

Bridging Traditional and Technology-Enabled Training: A Competency-Mediated Conceptual Framework for Organizational Professionalism (TTCP)

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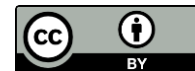
Keywords

Competency Mediation, Digital HR Transformation, Employee Experience, Human-Capital Theory, Human-Resource Training, Organizational Professionalism

ABSTRACT

This conceptual paper develops an integrated framework linking human-resource training, technology-enabled human-capital development, competency mediation, and organizational professionalism. It synthesizes two initiatives: doctoral research on mosque-management training and organizational professionalism through human-resource competency mediation, and an artificial-intelligence-based employee-experience platform for a large Indonesian public health-insurance institution. A comparative analysis examines both across theoretical foundations, target populations, training mechanisms, and success indicators, integrating human-capital theory, competency-based HRM, employee experience, and digital HR transformation. The analysis argues that, despite differences in size, sector, and formality, both share a similar proposition: training investment alone does not improve professionalism unless it generates measurable competency development, which technology-enabled personalization and monitoring may strengthen. The paper proposes the Training-Technology-Competency-Professionalism (TTCP) framework, positioning competency as mediator between training inputs and organizational outcomes, with technology as a scaling enabler. Its contribution extends human-capital and competency-based HRM theories across faith-based and corporate contexts. As a conceptual model, empirical validation through a planned PLS-SEM study and future platform pilot is recommended.

Keywords: Competency Mediation, Digital HR Transformation, Employee Experience, Human-Capital Theory, Human-Resource Training, Organizational Professionalism



INTRODUCTION

Training has long been regarded as one of the principal levers through which organizations build the capability of their people. Human Capital Theory holds that education and training function as a form of investment that raises an individual's knowledge, skill, and productivity, and that this investment ultimately translates into organizational value (Becker, 1993). Contemporary human-resource-development scholarship extends this view by arguing that training is only effective when it is grounded in a proper needs analysis, delivered through relevant content and methods, facilitated by competent instructors, and followed by evaluation and reinforcement of what has been learned (Noe, 2020; Kirkpatrick & Kirkpatrick, 2016). Where these conditions are absent, training risks becoming a ceremonial activity that consumes organizational resources without generating a measurable change in employee capability or organizational performance.

The persistence of this risk is well documented across the training-evaluation literature. Decades of research have shown that a substantial proportion of training investments fail to transfer into on-the-job behavior, and that the gap between "learning" and "performance" is widest when training is treated as a one-off event rather than as part of a continuous capability-building system (Noe, 2020; Kirkpatrick & Kirkpatrick, 2016). This has led scholars to shift attention from the question of *whether* training is delivered to the more demanding question of *how* training is converted into durable individual and organizational outcomes. Competency-based human resource management offers one influential answer: training produces value when it develops observable, measurable competencies clusters of knowledge, skills, and attitudes associated with superior performance which in turn drive professionalism and organizational effectiveness (Spencer & Spencer, 1993). In this view, competency is not a by-product of training but the mechanism through which training inputs are translated into outcomes. Yet empirical work that explicitly models competency as a mediator between training and organizational professionalism remains limited, particularly outside commercial and government settings.

This risk is not confined to any single type of organization. It appears, in remarkably similar form, in two very different settings that motivate the present paper. The first is a faith-based, nonprofit setting: the management of a provincial grand mosque in West Sumatra, Indonesia, where official monitoring records show that the proportion of mosque managers who have ever participated in a structured management-training programme rose only modestly, from about 10 percent in 2022 to roughly 15 percent in 2026, leaving the large majority of managers without formal training even as the institution is expected to deliver increasingly complex administrative, financial, social, and religious services. The second is a large, technology-oriented corporate setting: a regional branch of Indonesia's national health-insurance administrator (BPJS Kesehatan), where global evidence cited in an internal innovation proposal shows that employee engagement has been declining, from roughly 23 percent of employees engaged worldwide in 2023 to about 20 percent in 2025 (Gallup, 2024, 2025), even as the same organizations report a sharp rise in routine use of generative artificial intelligence, from roughly one-third of organizations in 2023 to around 71 percent by 2025.

These two cases sit at opposite ends of the organizational spectrum, one small, religious, and resource-constrained, the other large, secular, and technologically advanced, yet both point to the same underlying question: how does training, and the broader employee experience surrounding it, actually translate into improved professionalism, engagement, and organizational performance, and what role does competency development play as the connecting mechanism? The parallel is instructive precisely because the two settings differ so sharply in resources and formality. If a comparable logic input, mediating capability, outcome can be observed in both, it suggests that the underlying mechanism is not



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an artifact of sector or scale, but a general feature of how human capital is converted into organizational value.

The contemporary context makes this question more urgent. Organizations now operate in an environment characterized by rapid digital transformation, changing workforce expectations, and increasing reliance on data and artificial intelligence in human resource decision-making (Deloitte, n.d.; Armstrong & Taylor, 2023). The employee-experience literature argues that engagement, satisfaction, and retention are shaped not only by formal training but by the totality of employees' interactions with the organization onboarding, learning opportunities, recognition, community, and access to resources (Morgan, 2017b; Grover & Chawla, 2025). In parallel, the people-analytics literature shows that organizations increasingly use data to personalize learning, monitor engagement risk, and evaluate human-resource interventions in real time (Lee & J. Y. L., 2024; Xu et al., 2026). These developments raise a theoretical question that classical training-evaluation models did not anticipate: does technology merely add a new delivery channel for training, or does it fundamentally change the strength of the relationship between training and competency development?

Existing scholarship has tended to treat these strands separately. Training-evaluation research has focused on the design and assessment of learning interventions; competency research has focused on identifying and measuring the attributes of superior performers; employee-experience research has developed as a largely distinct literature concerned with engagement and workplace culture; and people-analytics research has concentrated on data infrastructure and measurement. What remains underdeveloped is an integrated account that connects these strands one that positions competency as the mediating mechanism between training or experience inputs and organizational outcomes, and technology as a moderating condition that can strengthen or weaken that mechanism. This gap is consequential for both theory and practice: without such an account, organizations may continue to invest in training delivery or technology adoption in isolation, without understanding why similar investments yield different outcomes across contexts.

The Indonesian context provides a particularly suitable setting for examining this gap. As a large, rapidly developing economy with a diverse organizational landscape ranging from small faith-based institutions to national public agencies Indonesia exhibits simultaneously the resource constraints of the nonprofit sector and the technological ambitions of a digitalizing public bureaucracy. The two source documents examined in this paper reflect this duality: one addresses a small, faith-based mosque-management setting where formal training remains scarce, and the other addresses a large public health-insurance institution investing in AI-enabled employee experience. Studying these two cases side by side offers a rare opportunity to abstract a framework that is sensitive to context yet general enough to travel across organizational types.

This paper does not report new primary data. Instead, it undertakes a conceptual, comparative synthesis of two source documents produced independently for different purposes: a doctoral dissertation proposal that develops and plans to test, using quantitative structural equation modeling, a mediation model linking mosque-management training, human-resource competency, and organizational professionalism; and an innovation-competition proposal that designs an AI-based employee-experience platform intended to strengthen engagement, competency development, and inclusion among the workforce of a large public institution. By reading these two documents alongside one another, the paper aims to (a) identify the structural parallels between a classical, survey-based training-competency-performance model and a contemporary, technology-driven employee-experience model; (b) build an integrated conceptual framework, referred to here as the Training Technology Competency Professionalism (TTCP) framework, that can guide both future empirical

research and practical HR design across sectors; and (c) discuss the theoretical and practical implications of this integration for human resource management and training scholarship.

The contribution of the paper is threefold. Theoretically, it extends Human Capital Theory and competency-based HRM by specifying technology enablement as a moderating condition of the training–competency link, rather than as a separate HR initiative. Contextually, it brings competency-based theorizing into a faith-based, nonprofit setting that remains underrepresented in training-and-competency research, while simultaneously connecting that tradition to the emerging employee-experience and people-analytics literature. Practically, it offers a framework that can inform the design of training and technology investments in both resource-constrained and resource-rich organizations, and it generates testable propositions for future empirical work, including the PLS-SEM study planned in the doctoral research and a potential pilot evaluation of the AI-based platform.

METHODS

1. Research Design

This paper adopts a qualitative, document-based conceptual-synthesis design. Rather than collecting new primary data, it systematically compares two existing HR-related documents, referred to here as Document A and Document B, in order to identify convergent themes and to build an integrated conceptual model. This approach is appropriate for early-stage theory building, where the goal is to generate a coherent framework and testable propositions from existing material rather than to test hypotheses on new samples (Creswell & Creswell, 2018).

2. Source Documents

Document A is a doctoral dissertation proposal in management, submitted within a Doctor of Philosophy in Management programme, titled "The Influence of Mosque Management Training on Professionalism: The Mediating Role of Mosque Manager Competence." It sets out a quantitative, explanatory, cross-sectional research design that treats mosque-management training as the independent variable, human-resource competency of mosque managers as the mediating variable, and mosque-management professionalism as the dependent variable, and proposes to test the relationships among them using partial least squares structural equation modeling (PLS-SEM) with a target sample of roughly 200 respondents drawn from the managers of a provincial grand mosque in West Sumatra, Indonesia (Hair et al., 2022; Sekaran & Bougie, 2019).

Document B is an innovation proposal, titled "*SAHABAT DUTA: A People-Analytics-Based Employee Experience Companion for Building an Inclusive, Future-Ready Workforce at BPJS Kesehatan*," submitted to the Human Capital Ideation Competition (HCIC) 2026 in the Employee Experience category by a branch office of BPJS Kesehatan, Indonesia's national health-insurance administrator. It proposes a five-module digital platform an AI onboarding assistant, an employee-journey analytics dashboard, a personalized micro-learning and career-pathway module, a recognition and peer-community feature, and an inclusive-access design for non-permanent staff. The proposal responds to a declining-engagement trend within a defined population: the Duta BPJS Kesehatan (the institution's frontline staff serving JKN members), whose aggregate work-engagement fell from 91.80% in 2022 to 86.88% in 2024 and remained unevenly distributed across permanent and non-permanent staff segments (Jurnal, 2022; DOAJ, 2024). On this basis, the platform is intended to strengthen employee engagement, competency development, and inclusion across the organization's workforce.



3. Synthesis Procedure

This study employed a structured conceptual synthesis comprising three sequential stages: document selection, data extraction, and comparative analysis. Document selection. The synthesis was based on two purposively selected documents representing two independent but conceptually related initiatives. Document A is doctoral research examining the influence of mosque-management training on organizational professionalism through the mediating role of human-resource competency; Document B is an innovation proposal for an AI-based employee-experience platform at BPJS Kesehatan. The two were selected because, despite differing in organizational size, sector, and formality, both address the same underlying problem how training and technology translate into organizational professionalism through competency development thereby offering complementary cases for building an integrated framework. Documents were restricted to these two primary sources, supplemented by relevant conceptual literature (human-capital theory, competency-based HRM, employee experience, and digital HR transformation) used only to interpret and contextualize the extracted content.

Data extraction. Each document was analyzed across six predefined dimensions: (1) theoretical foundation, (2) organizational context and target population, (3) core problem or gap identified, (4) core human-resource variables or intervention modules, (5) the mechanism through which training or technology is expected to influence outcomes, and (6) the indicators used to define success. Content relevant to each dimension was extracted from both documents, paraphrased to ensure conceptual (rather than verbatim) comparison, and tabulated in a two-by-six comparison matrix to allow systematic alignment of corresponding elements.

Comparative analysis. The tabulated content was examined to identify similarities, differences, and relationships across the two initiatives. Recurring cross-document themes most notably the proposition that training or technology alone is insufficient without a competency- or analytics-based mediating mechanism were then abstracted and used to construct the integrated conceptual framework presented in Section 3.3. Because this is a conceptual paper, no statistical hypothesis testing was performed; the resulting propositions are intended for future empirical validation, including the PLS-SEM study already planned in Document A and a possible pilot evaluation of the platform proposed in Document B.

RESULTS

1. Comparative Profile of the Two Source Initiatives

This study draws on two source documents rather than a larger corpus because the paper adopts a *comparative conceptual case* approach rather than a systematic review. The two initiatives were purposively selected as information-rich, complementary cases: they differ markedly in sector, scale, and formality a nonprofit, faith-based organization versus a large formal public institution yet share the same underlying input-mediator-outcome logic. This maximum-variation pairing allows the framework to be abstracted from contrasting contexts, strengthening its conceptual transferability while keeping the comparison deep and tractable.

Their limitations as a basis for framework development are nonetheless acknowledged. Two documents cannot represent the full diversity of organizational types, and both originate from the Indonesian context, which may constrain generalizability. One document (A) is a research design whose hypotheses are not yet empirically tested, while the other (B) is a practice-oriented proposal rather than a peer-reviewed study. The resulting TTCP framework should therefore be read as a theoretically grounded set of propositions requiring further empirical validation and broader cross-case testing, not as an empirically confirmed model.

Table 1 summarizes the comparison of Document A and Document B across the six dimensions described above.

Table 1. Comparative Profile of the Two Source Initiatives Across Six Analytical Dimensions

Dimension	Document A Mosque-Management Training Study	Document B SAHABAT DUTA Innovation Proposal
Theoretical foundation	Human Capital Theory (Becker, 1993); training-evaluation models (Kirkpatrick & Kirkpatrick, 2016; Noe, 2020); Competency Theory (Spencer & Spencer, 1993)	Employee experience theory (Morgan, 2017); people-analytics literature (Xu et al., 2026; Lee, 2024); inclusive talent-management literature (Learnexus, 2024)
Organizational context	A provincial grand mosque in West Sumatra, Indonesia; nonprofit, faith-based governance	A branch of a large national public health-insurance administrator (BPJS Kesehatan); formal, technology-oriented corporate bureaucracy
Core problem / gap	Only a small minority of mosque managers (about 15 percent by 2026) have received structured management training, limiting administrative, financial, and service professionalism	Aggregate engagement, satisfaction, and commitment indices among staff declined between 2022 and 2024, and individual-contributor engagement lags managerial engagement globally
Core HR variable(s) / modules	Training (X) → Competency (M, mediator) → Professionalism (Y)	AI onboarding; analytics dashboard; personalized micro-learning and career pathway; recognition and community; inclusive access for non-permanent staff
Mechanism linking input to outcome	Training is hypothesized to raise competency, which in turn raises professionalism; competency is tested as a statistical mediator using PLS-SEM	Technology platform is designed to personalize learning and surface early engagement-risk signals through real-time analytics, functioning as an operational enabler of competency and engagement development
Success indicators	Statistically significant path coefficients for training→competency, training→professionalism, and competency→professionalism; significant indirect (mediated) effect	Engagement index rising from a 91.8 percent baseline toward a 95 percent target; employee Net Promoter Score; reduced time-to-productivity; higher platform adoption; improved retention, especially among non-permanent staff



2. Convergent Patterns in the Secondary Evidence

Two data patterns reported within the source documents illustrate the scale of the problem that motivates both initiatives. First, participation in mosque-management training has grown only slowly. Official monitoring records cited in Document A indicate that the number of managers who had ever attended training rose from about 10 of 110 managers in 2022 to about 30 of 124 managers by 2025–2026, meaning that even in the most recent reporting year, roughly 90 of 124 managers about 73 percent had still not received any structured training. Second, at a much larger organizational scale, global survey evidence cited in Document B reports employee engagement falling from 23 percent in 2023 to 21 percent in 2024 and about 20 percent in 2025 (Gallup, 2024, 2025), with the gap between individual-contributor and managerial engagement widening over the same period. Read together, these secondary data patterns suggest that under-investment in structured, competency-oriented human-resource development is not merely a resource-constraint problem specific to small nonprofit organizations; it is also observable, in a different form, within large, well-resourced corporations.

3. Proposed Conceptual Framework: Training–Technology–Competency–Professionalism (TTCP)

Building on the comparison above, this paper proposes an integrated conceptual framework the Training - Technology - Competency - Professionalism (TTCP) framework with four elements. First, Training/Employee-Experience Input represents the structured learning or experience intervention an organization provides, whether a classroom-based management-training programme, as in Document A, or a digital employee-experience platform, as in Document B.

Second, Technology Enablement is positioned as a moderating condition rather than as an input or an outcome in its own right. It represents the extent to which the training input is personalized, monitored, and reinforced through digital tools such as AI-based onboarding assistants, analytics dashboards, or micro-learning systems. Conceptually, technology does not generate competency on its own; instead, it is theorized to strengthen the training-to-competency relationship that is, the same training input is expected to yield greater competency development when it is delivered under high rather than low technology enablement. This moderating role is largely absent from the mosque-training design in Document A but constitutes the central contribution of Document B.

Third, Competency Development is positioned as the mediating mechanism, consistent with Document A's hypothesized model, through which training input is converted into a durable change in employees' knowledge, skills, and work behavior. Fourth, Organizational Professionalism/Performance is the ultimate outcome, defined broadly enough to cover both Document A's construct of managerial professionalism (clear task division, program planning, financial transparency, service quality, and technology use) and Document B's outcome indicators of engagement, retention, and workforce readiness.

Taken together, the framework proposes a moderated-mediation structure: training or employee-experience input influences organizational professionalism both directly and indirectly through competency development, while technology enablement moderates the strength of the training-to-competency path. Technology thus strengthens, rather than replaces, the mediated pathway making training more personalized, more continuously monitored, and more inclusive of groups such as newly trained managers or non-permanent staff, who are typically underserved by conventional, one-time training programmes. In this sense, Document B's technology-enabled modules can be read as a practical moderator that accelerates and scales the training-to-competency link that Document A proposes to test statistically.

DISCUSSION

1. Theoretical Contribution

This section distinguishes what the document synthesis establishes from how the authors interpret it theoretically. From the synthesis, the comparison of Documents A and B establishes one consistent pattern: both initiatives, independently, place a competency- or analytics-based mechanism between their training/experience input and their intended organizational outcome. The authors' conceptual interpretation of this pattern is that it warrants extending Human Capital Theory (Becker, 1993) and classical training-evaluation models (Kirkpatrick & Kirkpatrick, 2016; Noe, 2020): the TTCP framework makes explicit the role of technology as a moderating or enabling condition for the training–competency link, rather than treating technology adoption as a separate, parallel HR initiative.

A second interpretive claim concerns context. The synthesis records that Document A operates in a religious, nonprofit governance setting; the authors argue that formalizing this case into TTCP extends competency-based HRM theory (Spencer & Spencer, 1993) into a context that as Document A itself notes remains comparatively under-examined, most existing training-and-competency studies having been conducted in commercial or government organizations. Finally, the authors propose that connecting Document B's employee-experience and people-analytics constructs (Morgan, 2017; Xu et al., 2026) back to the classical training–competency–performance mediation chain offers a way to integrate employee-experience research which has tended to develop as its own literature with the longer-established training-evaluation and competency traditions. This integration is the paper's conceptual proposition, not a finding reported by either source document.

2. Practical Implications

The following recommendations are the authors' conceptual interpretations, derived from but extending beyond the content of the two documents. Each is grounded in a documented element of the synthesis and then generalized by the authors into practice guidance.

First, the documents show that both initiatives frame training as purposive rather than ceremonial; from this the authors recommend that organizations treat training as a needs-based, competency-mapped investment conducting a training-needs analysis, aligning content with required competencies, and following training with evaluation and application support, consistent with the training dimensions identified in Document A.

Second, the synthesis records two contrasting monitoring approaches a simple attendance-and-competency record maintained by the regional welfare bureau overseeing the mosque-training programme (Document A) and an advanced analytics dashboard (Document B). The authors interpret this contrast to mean that organizations, even those with limited resources, should introduce some form of monitoring mechanism so that competency development can be tracked over time rather than assumed.

Third, the documents separately report an inclusion concern: Document A notes that the large majority of mosque managers remain untrained, while Document B explicitly designs its platform to extend equal access to non-permanent staff. The authors conclude that inclusive design should be treated as a core requirement of training and competency programmes, not an optional extension.

3. Limitations

This section reports limitations that follow directly from the nature of the source material. As the synthesis itself makes clear, both source documents are, at the time of writing, proposals rather than completed empirical studies. Document A has developed and justified its research design, constructs,



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measurement approach, and hypotheses, but has not yet collected or analyzed field data; the training–competency–professionalism relationships it proposes therefore remain hypotheses awaiting statistical testing. Document B similarly presents a designed intervention together with baseline organizational metrics, but has not yet been piloted, so its expected effects on engagement, adoption, and retention remain projections rather than observed outcomes.

The authors therefore acknowledge that the TTCP framework is conceptual: it organizes and connects existing evidence and generates testable propositions, but does not report confirmed empirical relationships. A further limitation, noted by the authors, is that the two organizations differ substantially in scale, formality, and resources, so the framework’s generalizability across very different organizational types should itself be treated as an empirical question rather than an assumption.

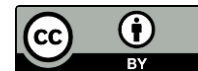
CONCLUSIONS

This paper has synthesized a doctoral research proposal on mosque-management training and competency mediation with a corporate innovation proposal on AI-enabled employee experience, and has argued, on conceptual grounds, that despite their different scales and sectors, both initiatives converge on the same underlying proposition: training or experience investment alone is unlikely to produce organizational professionalism or engagement reliably; it must be channeled through measurable competency development, and this channel can be further strengthened when technology-enabled personalization and monitoring moderate the training-to-competency link. The resulting Training-Technology-Competency–Professionalism (TTCP) framework offers a conceptual bridge between classical human-capital and training-evaluation theory and contemporary employee-experience and people-analytics practice.

As a conceptual contribution, the framework’s propositions are advanced for testing rather than reported as confirmed. For the two organizations that inspired this synthesis, the immediate next step is to proceed with their own planned empirical work: the completion of PLS-SEM data collection and analysis among mosque managers in West Sumatra, and, subject to organizational approval, a pilot implementation and evaluation of the SAHABAT DUTA platform at BPJS Kesehatan. For the broader field of human-resource management, the paper recommends that future researchers empirically test the TTCP framework across a wider range of organizational types nonprofit, religious, public-sector, and corporate to establish how consistently competency mediates the training–performance relationship, and whether technology enablement measurably moderates that relationship once competency is accounted for.

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