefit of correcting problems faced by employees in terms of change needs, motivation, job satisfaction, and performance (Appiah, 2019). Ozkeser (2019) defines that training can change employee attitudes and behavior and motivate increasing knowledge and understanding of work in accordance with the dynamic needs of the company.

Training Needs Assessment (TNA) can analyze employee knowledge and understanding of the company so that a company can find out the effectiveness of education and training programs in an effort to increase members' understanding of the company. Considering the costs required for the program that are quite large, it needs to be implemented training needs analysis (Altarawneh & Ahmed Aseery, 2016). Based on data obtained from Training Need Analysis (TNA) of PT Sari Ater Ciater Subang, West Java, the background of the decision making to determine training needs are the job specifications and existing job titles defined and CBT (Competency Based Training) been implemented in Human Resources (HR) development process, and desire to identify direct

training needs of employees (Kaizer, Silva, de Pavia, & Zerbini, 2020).

In order to improve the competence and performance of employees at PT Sari Ater Ciater Subang, West Java, education and training need to refer to the CBT model. It is felt that learning, education, training carried out will be closely related to improving employee competence and performance. This study adjusts the needs in the field, which is related to the development of employee competencies so that, in the future, it can improve employee performance (Hodge, 2016). CBT is aimed at the main issues that are hotly discussed in the training program, namely competence and competency standards. CBT gives new meaning to this basic understanding. Based on this specific meaning, CBT can be distinguished from other training programs (Kuhn et al., 2016). Earlier, skills are seen only as visible and physical skills. The CBT program means that skills are not only related to a person's expertise to do something tangible but also a person's mental, manual, motor, perceptual, and even social abilities. The meaning of skill is understood as a combination of several physical and non-physical work abilities related to the application of acquiring new knowledge (Gyadu-Asiedu, Dzisi, Asirifi, & Boamaa, 2020).

The application of CBT is able to make practical learning competitive to face competition in an instant global era. Regarding the company as a user, the results of practical learning with the use of CBT produce experienced employees, especially in dealing with work under pressure so that they are no longer awkward in facing work in the company. According to Ghorbani, Mirshah Jafari, & Sharifian (2018), competency-based learning is directed at developing knowledge, understanding, abilities, values, attitudes, and interests of students so that they can do something in the form of skill, accuracy, and success with full responsibility. CBT is one phase of education/training in providing knowledge, values, attitudes, and employee values in developing expertise and skills.

The selection of PT Sari Ater Ciater, Subang Regency, West Java, as an object of research is related to the implementation of the current training, still using traditional routine training with traditional presentation and lecture methods in which the implementation of training does not focus to aspects of the needs and problems faced by employees and the company as a whole.

According to the problems mentioned above, the researchers are interested in conducting research entitled "Development of Competency Based Training (CBT) Model in Improving Competence and Employee Performance of PT Sari Ater Ciater, Subang Regency, West Java".

LITERATURE REVIEW
Competency Training
Competency-based training systems are training built for training challenges that provide the provision of the right training at the right time to the right people, by maximizing the relevance, timeliness, and availability of training. Competency-based training also guarantees that the training resources used in the training have a top priority to meet the needs in service (Bohnen *et al.*, 2016)

Characteristics of competency-based education and training programs according to Chuenjitwongsa, Oliver, & Bullock (2018) are described in the following.
1. Competence is derived from the role, defined in terms of behavior and made by the public;
2. The assessment criteria are based on competence, determine the level of mastery and are made by the public;
3. The assessment requires performance/appearance as the main evidence but also requires knowledge in the calculation/assessment;
4. The level of progress of each individual learning citizen depends on the competencies shown;
5. Learning programs facilitate the development and evaluation of more specific competencies.

On-the-Job Training
The definition of On-the-Job Training (OJT) based on the history of its emergence is divided into two meanings, which are Informal OJT and Formal OJT. The meaning of informal OJT is a concept that has long been used when wanting to provide opportunities for an employee to train others who have been in the work field. Informal OJT is a reality that occurs in every organization, where those who have been able to share knowledge with those who do not know within an organization according to their needs without any specific training materials, evaluation instruments or notes (Abdul Musid, Mohd Affandi, Sohimi, & Mustaffa Kamal, 2020).

This training method is often used in small businesses. Informal OJT is the most preferred method of training employees for new technologies and upgrading skills for new technologies (Schumacher *et al.*, 2021). The teaching process in general can be seen formally in detail as a professional teaching method for the Job Instruction Technique (JIT). JIT uses a behavioral strategy with a focus on skill development. However, in almost all jobs, the goal of knowledge will always be involved. The JIT was developed during World War II and continues to be the standard in evaluating OJT programs. JIT includes four stages, namely:
a) *Prepare*
b) *Present*
c) *Try Out*
d) *Follow up*

Competency Based Training

Competency Based Training (CBT) is directed at the main issues that have been a hot topic of discussion in training programs, namely skills, competencies and competency standards. CBT gives new meaning to the understanding of the three main directions. Based on this specific meaning, CBT can be distinguished from other training programs ("the competency based training (cbt) concept of teaching and learning in the technical universities in ghana: challenges and the way forward," 2017). The preparation of the CBT program consists of several stages. According to Wongnaa & Boachie (2018), CBT staging consists of the following steps.

1. Capability profiling. At this stage the organization does several things, such as:
   1) Identification of competency needs,
   2) Making a priority scale for competency needs,
   3) Evaluating competency standards,
   4) Identifying strengths and problem "areas" that require attention to be improved.
2. Selecting training programme. In this stage, the organization begins to develop a choice of the right form of training to support the achievement of goals.
3. Producing a personal training plan for each employee. This is where the importance of CBT where individual needs become a top priority. In this stage the organization develops a basic framework that is oriented to individual rankings.
4. Assessing the competency. In this last stage, the organization is recommended to continue to monitor any performance developments, continued immediately after the training ends, followed by its application by the participants.

According to Stone, several experts have expanded the meaning of CBT-system training to involve knowledge and expertise in an effort to define managerial effectiveness and use competency assessment into other human resource management functions such as recruitment, selection, performance appraisal, and planning.

Employee Competence and Performance

Employee competence is something to carry out work or tasks based on skills and knowledge and supported by the work attitude required by the job. Skills or abilities needed by employees shown by the ability to consistently provide an adequate or high level of performance in a job function (Gunawan & Gunawan, 2019). Pengertian kompetensi oleh (Syahrum, Hj Ida Aju Brahmasari, & Nugroho, 2016) is a characteristic that underlies a person related to the effectiveness of the individual's performance in his work or the basic characteristics of individuals who have a causal relationship or as a cause and effect with the criteria used as a reference. According to Spencer, competence lies on the inside of every human being and is forever in the personality of a person who can predict behavior and performance in a broad range of situations and work tasks.

Michael Zwell (in Malau, Barasa, & Sumali (2019)) revealed that there are several factors that can affect a person's competence skills, defined as follows.

1) Beliefs and Values

Beliefs in oneself and in others will greatly influence behavior. If people believe they are not creative and innovative, they will not try to think about new or different ways of doing things.

2) Skills

Skills play a role in various competencies. Public speaking is a skill that can be learned, practiced, and improved. Writing skills can also be improved with instruction, practice, and feedback.

3) Experience

Skills of many competencies require experience organizing people, communicating in front of groups, solving problems, etc. People who have never been in contact with large and complex organizations are unlikely to develop the organizational intelligence to understand the dynamics of power and influence in those environments.

4) Personality Characteristics

Personality includes many factors; some of which are difficult to change. However, personality is not something that cannot be changed. In fact, a person's personality can change over time. People respond to and interact with forces and their surroundings.

5) Motivation

Motivation is a factor in competence that can change. By giving encouragement, appreciation for the work of subordinates, giving recognition, and individual attention from superiors can have a positive influence on the motivation of a subordinate.

6) Emotional Issues

Emotional barriers can limit the mastery of competence. Fear of making mistakes, of being embarrassed, of feeling unwelcome, or not belonging, all tend to limit motivation and initiative. Feelings of authority can affect communication skills and resolve conflicts with managers. People may have difficulty listening to others if they do not feel heard.

7) Intellectual Ability

Competence depends on cognitive thinking such as conceptual thinking and analytical thinking. It is impossible to improve through every intervention that an organization realizes. Of course, factors such as experience can increase proficiency in this competency.

8) Organizational Culture

Organizational culture affects the competence of human resources in the following activities.

a) The practice of recruitment and selection of employees takes into account who among the workers is included in the organization and their level of expertise regarding competence.
b) All awards communicate to workers how the organization values competence.
c) Decision-making practices affect competence in empowering, taking initiative, and motivating others.
d) Organizational philosophy-mission, vision, and values related to all competencies.
e) Customs and procedures inform workers of how much competence is expected.
f) Commitment to training and development communicates to workers the importance of competence on sustainable development.
g) The organizational processes that develop leaders directly affect leadership competencies.

Employee Performance

The definition of performance is the work that can be achieved by a person or group of people in a company in accordance with their respective authorities and responsibilities in an effort to achieve company goals illegally, not violating the law and not contrary to morals and ethics (Abbas, Salle, & Djanggih, 2019). Performance is the result of work in quality and quality achieved by an employee in carrying out his duties in accordance with the responsibilities given to him (Fekete & Rozenberg, 2014). Sedangkan Menurut (García, Pedreira, Piattini, Cerdeira-Pena, & Penabad, 2017) Individual performance is the level of achievement or work of a person from the targets to be achieved or tasks that must be carried out within a certain period of time.

According to Diamantidis & Chatzoglou (2019), employee performance indicators are as follows.

1. Quantity of work
   All kinds of units of measure related to the amount of work that can be expressed in numbers or other numerical equivalents.
2. Quality of work

All kinds of units of measure related to the quality of the work that can be expressed in numbers or other numerical equivalents.
3. Efficiency in carrying out tasks
   Diversify resources wisely and in a cost-effective manner.
4. Work discipline
   Obey applicable laws and regulations.
5. Initiative
   The ability to decide and do the right thing without being told, being able to find out what to do with things around, trying to keep moving to do things even when things get tough.
6. Accuracy
   The level of suitability of the work measurement results whether the work has achieved its goals or not.
7. Leadership
   The process of influencing or setting an example by the leader to the followers in an effort to achieve organizational goals.
8. Honesty
   One of human nature that is quite difficult to apply.
9. Creativity
   Mental processes that involve generating ideas or those involving generating ideas.

RESEARCH METHOD

The type of this research is Research and Development (R&D). According to Olaoye, Ayinde, Ajewole, & Adebisi (2020), research and development is a research method used to create a specific product and test the success of that product. In determining the population, this study appoints employees at PT. Sari Ater as respondents as many as 30 people conducted in the area of Subang Regency, West Java. PT Sari Ater is a privately owned company that is trusted to manage Ciater tourism objects by the Level II Regional Government of Subang Regency. Information collection methods used in this research are (1) documentation research, (2) monitoring, and (3) question and answer. The research method refers to a qualitative approach. This method coincides with how this research is carried out and the problem is answered by the existing method. In order to create a product in the form of good training, it is necessary to try out the concept and careful development. The method in this research refers to the ADDIE model with 5 main stages as below.
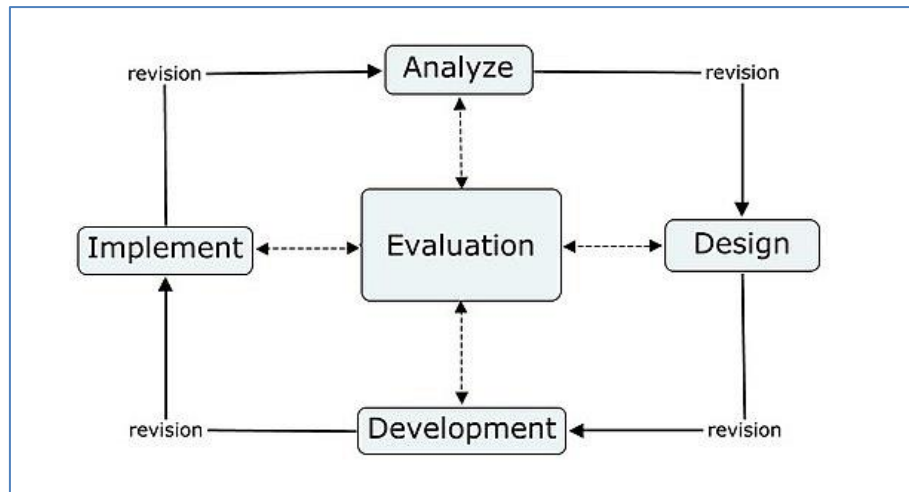
Fig-1: Steps of ADDIE model (Sugiyono, 2015)

1. Analysis

The analysis step is a way of describing what learning members want to learn, namely carrying out a needs assessment (desire analysis), recognizing problems (desire), and carrying out an obligation analysis (task analysis). At this stage, a Training Need Assessment (TNA) is carried out before conducting training. The following are the stages of implementing TNA in this study.

a. Organizational Assessment

Organizational assessment evaluates the overall performance of the organization. An assessment or analysis of this type determines what skills, knowledge, and abilities the organization needs so that it determines what is needed to overcome the problems and weaknesses that exist in the organization in order to improve the competencies possessed by the organization.

b. Task Analysis

Task analysis identifies what training should be provided to employees related to their work and helps ensure that the training developed is relevant to the job content.

c. Individual Assessment

Individual assessment analyzes how an employee can do a good job and determines the individual's ability to complete new and different work that refers to Key Performance Indicators (KPI).

2. Design

This step is also known as making a concept (blueprint). The step that needs to be carried out in the concept method is formulating SMAR learning objectives (specific, measurable, applicable, and realistic).

3. Development

Development is a way of creating a blueprint or concept of the initial form of training into reality. The development of the competency-based training model at PT Sari Ater Ciater Subang refers to the Indonesian National Competency Work Standards (SKKNI) that applies in the development process.

4. Implementation

Implementation is a clear stage for practicing the learning system raised. In this step, the researchers try to validate the module experts and learning concept experts. After the product is claimed to be suitable by experts, it is tested on consumers.

5. Evaluation

Evaluation is carried out in the entire process from the initial process, which is analysis to implementation. At the initial stage, an evaluation is carried out to review whether the design really matches the wishes of the teaching members in a critical way of learning.

RESULT AND DISCUSSION

Research Instrument Test

The trial is conducted to calculate the validity and reliability of the training instrument, employee competence and employee performance. The implementation of instrument trials is conducted on a number of subjects who have the same characteristics as the subjects in this study. In the study conducted, the instrument that the researchers use is in the form of a test to test the competency instrument and a questionnaire for the competency performance variable.

1. Validity Test

Testing the Validity of Training Instruments

Table-1: Job Training Validity Test Results

Instrument Number	Correlation Value (r-count)	r-table	Result
PLT_1	0.736	0.3610	Valid
PLT_2	0.728	0.3610	Valid
PLT_3	0.801	0.3610	Valid
PLT_4	0.676	0.3610	Valid
PLT_5	0.766	0.3610	Valid
PLT_6	0.715	0.3610	Valid
PLT_7	0.700	0.3610	Valid
PLT_8	0.818	0.3610	Valid
PLT_9	0.769	0.3610	Valid
PLT_10	0.865	0.3610	Valid
PLT_11	0.817	0.3610	Valid
PLT_12	0.777	0.3610	Valid
PLT_13	0.837	0.3610	Valid
PLT_14	0.746	0.3610	Valid
PLT_15	0.800	0.3610	Valid

In table 1, it can be seen that the calculated r-value (correlations) of all the questions on the training variable has a greater value than the r-table for a sample of 30 people, which is 0.3610; thus, it can be concluded that all statements in the training variable questionnaire are valid and suitable to be used as instrument study.

Competency Validity Test

Table-2: Competency Validity Test Results

Instrument Number	Correlation Value (r-count)	r-table	Result
KPT_1	0.803	0.3610	Valid
KPT_2	0.679	0.3610	Valid
KPT_3	0.795	0.3610	Valid
KPT_4	0.666	0.3610	Valid
KPT_5	0.834	0.3610	Valid
KPT_6	0.783	0.3610	Valid
KPT_7	0.720	0.3610	Valid
KPT_8	0.837	0.3610	Valid
KPT_9	0.716	0.3610	Valid
KPT_10	0.869	0.3610	Valid
KPT_11	0.690	0.3610	Valid
KPT_12	0.787	0.3610	Valid
KPT_13	0.838	0.3610	Valid
KPT_14	0.584	0.3610	Valid
KPT_15	0.810	0.3610	Valid
KPT_16	0.749	0.3610	Valid
KPT_17	0.694	0.3610	Valid
KPT_18	0.631	0.3610	Valid
KPT_19	0.818	0.3610	Valid
KPT_20	0.786	0.3610	Valid

In table 2, it can be seen that the calculated r-value (correlations) of all questions on the competency variable has a greater value than the r-table for a sample of 30 people, which is 0.3610; thus, it can be concluded that all statements in the competency variable questionnaire are declared valid and suitable to be used as instrument study.

Performance Validity Test

Table-3: Performance Validity Test Results

Instrument Number	Correlation Value (r-count)	r-table	Result
KNJ_1	0.799	0.3610	Valid
KNJ_2	0.729	0.3610	Valid
KNJ_3	0.855	0.3610	Valid
KNJ_4	0.703	0.3610	Valid
KNJ_5	0.742	0.3610	Valid
KNJ_6	0.717	0.3610	Valid
KNJ_7	0.528	0.3610	Valid
KNJ_8	0.804	0.3610	Valid
KNJ_9	0.695	0.3610	Valid
KNJ_10	0.744	0.3610	Valid
KNJ_11	0.742	0.3610	Valid
KNJ_12	0.619	0.3610	Valid
KNJ_13	0.840	0.3610	Valid
KNJ_14	0.723	0.3610	Valid
KNJ_15	0.804	0.3610	Valid

In table 3, it can be seen that the calculated r-value (correlations) of all questions on the performance variable has a greater value than the r-table for a sample of 30 people, which is 0.3610; thus, it can be concluded that all statements in the performance variable questionnaire are declared valid and suitable to be used as instrument study.

Reliability of Occupational Research Instruments

In addition to validity, reliability tests are also conducted on Training Research Instrument, employee competency, and employee performance using Cronbach alpha. The reliability test is assisted with the help of IBM SPSS Statistics version 24 for windows. Based on the results of the reliability test, the results of the reliability coefficients of the research instrument are obtained as follows.

Training Instrument Reliability Testing

Table-4: Reliability Test Results of Employee Competency Instrument

Reliability Statistics		
Cronbach Alpha	Cronbach Alpha Based on Standardized Items	N of Items
0.960	0.960	15

From table 4.10 above, it can be known that the Cronbach alpha value on the employee training variable is 0.960. In addition, because the instrument value is more than 0.60, it is considered reliable. The results are as stated by Sugiono (2010) that the requirements of a tool can be considered reliable if the minimum reliability coefficient is 0.6.

Employee Competency Instrument Reliability Testing

Table-5: Reliability Test Results of Employee Competency Instruments

Reliability Statistics		
Cronbach Alpha	Cronbach Alpha Based on Standardized Items	N of Items
0.966	0.966	20

From table 5 above, it can be known that the Cronbach Alpha value on the employee competency variable is 0.966. In addition, because the instrument value is more than 0.60, it is considered reliable. The results are as stated by Quick & Hall, (2015) that the requirements of a tool can be considered reliable if the minimum reliability coefficient is 0.6.

Employee Performance Instrument Reliability Testing

Table-6: Reliability Test Results of Employee Performance Instruments

Reliability Statistics		
Cronbach Alpha	Cronbach Alpha Based on Standardized Items	N of Items
.951	.952	15

From table 6 above, it can be seen that the Cronbach Alpha value on the employee performance variable is 0.951. In addition, because the instrument value is more than 0.60, it is considered reliable. The results are as stated by Quick & Hall, (2015) that the requirements of a tool can be considered reliable if the minimum reliability coefficient is 0.6.

Normality test

The normality test aims to test whether in the research model the variables are normally distributed. The normality test of the data in this study used the PPlot normal graph test and the One-Sample Kolmogorov Smirnov test contained in the SPSS 24.0 for Windows program. The data is said to be normally distributed if the residuals are normally distributed, i.e. having a significance level above 5%.

Table-7: Normality Test Results

One-Sample Kolmogorov-Smirnov Test		X1_Training	Y1_Competency	Y2_Performance
N		30	30	30
Normal Parameters[a,b]	Mean	4.1030	3.8667	3.9287
	Std. Deviation	.65217	.68536	.63901
Most Extreme Differences	Absolute	.171	.126	.111
	Positive	.135	.099	.077
	Negative	-.171	-.126	-.111
Test Statistic		.171	.126	.111
Asymp. Sig. (2-tailed)		.260[c]	.200[c,d]	.200[c,d]
a. Test distribution is Normal.				
b. Calculated from data.				
c. Lilliefors Significance Correction.				
d. This is a lower bound of the true significance.				

From Table 7 above, it can be seen that the t-statistic value is 0.171 for the training variable, 0.126 for the competence variable, and 0.111 for the performance variable. All of these values are greater than 0.05. Thus, it can be concluded that H0 is accepted and H1 is rejected, which means it can be concluded that there is no difference in the distribution of residuals with a normal distribution, or it can be said that all residuals in each variable are normally distributed.

2. Simple Linear Regression Analysis Results

The Simple Linear Regression Analysis below is carried out two times aimed at knowing the effect or relationship of the training independent variable (X) and the dependent variable (Y1) in the form of competence and (Y2) in the form of employee performance. Thus, to obtain more accurate results, the author uses the help of software programs SPSS 24.00 from the coefficient table; therefore, the output in the following table is generated.

Effect of Training on Competence

Table-8: Simple Regression Test

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.225	.442		.509	.615
	X1_Training	.888	.106	.845	8.348	.000
a. Dependent Variable: Y1_Competence						

Table-9: Simple Regression Test

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.280	.323		.868	.393
	X1_Training	.889	.078	.908	11.432	.000
a. Dependent Variable: Y2_Performance						

3. Hypothesis Testing (t-test)

The t-test is used to determine whether the independent variables partially have a significant effect or not on the dependent variable, the degree of significance used is 0.05. If the significance value is smaller than the degree of confidence, it is accepted as the alternative hypothesis which states that an independent variable partially affects the dependent variable.

Table-10: T-test Results of Training on Competence

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.225	.442		.509	.615
	X1_Training	.888	.106	.845	8.348	.000
a. Dependent Variable: Y1_Competence						

Coefficients[a]

The statistical t-test (partial) shows the effect of training (X) on competence (Y1) is a partial effect. Based on the table above, it can be described that training variable (X1) has a significance value (Sig.) 0.000 in the coefficientsa table with a value of 0.05 meaning 0.000 <0.05 and the t-count value is greater than t-table which is 8,348 > 2,048. It means that training has a positive and significant effect on employee competence.

Table-11: Training T-test Results on Performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.280	.323		.868	.393
	X1_Training	.889	.078	.908	11.432	.000
a. Dependent Variable: Y2_Performance						

Coefficients[a]

Statistical t-test (partial) shows the effect of training (X) on performance (Y2) is a partial effect. Based on the table above, it can be described that training variable (X1) has a significance value (Sig.) 0.000 in the Coefficientsa table with a value of 0.05 meaning 0.000 <0.05 and the t-count value is greater than t-table is 11.432 > 2.048. It means that training has a positive and significant effect on employee performance.

Coefficient of Determination (R^2)

1. Effect of Training on Competence

Table-12: Coefficient of Determination R^2

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.845[a]	.713	.703	.37341
a. Predictors: (Constant), X1_Pelatihan				

Model Summary

2. Effect of Training on Performance

Table-12: Coefficient of Determination R^2

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.908[a]	.824	.817	.27316
a. Predictors: (Constant), X1_Training				

Model Summary

According to table 13 above, the number R^2 (R-Square) on the competence variable is 0.713 and the performance variable is 0.824. It shows that the percentage contribution of the influence of the independent variable consisting of competence and performance on the dependent variable of employee training is 71% and 82%, respectively. The variation of the independent variable used by training was able to explain 71% and 82% of the variation in the dependent variable (Competence and Performance) while the remaining 29% and 12% are influenced or explained by other variables that are not included in this research.

The Effect of CBT Training Model on Employee Competence

The results show that job training had a positive and significant effect on employee competence. It means that the better the training contained in an agency, the competence of employees will also increase; in other words, H1 is accepted. The results of this study are in accordance with the research by Al-Ayed (2019) and Gunawan & Gunawan (2019) where the human resource development strategy carried out can improve HR performance and excellence.

The Effect of CBT Training Model on Employee Performance

The results show that job training had a positive and significant effect on employee performance. It means that the better the job training contained in an agency, the employee's performance will also increase; in other words, H2 is accepted. The results of this study are supported by Mohammadyari & Singh (2015) which explains that the purpose of training is to improve performance by utilizing existing technology and to improve your skills to get job opportunities.

CONCLUSION

According to the results of the study, the conclusions are summarized according to the CBT Training Model on employee competence and performance, as below.

1. The results show that job training had a positive and significant effect on employee performance. It means that the better the job training contained in an agency, the employee's performance will also increase; in other words, H2 is accepted. The implementation of education and training using a competency-based training model in improving employee competence at PT Sari Ater Raya Ciater Subang is carried out by taking into account the needs of the labor market and the business world, both inside and outside the employment relationship. During the implementation of the training program, trainees must follow a predetermined schedule.

2. The results show that job training had a positive and significant effect on employee performance. It means that the better the job training contained in an agency, the employee's performance will also increase; in other words, H2 is accepted. The results of education and training using the competency based training model in improving employee performance at PT Sari Ater Raya Ciater Subang have effective results. It indicates that the better the implementation of competency-based training, the performance will increase.

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