

THE INFLUENCE OF HUMAN RESOURCE MANAGEMENT ON THE QUALITY OF DEVELOPMENT AND QUALITY OF SELF-POTENTIAL *(A Case Study at PT. XYZ in Jakarta)*

Hamdi Supriadi 1^{*}, Suhendar 2²

¹⁻² Doctoral Program in Management Science, Universitas Muhammadiyah Jakarta
Indonesia

Email: hamdi.supriadi@umj.ac.id

^{*}) Corresponding Author

Abstract

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This study aims to analyze the influence of Human Resource Management (HRM) on the quality of employee development and the quality of self-potential. The phenomenon underlying this research is the persistent gap between organizational investment in HR development programs and the improvement of employee potential actualization, as reflected in the employee turnover rate at PT. XYZ reaching 18% in 2025 and employee satisfaction survey results indicating that only 55% of employees felt they had adequate career development opportunities. This research employs a qualitative approach with a case study method at PT. XYZ. Data collection techniques include in-depth interviews with 12 informants consisting of HR managers, line managers, and employees with a minimum of 3 years of work experience, participatory observation, and documentation. Data analysis utilizes the interactive model of Miles, Huberman, and Saldaña, encompassing data condensation, data display, and conclusion drawing/verification. The research findings identify three main themes: (1) HRM implementation that remains administrative in nature, (2) development quality that is suboptimal due to a lack of alignment with individual needs, and (3) self-potential that has not been optimally actualized. The findings indicate that HRM practices including HR planning, training and development, performance management, reward systems, and career development have a significant influence on improving the quality of individual development and self-potential actualization. This research provides theoretical contributions in the form of developing a model of the HRM-development-self-potential relationship, as well as practical contributions in the form of strategic recommendations for strengthening HRM in organizations.

Keywords:

Human Resource Management, HR Development, Self-Potential, HR Quality, Career Development, Human Capital.

INTRODUCTION

The development of globalization, digitalization, and the Industrial Revolution 5.0 has transformed the paradigm of human resource management within organizations. Organizations are no longer solely focused on achieving financial targets but also on developing the quality of human resources as a strategic asset. Data from the World Economic Forum (2025) indicates that 50% of all employees will require reskilling and upskilling by 2027. Meanwhile, the National Labor Survey (BPS, 2025) reveals that 42% of companies in Indonesia still face skill gaps between job requirements and employee capabilities.

Empirical phenomena occurring in various organizations demonstrate that despite many companies investing significant funds in training and HR development programs, the results achieved remain suboptimal. Data from PT. XYZ's annual report (2025) reveals that the employee turnover rate reached 18% in 2025, increasing from 13% in 2023, with the primary reasons being dissatisfaction with career development opportunities (42%) and lack of recognition (28%). The 2025 employee satisfaction survey results showed that only 55% of employees felt they had adequate career development opportunities, and 48% of employees stated that the training programs provided did not align with their competency development needs. These conditions indicate a gap between organizational investment in HR development and the improvement of employee quality and potential actualization.

Previous research by Wahyudi (2021) and Putra (2022) demonstrated that effective HRM practices can improve organizational performance through employee competency development. However, these studies remain limited to the manufacturing industry context and have not specifically examined how HRM influences employee self-potential actualization in depth. Suryadi (2024) found that strategic HRM influences employee growth, but his research employed a quantitative approach, thus failing to explore employee experiences and perceptions in depth. Hidayat (2023), in the context of educational organizations, found that human capital development through training improves performance, but did not explore the mechanism by which development triggers self-potential actualization.

The research gap that becomes the focus of this study is the limited qualitative research that explores in depth the mechanisms of the relationship between HRM practices, development quality, and self-potential quality in the context of organizations facing digital transformation challenges and 21st-century competency demands. The state of the art of this research lies in the development of an integrative model connecting Human Capital Theory (Becker, 1993), Talent Development Theory, and the concept of self-actualization, as well as exploring these phenomena through a qualitative case study approach that enables deeper contextual understanding. The novelty of this research is the development of a conceptual framework

identifying critical dimensions in the HRM-development-self-potential relationship, as well as empirical findings on factors that moderate this relationship.

Human Resource Management plays a crucial role in creating a work environment that encourages individuals to develop their abilities, enhance competencies, and actualize their potential. Through training programs, coaching, mentoring, career development, and performance management, organizations can improve the quality of development and the quality of employee self-potential. Thus, research on the influence of HRM on the quality of development and self-potential becomes important to provide both theoretical and practical contributions to the development of modern organizations.

The research gap in this study is the limited qualitative research that comprehensively explores the relationship between HRM practices and the quality of development and self-potential actualization in the context of organizations undergoing digital transformation. Previous quantitative research (Wahyudi, 2021; Putra, 2022; Suryadi, 2024) focused more on measuring correlations without exploring the mechanisms and contexts influencing these relationships. Hidayat (2023) conducted qualitative research in educational organizations, but did not specifically examine the aspect of self-potential actualization as an outcome of HRM.

The state of the art of this research lies in the development of an integrative conceptual model that combines Human Capital Theory (Becker, 1993) with self-potential development theory, and identifies critical dimensions in HRM implementation that influence development quality and self-potential. This research also employs a qualitative case study approach in the context of organizations in Indonesia, which remains relatively rare in HRM literature.

The novelty of this research includes: (1) the development of a conceptual framework connecting five HRM functions (planning, training, performance management, reward systems, and career development) with development quality and self-potential; (2) the identification of contextual factors that moderate these relationships; (3) empirical findings on the gap between formal HRM programs and employee potential actualization; and (4) recommendations for HRM strengthening strategies based on specific and contextual field findings.

This study seeks to address five research questions that guide the investigation into the influence of Human Resource Management on the quality of development and self-potential at PT. XYZ. First, how is Human Resource Management implemented at PT. XYZ? Second, what is the quality of HR development at PT. XYZ? Third, what is the quality of employee self-potential at PT. XYZ? Fourth, how does HRM influence the quality of employee development at PT. XYZ? Fifth, how does HRM influence the quality of employee self-potential at PT. XYZ? These research questions are designed to systematically explore the phenomenon under

investigation, beginning with an examination of current HRM practices, followed by an assessment of development quality and self-potential quality, and culminating in an analysis of the causal relationships between these variables within the organizational context of PT. XYZ.

Literature Review

Human Resource Management

Human Resource Management (HRM) is an integral part of management science that specifically regulates the management of humans within organizations. Unlike the management of other resources, HRM faces complexity because humans possess intellect, emotions, and diverse goals. Flippo (1989) defined HRM as the process of planning, organizing, directing, and controlling the activities of procurement, development, compensation, integration, maintenance, and separation of human resources to achieve various individual, organizational, and societal goals. Mathis and Jackson (2006) emphasized HRM as the design of formal systems within an organization to ensure the effective and efficient use of human talent to achieve organizational goals.

Dessler (2015) expanded the definition of HRM as the process of acquiring, training, appraising, and compensating employees, and attending to their labor relations, health, safety, and fairness concerns. The synthesis of these various definitions indicates that HRM encompasses the functions of planning, organizing, implementing, and controlling operational HR activities such as procurement, development, compensation, integration, maintenance, and separation. These functions are implemented in an integrated manner to achieve organizational goals effectively and efficiently.

Human Capital Theory

Human Capital Theory, developed by Gary Becker (1993), explains that investment in education, training, and competency development will increase individual and organizational productivity. This theory views humans as capital that can be enhanced in value through appropriate investment. Investment in human capital includes formal education, on-the-job training, and skill development that increases individual productive capacity. Becker (1993) identified that human capital has specific characteristics: it is inherent to individuals, inseparable from its owners, and its value increases with the investment provided.

In the organizational context, this theory explains that organizations need to invest in employee competency development to enhance productivity and competitiveness. Such investments include technical training, leadership development, mentoring programs, and continuing

education. The greater the investment organizations make in human capital development, the higher the return obtained in the form of improved performance, innovation, and competitive advantage.

Talent Development Theory

Talent development theory explains that individuals possess potential that can be developed through organizational support. The components of talent development include training, coaching, mentoring, career development, and empowerment. Training aims to improve employees' technical and non-technical skills, while coaching and mentoring provide individual guidance that helps employees overcome challenges and develop their potential.

Career development is the process of planning and managing employee career paths within the organization. This includes career path identification, job rotation, promotion, and the development of competencies required to achieve higher positions. Empowerment provides authority and responsibility to employees to make decisions and act independently, which encourages potential actualization and increased self-confidence. The systematic integration of these five components will create a sustainable talent development ecosystem.

Quality of Development and Quality of Self-Potential

The quality of development refers to the organization's success rate in improving employee abilities, competencies, and professionalism. Indicators of development quality include competence (work ability), knowledge (professional insight), skills (technical abilities), adaptability (ability to adapt), and innovation (creativity). Improvements in these indicators indicate that development programs have successfully achieved their objectives.

The quality of self-potential refers to the latent abilities possessed by an individual to develop into actual competencies through learning and experience. Indicators of self-potential quality include motivation (drive for achievement), self-confidence, leadership, creativity (new ideas), and self-actualization (self-development). Maslow's theory of self-actualization explains that individuals have needs to achieve their maximum potential, which can be realized through environmental support and opportunities for development.

Conceptual Framework and Research Propositions

The conceptual framework of this research is based on the assumption that Human Resource Management is a strategic factor determining the success of individual development within organizations. Effective HRM implementation through HR planning, training, career development, coaching, mentoring, and reward systems will improve the quality of employee

development. Improved development quality is indicated by increased competence, skills, professionalism, creativity, and individual productivity. Furthermore, improved development quality will encourage the emergence of better self-potential quality, manifested as increased motivation for achievement, self-confidence, leadership, innovation, problem-solving abilities, and self-actualization.

Research Propositions:

1. Proposition 1: Effective HRM implementation (HR planning, training, performance management, reward systems, and career development) contributes positively to improving the quality of employee development.
2. Proposition 2: Good development quality (improved competence, knowledge, skills, adaptability, and innovation) contributes positively to improving the quality of employee self-potential.
3. Proposition 3: HRM implementation directly influences the quality of employee self-potential through empowerment, motivation, and reward systems.
4. Proposition 4: Development quality serves as a mediating variable in the relationship between HRM and the quality of employee self-potential.

METHODS

This research employs a qualitative approach with a case study method (Yin, 2018). The qualitative approach was chosen because this research aims to understand in depth the phenomenon of the influence of HRM on development quality and self-potential in its natural context. The case study was selected as the method because it allows the researcher to explore contemporary phenomena in depth within real-life contexts (Creswell & Poth, 2018).

The object of this research is the implementation of Human Resource Management and its influence on the quality of development and the quality of self-potential. The research location is PT. XYZ, a manufacturing industry company in Jakarta, selected based on the following criteria: (1) has been operating for at least 10 years, (2) has a structured HRM system, (3) faces HR development challenges relevant to the research phenomenon, and (4) is willing to serve as a research location.

Informants were selected using purposive sampling technique with the following criteria: (a) having a minimum of 3 years of work experience at PT. XYZ, (b) being involved in HR development programs, (c) having direct experience with the implemented HRM system, and (d) being willing to serve as informants. The number of informants was determined based on the principle of data saturation, which is when no new information emerges from interviews. Based on these criteria, 12 informants were identified as follows:

Data collection was conducted through three techniques:

1. **In-Depth Interviews:** Semi-structured interviews were conducted with 12 informants using interview guides developed based on the conceptual framework. Interviews lasted 60-90 minutes per informant and were recorded with informant consent.

2. **Participatory Observation:** The researcher conducted observations of daily activities at PT. XYZ for 3 months, including work processes, employee interactions, implementation of training programs, and organizational culture. Observations focused on the implementation of HRM practices and their impact on employee development.
3. **Documentation Study:** Secondary data collection through organizational documents such as HRM policies, training reports, performance evaluations, turnover data, annual reports, and other related documents.

To enhance data credibility, this research employed source triangulation and method triangulation. Source triangulation was conducted by comparing information from various informants (managers, supervisors, employees), while method triangulation was conducted by comparing data from interviews, observations, and documentation.

Data analysis employed the interactive model of Miles, Huberman, and Saldaña (2020), consisting of three concurrent activities:

1. **Data Condensation:** The process of selecting, focusing, simplifying, abstracting, and transforming data emerging from field notes, interview transcripts, and documents. Data was condensed through thematic coding using NVivo software.
2. **Data Display:** Data was presented in matrices, graphs, and narratives to facilitate understanding and conclusion drawing. Data display includes descriptions of findings based on emerging themes.
3. **Conclusion Drawing and Verification:** Conclusions were drawn inductively based on patterns found in the data and verified through triangulation and member checking.

Data validity was tested using criteria of credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985):

1. **Credibility:** Achieved through prolonged engagement (3 months), source and method triangulation, member checking, and peer debriefing.
2. **Transferability:** Achieved through thick and rich description of the research context so that readers can assess the applicability of findings to other contexts.
3. **Dependability:** Achieved through an audit trail documenting the entire research process.
4. **Confirmability:** Achieved through checking whether research findings are supported by collected data.

RESULT AND DISCUSSION

Based on data analysis, this research identified three main themes to be presented according to the research questions.

Implementation of Human Resource Management at PT. XYZ

HRM implementation at PT. XYZ encompasses five main functions managed by the HR Department. Based on interviews with the HR Manager (I01), HRM implementation at PT. XYZ has been running in a structured manner but remains administrative in nature. Informant I01 stated:

"We have a well-documented HRM system. There are SOPs for every HRM function from planning to evaluation. However, we realize that implementation is still more focused on administrative procedures rather than strategic employee development. For example, we conduct training programs because they are budgeted, but they may not necessarily align with individual employee development needs."

Observations revealed that training programs are conducted regularly every semester; however, employee participation remains passive because training materials are not tailored to the specific needs of each work unit. The performance appraisal system is conducted every semester using a standard format; however, the feedback provided is not constructive for employee development.

"Our reward system is still based on seniority and position, not performance. This causes high-performing employees not to receive proportional appreciation, while less productive employees still receive the same recognition because they have worked here for a long time." (I02, Operations Manager)

Career development at PT. XYZ is conducted through promotion and job rotation programs, but remains limited to employees with certain tenures. Informant I04 (Production Supervisor) expressed:

"I have worked here for 5 years and only received a promotion last year. Even though I have applied for self-development and participated in various trainings. The career development process feels slow and non-transparent. I don't know what criteria are used for promotion."

Quality of HR Development at PT. XYZ

The quality of HR development at PT. XYZ is reflected in the improvement of employee competence, knowledge, skills, adaptability, and innovation. Based on interviews with various informants, it was found that development quality varies across work units and individuals.

"I feel that the training program I attended last year improved my technical skills, especially in using new software. However, for soft skills development such as leadership and communication, I have not received adequate training." (I12, IT Staff)

Informant I06 (Senior Staff) added:

"After participating in the coaching program facilitated by my supervisor, my problem-solving ability improved. I became more confident in making decisions and resolving conflicts with the team. However, this coaching only lasted for 3 months and has now stopped, even though I still need mentoring."

Observations revealed that training programs at PT. XYZ are more technical and pay less attention to character and leadership development. Employee adaptability to technological changes remains low due to the lack of continuous training. Innovation generated by employees remains limited because there is no incentive system for innovation and a lack of supportive learning culture.

4.1.3 Quality of Employee Self-Potential at PT. XYZ

The quality of employee self-potential at PT. XYZ is reflected in the level of motivation, self-confidence, leadership, creativity, and self-actualization. Based on interviews with informants, it was found that employee self-potential has not been optimally actualized.

"I actually have many ideas for production process improvement, but there is no forum to convey these ideas. I'm also not sure whether my ideas will be heard or appreciated by management." (I07, Production Staff)

Informant I08 (Marketing Staff) stated:

"My work motivation has decreased because there is no opportunity to develop and demonstrate my abilities. I feel my potential is not being utilized properly. I am often transferred to the same projects without new challenges."

Observations revealed that employees with high potential tend to experience frustration due to career development barriers. Employee creativity is not channeled properly due to the lack of space for innovation and a rigid bureaucratic system. Employee self-confidence is also low due to minimal appreciation and positive feedback from supervisors.

"I want to develop myself further, for example by taking an MBA program, but the company does not provide financial or time support. Even though I am confident that the knowledge I gain could benefit the company. I feel my potential is being wasted." (I11, Administration Staff)

Relationship between HRM and Development Quality and Self-Potential

Influence of HRM on Development Quality

Based on data analysis, HRM implementation influences development quality through several mechanisms:

1. **Structured HR Planning:** Good planning enables the systematic identification of employee competency and development needs. However, at PT. XYZ, planning remains top-down without employee involvement.

"Development planning is conducted by managers without involving employees. As a result, the training programs provided do not match my needs." (I09, Finance Staff)

2. **Training and Development:** Relevant training programs improve employee competence and skills. However, training at PT. XYZ remains general and its effectiveness is not measured.

"The training I attended was very beneficial, but after the training there was no follow-up. I don't know whether the training actually improved my performance or not." (I10, HRD Staff)

3. **Performance Management:** A fair and transparent performance appraisal system encourages employees to improve performance and develop themselves. However, performance appraisal at PT. XYZ remains subjective and is not accompanied by constructive feedback.

"I am assessed well every semester, but I never receive clear feedback about what I need to improve. I only know the final appraisal score without knowing how to improve it." (I03, Marketing Manager)

4.2.2 Influence of HRM on Self-Potential Quality

Data analysis shows that HRM influences employee self-potential through:

1. **Motivation and Recognition:** A fair reward system increases employee motivation to actualize their potential. However, the reward system at PT. XYZ remains based on seniority, not performance.

"I feel disappointed because hardworking and innovative employees receive the same recognition as passive employees. This makes me lose motivation to contribute more." (I05, HRD Supervisor)

2. **Empowerment:** Employee empowerment through delegation of authority and responsibility increases self-confidence and decision-making ability.

"When I was given responsibility to lead a small project, I felt valued and my self-confidence increased. I learned a lot from that experience. However, empowerment like this is rarely given. Management prefers to maintain control themselves." (I12, IT Staff)

3. **Career Development:** Clear career paths encourage employees to develop their potential and achieve career goals.

"I don't see a clear career path in this company. I have worked for 6 years in the same position. There is no roadmap showing how I can advance to a higher position." (I11, Administration Staff)

Discussion

The findings of this research support Human Capital Theory (Becker, 1993), which states that investment in human development will increase productivity and organizational value. PT. XYZ has invested in employee training and development; however, the results are not optimal due to the lack of alignment between development programs and individual and organizational needs. Misaligned investment results in low returns, as evidenced by high turnover and low employee satisfaction with career development.

Becker (1993) emphasized that human capital investment must be conducted strategically by considering opportunity costs and return on investment. The findings show that PT. XYZ has not conducted in-depth training needs analysis; consequently, the investment made does not provide maximum impact on employee competency and productivity improvement.

The findings of this research align with Wahyudi's (2021) research, which found that human capital development through training and development improves employee performance. However, this research also revealed aspects not previously uncovered in previous research, namely the importance of continuous coaching and mentoring in actualizing employee self-potential. Putra's (2022) research on talent management found that talent identification and development increase employee motivation and performance. The findings of this research confirm this, but also found that fair and transparent reward systems are important factors in maintaining employee motivation and loyalty.

Unlike Suryadi's (2024) research, which used a quantitative approach and found a positive relationship between strategic HRM and employee growth, this research found that the relationship is moderated by contextual factors such as organizational culture, leadership style, and program suitability with individual needs. This research also revealed a gap between formal HRM policies and field implementation, which was not revealed in previous quantitative research.

This research provides theoretical contributions to the development of Human Resource Management science, particularly in understanding the mechanisms of the relationship between HRM, development quality, and self-potential quality. This research extends Human Capital Theory by integrating the concepts of self-actualization and self-potential as outcomes of human capital investment. The relationship model developed in this research can serve as a conceptual framework for future research.

This research also identified critical dimensions in HRM implementation that influence development and self-potential, namely: (1) program alignment with individual needs, (2) employee involvement in development planning, (3) continuity of coaching and mentoring programs, (4) transparency of reward and career development systems, and (5) organizational culture support that encourages innovation and learning.

Based on the research findings, the following strategic recommendations are proposed for PT. XYZ and other organizations:

1. **Strengthening Participatory HR Planning:** Involve employees in development planning to ensure program alignment with individual and organizational needs.
2. **Developing Competency-Based Training Programs:** Design training programs based on comprehensive competency needs analysis and conduct periodic impact evaluations.
3. **Strengthening Coaching and Mentoring Systems:** Develop sustainable and integrated coaching and mentoring programs aligned with employee career development.

4. **Developing Performance-Based Reward Systems:** Implement fair, transparent, and performance-based reward systems to increase employee motivation and loyalty.
5. **Establishing Clear Career Paths:** Provide transparent and measurable career development roadmaps for every employee.
6. **Building a Learning and Innovation Culture:** Create a work environment that supports continuous learning and innovation through incentive systems for innovative ideas.

Contribution of the Research to the Development of HRM Science

This research makes significant contributions to the development of Human Resource Management science, particularly in the following aspects:

1. **Conceptual Model Development:** This research develops an integrative model connecting HRM practices with development quality and self-potential actualization, which has not been extensively examined in HRM literature.
2. **Enrichment of Human Capital Theory:** This research extends Human Capital Theory by identifying that human capital investment impacts not only productivity but also self-potential actualization and employee job satisfaction.
3. **Identification of Contextual Factors:** This research identifies contextual factors that moderate the relationship between HRM and its outcomes, such as organizational culture, leadership style, and program suitability with individual needs.
4. **Qualitative Methodology:** This research provides methodological contributions by demonstrating how a qualitative case study approach can explore in depth complex and contextual HRM phenomena.

4.4 Strategic Solutions

Based on research findings and discussion, the following strategic solutions are recommended:

4.4.1 HRM Strengthening Model

Strategy	Program	Implementation
Learning Organization	Competency-based continuous training	Technical and soft skills training every semester with impact evaluation
Talent Management	Talent mapping and development	Potential identification, targeted development, and succession
Coaching System	Continuous mentoring	Formal and informal coaching

		with mentors from senior managers
Career Path	Clear and transparent career paths	Career roadmap for every position with clear promotion criteria
Performance Management	Objective and constructive evaluation	KPI-based performance appraisal with regular feedback

4.4.2 Long-Term Development Roadmap

Phase	Program	Target	Success Indicators
Year 1	Competency identification and mapping	100% of employees undergo assessment	Individual competency maps available
Year 2	Intensive training	80% of employees complete training	Measurable competency improvement
Year 3	Intensive coaching and mentoring	50% of employees have mentors	Improved performance and job satisfaction
Year 4	Targeted career development	30% of employees receive promotion/rotation	Improved retention and motivation
Year 5	Talent succession	Talent pipeline available for all key positions	100% succession readiness

CONCLUSION

Based on the research findings and discussion, several conclusions can be drawn regarding the influence of Human Resource Management on the quality of development and self-potential at PT. XYZ. The implementation of HRM at PT. XYZ has been running in a structured manner but remains administrative and not yet strategic, as HR development programs have not been fully aligned with individual and organizational needs. Consequently, the quality of HR development is not yet optimal, characterized by low employee participation in training programs, lack of constructive feedback, and absence of systematic training impact evaluation. Similarly, the quality of employee self-potential has not been optimally actualized, reflected in low motivation, self-confidence, and creativity due to minimal development opportunities, unfair rewards, and unclear career paths. Despite these challenges, HRM positively influences individual development through training, coaching, mentoring, and career development programs that enhance employee competencies. Furthermore, HRM can improve self-potential quality through increased motivation, creativity, leadership, and self-actualization; however, its effectiveness depends on program alignment with individual needs and organizational culture support. Ultimately, organizations that implement HRM strategically have a greater opportunity to produce superior and competitive human resources.

This research has several limitations that should be acknowledged. Contextually, the research was conducted in a single organization, so the generalization of findings must be done cautiously as each organization has different contexts and dynamics. Regarding time constraints, data collection was conducted within three months, thus not capturing dynamic changes occurring in the long term. Concerning subjectivity, as qualitative research, there is potential for subjectivity in data interpretation, although triangulation and member checking efforts were made to minimize bias. In terms of scope, this research only focused on five HRM functions without examining other functions such as recruitment and maintenance, which may also play significant roles in influencing employee development and self-potential.

Based on the research limitations identified, several recommendations are proposed for future research. Comparative research should be conducted across multiple organizations from different sectors to test the transferability of findings. Longitudinal research is recommended to observe changes and dynamics in the HRM-development-self-potential relationship over a longer period. Mixed methods research combining qualitative and quantitative approaches should be employed to more accurately measure the influence of HRM on development quality and self-potential. Research with specific focus is needed to examine moderating factors such as leadership style, organizational culture, and individual characteristics. Finally, model development should be pursued to create a more comprehensive measurement model for assessing development quality and self-potential in Indonesian organizational contexts.

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