

Analysis of Competency-Based Curriculum Development in Fresh Graduate Training Programs at HPI Agro

Sahala Antoni Purba, Laura Lahindah

Sekolah Tinggi Ilmu Ekonomi Harapan Bangsa, Indonesia
mm-23142@students.ithb.ac.id, laura@ithb.ac.id

ABSTRACT

The competency-based curriculum is a critical component in designing effective training programs, particularly for industries requiring highly specialized skills, such as oil palm plantations. This study evaluates the competency-based curriculum development process for the fresh graduate training program at HPI Agro, focusing on its effectiveness in aligning training objectives with industry demands. Using a qualitative research approach, the study collected data through interviews, observations, and documentation analysis. The findings reveal several gaps in the current curriculum, including insufficient emphasis on technical skill mastery, lack of continuous evaluation during training, and limited integration of soft skills development. The proposed improvements include redesigning the curriculum to address these gaps, incorporating advanced training methodologies, and strengthening the mentoring system to enhance practical application. By refining the training program, HPI Agro can produce highly competent and competitive human resources, ensuring workforce readiness and organizational sustainability. This research contributes to the broader discourse on competency-based training and highlights the need for dynamic and context-specific curriculum development to meet evolving industry needs.

Keywords : curriculum development, training program, competency fresh graduate.

INTRODUCTION

In order to prepare quality human resources in the world of globalization, of course, it is full of challenges and uncertainties. Education is needed that is designed based on real needs in the field. Based on the 2023 Global Competitiveness Index report released by the International Institute for Management Development (IMD), Indonesia's competitiveness ranking rose from 44th to 34th or climbed 10 levels, although it is still far from its position compared to neighboring Singapore which is ranked 4th and Malaysia at 27th place. This condition shows that various Indonesian commodities are less competitive in the global market, including their human resources. Competitiveness is a set of intuitions, policies, and factors that determine the level of productivity of a country (Dhani, 2020).

According to (Hatta et al., 2023), Human resource training and development is a systematic process designed to improve employee knowledge, skills, and abilities to achieve optimal performance in the organization. Including in the field of employment, this opinion shows the importance of a systematic and sustainable approach in training, education and human resource development to achieve improved individual and organizational performance. This is a means to produce competitive prices with productivity, produce quality and innovative goods and services with their skills and

knowledge (hard skills) and provide excellent service verbally and non-verbally (soft skills).

The world of education is the main source in providing a competent workforce in the job market. However, there is still a gap between the needs of human resources in the industry and the human resources produced by educational institutions. Another threat is that there will be an influx of foreign workers into the country if all the doors of globalization have been opened. This large nation is only able to supply low-level labor to other countries (TKI) while other countries supply experts for this nation. The implication in human resource development is that even though it is only to meet local needs, quality is still required to meet global standards in order to remain competitive and not be left out in their own country (Cunningham, Key, & Capron, 2016; Echols, Neely, & Dusick, 2018).

The sharp criticism that is always raised by users of educational institution graduates is that the competence of graduates produced by educational institutions is still far from the competency standards set by the industry. Qualified and certified labor is difficult to obtain by most industries. So often the industry still needs large costs and allocates a long time for training programs to equalize the competencies of the new workforce (fresh graduated) with the existing work system in the industry (Muraraneza, Mtshali, & Mukamana, 2017).

To bridge the gap between the need for professional human resources in the industry and the output of educational institutions, further training and development of human resources are needed in order to produce professional and competitive human resources, therefore the development program of a new workforce training in the Company is very necessary (Riley & Riley, 2017). One of the important components of the training system is the curriculum. The curriculum is one of the tools to achieve training goals, as well as a guideline in the implementation of learning in all types of training activities. The curriculum holds a key position in training activities, because it is related to the direction, content and training process which ultimately determines the type and qualification of graduates of a training institution (Johnstone & Soares, 2014; Parson, Childs, & Elzie, 2018).

A Trainer is the spearhead of educational success who is directly involved in developing, monitoring and implementing the curriculum so that learning can run smoothly and can achieve the expected goals. Therefore, a Trainer as the main actor in the world of training is required to fulfill his obligations as a professional educator and of course as a curriculum developer.

PT. HPI Agro is one of the oil palm plantation companies with an embedded area of 75,857 hectares in West Kalimantan which is part of the Djarum Group business unit. The current source of staff (Assistant Manager) is dominant from Management Trainees, namely Fresh Graduates, where in 2010 the Company has recruited the first batch of Management Trainees (Fresh Graduates), and in 2022 to now 2024 approximately 90% will come from Fresh Graduates. The current staff (Assistant Manager), especially staff at the Managerial level, come from fresh graduates.

The challenges faced in achieving maximum performance in the Management Trainee (MT) program at PT. HPI Agro indicate a gap between the designed training curriculum and its implementation in real-world scenarios. Despite a structured six-month training period, which combines classroom learning and on-the-job training, the evaluation results show that the production and maintenance targets are not consistently met. This outcome highlights the need for a deeper analysis of the training process,

including the curriculum content, evaluation criteria, and the mentoring system, to identify areas for improvement and ensure the program produces graduates capable of delivering excellent performance (Ford & Meyer, 2015; Litzelman & Cottingham, 2017).

To address these challenges, a review of the curriculum design and implementation strategies is essential. The curriculum must be aligned with the specific competencies required in plantation operations, including advanced knowledge in plantation management, modern agricultural techniques, and leadership skills. Additionally, strengthening the mentoring system during the on-the-job training phase could help bridge the gap between theoretical knowledge and practical application. Experienced mentors can provide targeted guidance to ensure that trainees develop the skills needed to meet and exceed production targets (Burnette, 2016; Perera, Babatunde, Pearson, & Ekundayo, 2017).

Moreover, continuous feedback mechanisms should be established to monitor the progress of Management Trainees and identify areas where additional support is needed. Incorporating advanced training methodologies, such as simulations, case studies, and real-time problem-solving activities, could enhance the learning experience and better prepare trainees for the complexities of their roles. By refining the program and addressing its shortcomings, PT. HPI Agro can ensure the development of a highly skilled, competitive, and productive workforce that meets both organizational and industry demands (Gruppen et al., 2016; Rainwater, 2016).

In the Management Trainee Program, of course, fresh graduates are prioritized, with the following qualifications:

1. Recruit from D3, S1 and S2 undergraduates majors that are prioritized from undergraduates
Agriculture, bachelor of forestry, bachelor of Engineering and Bachelor of Economics.
2. The age limit is usually 21 – 27 years old
3. Minimum Grade Point Average of 2.80
4. Prioritizing fresh graduates who have internship experience in the field
Plantation.

The workforce is very prioritized from fresh graduates due to:

1. Adaptive Workforce Formation:
Fresh graduates usually have a high absorption of technology new, modern working methods and changes in the work environment.
2. Labor costs are relatively low.

Fresh graduates are generally more willing to receive lower salaries than experienced workers.

1. Fresh graduate workforce is prepared for regeneration. Workforce regeneration is an important aspect of business sustainability, by prioritizing fresh graduates The Company can ensure a flow of young talents who are ready to take over managerial leadership in the future.
2. Fresh graduates (Management Trainees) are employees who are educated internally at the Training Center, with a curriculum that has been programmed. As for the design for Fresh graduates, the training period is 6 months, namely 3 months in class and 3 months On the Job training (mentoring), then an evaluation is carried out for these MTs, if they do not pass, the OJT period will be extended for another 3-6 months. Furthermore, Para will be carried out by the Service Association for 2 years. Fresh graduates are already directly responsible for their work. However, from the results of the competencies for 2022 and 2023 data, the achievement of production targets and

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maintenance targets, fertilization does not have a maximum impact, the average achievement for the type of activity has not reached the Excelent Level.

This research introduces an integrated analysis of the competency-based curriculum development process for fresh graduate training programs at HPI Agro. The novelty lies in its focus on the specific needs of the oil palm plantation industry, emphasizing the alignment of curriculum content with real-world industry demands. Unlike previous studies, this research combines technical and soft skill development while addressing the gaps in evaluation processes and the mentoring system. By identifying and proposing improvements for the competency-based curriculum, this study provides a tailored approach to optimizing fresh graduate training programs in the agribusiness sector.

This study aims to identify and design an effective competency-based curriculum for the fresh graduate training program at HPI Agro, with the hope that this curriculum can have a maximum impact on the competence of new graduates. Through this research, it is hoped that the right formula will be found in the development of a competency-based curriculum, which is able to meet the specific needs of the HPI Agro training program. The practical benefits of this research include helping management understand a deeper need for training programs, so that HPI Agro can improve the quality of training for new employees and produce superior, professional, quality, and competitive human resources (HR). In addition, this research is expected to encourage HPI Agro to continue to innovate in human resource development, especially in terms of employee training programs, to support the company's sustainability and competitiveness.

The findings of this research offer practical benefits for both HPI Agro and the broader industry. By designing a competency-based curriculum tailored to the unique needs of the plantation sector, the research provides a blueprint for producing highly skilled and competitive human resources. For HPI Agro, this research will enhance the effectiveness of its training programs, reduce the time required for workforce adaptation, and increase overall organizational productivity. Additionally, it sets a benchmark for competency development in other plantation companies.

The study's implications extend to organizational sustainability and workforce development. A well-designed competency-based curriculum can bridge the gap between academic learning and industry requirements, ensuring a steady supply of skilled professionals. This contributes to the long-term competitiveness of HPI Agro and supports Indonesia's goals of improving human resource quality. Furthermore, the proposed curriculum enhancements can foster innovation, improve operational efficiency, and set a standard for training programs in similar industries.

RESEARCH METHOD

In this study, a descriptive qualitative research approach is used, in which the researcher describes and explains the situation and conditions that occur through observation and interviews. Qualitative research methods produce descriptive data in the form of written or spoken words from people and observable behaviors. Therefore, the data analysis resulting from this study does not use statistical analysis procedures or other quantitative methods.

According to J. Moleong (2017) emphasized the importance of qualitative research to understand social phenomena from the perspective of participants. This method is suitable for research that aims to delve into experiences, perceptions, or social processes. Descriptive research is a type of research that contains data citations that

provide an overview of the presentation. Research data sources can be obtained from manuscripts, interviews, notes, photos, personal documents, and other official documents.

RESULT AND DISCUSSION

Since its establishment, HPI-Agro has upheld its commitment to build a plantation business that is law-abiding, environmentally friendly and provides added value and benefits to the community around the plantation. These three aspects are important in order to establish a healthy partnership between the company and the community. The principle of this partnership aims to establish mutually beneficial cooperation between the two parties

The main activity of Hartono Plantation Indonesia (HPI) is oil palm planting and harvesting. The fresh fruit bunches produced are then processed into palm oil (Crude Palm Oil and Crude Palm Kernel Oil). Located in West Kalimantan, HPI processes more than 30 plantation estates and operates 6 palm oil mills and 1 kernel, crushing, plant.

Palm oil is one of the most consumed oils in the world. This commodity is very easy to produce in Indonesia because it matches the characteristics of Indonesia's land and climate. Palm oil is used for a variety of foods, cosmetics, hygiene products, animal feed, as well as as a source of biofuel or biodiesel.

The training program for fresh graduates at HPI Agro (Hartono Plantations Indonesia) related to the research object usually covers important aspects of the world of oil palm plantation agribusiness. The program is designed to develop practical skills and knowledge, while introducing participants to operational challenges in the field. Here are some of the key points that the program often focuses on:

Training Program Objectives

- **Technical and Managerial Skills Enhancement:** Fresh graduates will be trained to manage plantation operations, including oil palm cultivation practices, human resource management, and the implementation of the latest technologies in the agribusiness industry.
- **Research and Innovation:** The training program also focuses on developing skills in conducting applied research relevant to the development of the palm oil industry. This research aims to find solutions to environmental challenges, plant productivity, and sustainability.

Main Research Topics

- **Oil Palm Plant Management:** Includes research on increasing crop yields, optimizing maintenance, and utilizing technology in plant care.
- **Environmental Management and Sustainability:** Fresh graduates will conduct research that focuses on environmentally friendly land management, waste management, and carbon footprint reduction in plantation operations.
- **Human Resource Development:** Focuses on how to improve the effectiveness of the workforce on plantations through training, the development of efficient work systems, and conflict management in the field.

Training and Research Methodology

- **Field Approach:** Participants will be placed directly on the plantation to study the real conditions in the field, make observations, and be involved in operational decision-making.
- **Mentorship by Experienced Practitioners:** Mentors who are experienced in the palm oil industry will provide guidance and guidance to participants in drafting and implementing research projects

Expected Results

- **Increased Job Readiness:** Fresh graduates will be ready to jump into the plantation industry with comprehensive skills, both from a technical and managerial perspective.
- **Research Report:** Each participant is expected to produce a research report that can be used by companies to improve their operations, as well as contribute to the innovation of the palm oil industry.

Description of HPI Agro Training Center

HPI Agro, a subsidiary of Hartono Plantations Indonesia, operates a Training Center that aims to develop skills and improve competence in sustainable palm oil management. The center provides education, hands-on training, and professional development to employees at various levels, with a focus on agricultural practices, environmental management, and operational efficiency.

HPI Agro, through its Training Center, is planning a special training program for fresh graduates that will prepare them to enter the sustainable palm oil industry. The program is designed to bridge the gap between formal education and the practical skills needed on the plantation. The planning stage for the implementation of this action focuses on building relevant training modules, determining learning approaches, and setting competency targets for participants.

Level of Training Program :

Levels or stages in a training program designed to develop one's skills and knowledge gradually:

- **Good Agricultural Practices (GAP):** Training in modern and sustainable methods for oil palm cultivation, covering topics such as soil management, pest control, and optimal planting techniques
- **Environmental Sustainability:** Emphasizing the reduction of the environmental impact of palm oil operations, including conservation, reforestation, and carbon management efforts
- **Occupational Health and Safety (K3):** Provide comprehensive safety training to ensure compliance with safety regulations and prevent accidents in the plantation environment.

Training Modules

- **Management and Leadership:** For supervisors and managers, this module covers leadership skills, Effective decision-making, and team management.
- **Technical Skills Development:** Courses aimed at field workers, machine operators, and technicians to improve their expertise in plantation operations, machinery maintenance, and agronomy.
- **Compliance and Certification:** Focus on compliance with local and international standards, including RSPO (Roundtable on Sustainable Palm Oil) certification.

Facilities

- **Classrooms:** Equipped with modern training aids, projectors, and tools for interactive learning
- **Hands-on Training Fields:** Includes a portion of the plantation used for hands-on hands-on training in cultivation techniques, the use of machinery, and sustainable practices
- **Mess TC:** For employees from other regions, the center provides accommodation to support long-term training programs.

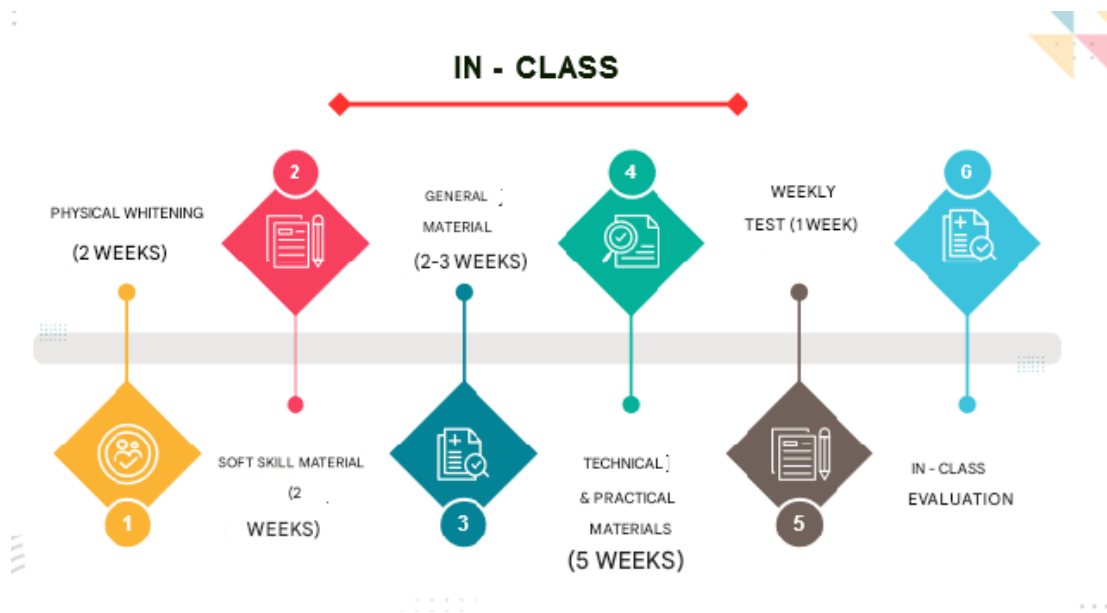
Through this Training Center, HPI Agro aims to create a workforce that is not only skilled, but also has a deep awareness of the importance of sustainable palm oil

production, in line with the company's commitment to responsible and efficient plantation management.

Competency-based Training Program Development Formula:

- 1. Training Name : Training Fresh Graduate MT Staff HPI Agro 2024
- 2. Training Program Code : TMTS - 2024
- 3. Training Program Design : In Class - OJT – Service Association

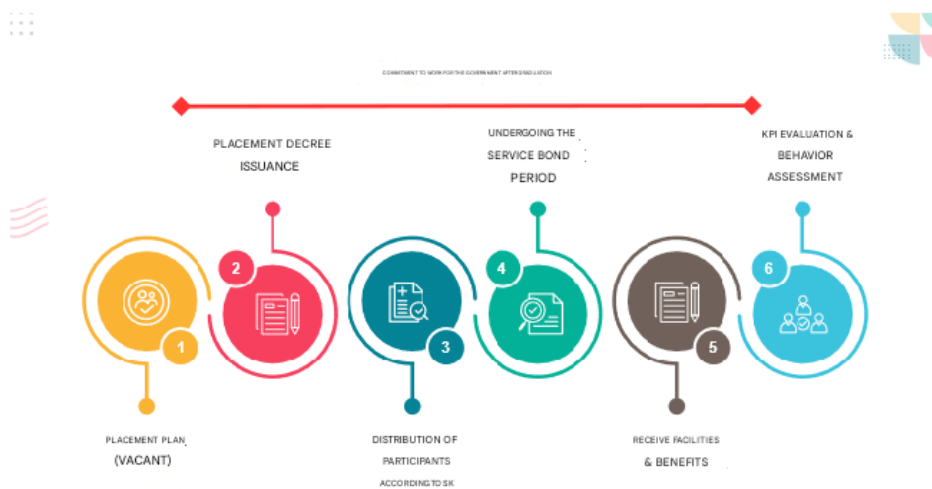
**DESIGN PROGRAM
TRAINING MT STAFF -2024**



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EVALUATION OF OJT FRESH GRADUATES ASSESSMENT E

Range (Percentage)	Total Points
91 - 100	Excellent
81 - 90	Good
71 - 80	Satisfactory
60 - 70	Fair
< 60	Poor



4. Competency-Based Curriculum (KBK)

NO	MAIN MATERIAL	MATERIAL OUTLINE	MATERIAL	Training Method (Hours)					
				Lecture	Tutorial	Practical work	Visit	Total	
1	SOFT SKILLS (NON TECHNICAL)	BINTALPHISDIS	BINJAS (Physical Development)	1	0	11	0	12	
			Marching order (UN)	1	0	7	0	8	
			Military salute regulations (PPM)	1	0	7	0	8	
			Internal Affairs Regulation (PUDD)	1	0	7	0	8	
			Basic Military Self Defense (BDM)	2	0	6	0	8	
			National Insight (State Defense)	2	0	0	0	2	
			Emergency call (Alarm Stelling)	1	0	4	0	5	
			Long March exploring nature and OUTBOUND	1	0	7	0	8	
			Riot Control (Riot Control)	2	0	6	0	8	
			Respect and obey superiors	1	0	2	0	3	
			Introduction of the Non-Criminal Law	2	0	0	0	2	
			Discipline	1	0	7	0	8	
			First action at the crime scene (TPTKP)	2	0	6	0	8	
			Tips for success of a Planter on a plantation	3	0	0	0	3	
			Seven Habits For Planters (7 Habits of Planters)	2	0	0	0	2	
		Muster Morning Culture	1	1	0	0	2		
		Work ethic	3	0	0	0	3		
		Emotional Intelligence	3	0	0	0	3		
		Ethical Behavior of Planters	2	0	0	0	2		
		Motivation and self-management	3	0	0	0	3		
		PDCA	1	1	0	0	2		
		Communication at work	1	0	0	0	1		
		Leadership	3	0	0	0	3		
		Team Work	3	0	0	0	3		
		Working Principles of ER	2	1	2	0	5		
				SUPERVISORY MANAGEMENT HPI					

MANAGEMENT TRAINEE CURRICULUM - AFDELING ASSISTANT

MAIN MATERIAL	MATERIAL OUTLINE	MATERIAL	Training Method (Hours)				
			Lecture	Tutorial	Practical work	Visit	Total
GENERAL KNOWLEDGE	COMPANY ORIENTATION AND CORPORATE CULTURE	Company profile HPI AGRO	3	0	0	0	3
		Company Vision, Mission and Core Values (i-ACE)	2	0	0	0	2
		Palm Oil Organizational Structure (Estate, Mill, Supporting)	5	0	0	0	5
	HRD AND EMPLOYMENT PROVISIONS	Labour Laws	2	0	0	0	2
		Company regulations	3	0	0	0	3
		HRD Provisions, Facilities & Benefits	3	0	0	0	3
		BPJS Health and Employment	3	0	0	0	3
		Industrial Relations - Industrial Relations Court (PHI)	3	0	0	0	3
	IMPROVEMENT MANAGEMENT	Continuous Improvement (CI) and Mechanization Tools	3	0	2	0	5
	WORK PRODUCTIVITY & REWARDS	HK Norms & Needs	3	0	0	0	3
		Work Monitoring and Evaluation	3	0	2	0	5
		Single & FC Harvest Wage Matrix	3	0	0	0	3
	GOVERNMENT RELATION	CSR Commitment and Benefits for Companies	5	0	0	0	5
		Introduction to Public Relations and Benefits for Companies	5	0	0	0	5
		Licensing Stages (Location, IUP, HGU, HGB, Mill) & GRIT	3	0	0	0	3
		Introduction to litigation and benefits for companies	5	0	0	0	5
		Plasma & Partnership	5	0	0	0	5
	JOB ORIENTATION	Job Orientation during OJT and Duties and Responsibilities (JOBDESK)	2	0	0	0	2
	BASICS OF PALM OIL FACTORY PROCESSING	Basics of palm oil processing	4	0	4	0	8
		Flow Palm oil processing process					
		Processing Efficiency					
		Standards and quality of orientation processing to PKS					
	SUSTAINABLE PALM OIL PRODUCTION	Pegagalan EHS (Environmental Heak & Safety) & Risk Assessment & Inspection Procedures	4	0	4	0	8
		First Aid for Pesticide Poisoning (P2K3)	2	1	0	0	3
		ISPD & RSPD	4	0	4	0	8

MAIN MATERIAL	MATERIAL OUTLINE	MATERIAL	Training Method (Hours)				
			Lecture	Tutorial	Practical work	Visit	Total
HARD SKILL (TECHNICAL)	ACTIVITIES BEFORE HARVEST	Castration and Sanitation	4	1	3	0	8
		a. Castration					
		b. Sanitation					
	WEED CONTROL	Weed Control Procedures	4	0	4	0	8
		a. Scratch Disc (manual)					
		b. Spray Disc, Market Pikul & TPH (CPT) and the goalpost					
		c. Mechanical weed control					
		d. Tools and PPE for weed control					
		Random arrangement of labor (disc spray and goal spray)					
		Identify weeds					
		TUS (Spray Unit Team)					
		Preparation of mother liquor					
		Administration of weed control					
	OIL PALM FERTILIZATION	Inorganic Fertilization Procedure	3	0	5	0	8
		Nutrient requirements and nutrient deficiencies in plants Fertilization management					
		workforce upsizing					
		Organic Fertilization					
		Nutrient requirements and nutrient deficiencies in plants Application of manual and mechanical empty bunches					
		Fertilizer shoplifting					
	Fertilizer storage						
Oil Palm Harvesting Procedures	Oil Palm Harvesting Procedures	4	0	4	0	8	
	Harvest Preparation and Harvest Access						
	Harvest Ripeness Criteria						
	Harvest Organization (Ancak, Labor and Supervision)						
	Ancak quality and fruit quality at TPH						
Wages (piece rate premium system for labor and							

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MANAGEMENT TRAINEE CURRICULUM - AFDELING ASSISTANT

MAIN MATERIAL	MATERIAL OUTLINE	MATERIAL	Training Method (Hours)				
			Lecture	Tutorial	Practical work	Visit	Total
EVALUATION	FINAL EXAM	Review material weekly before exams	36	0	0	0	36
		Weekly Exam	24	0	0	0	24
		Inclass Final Exam	5	0	0	0	5
		Review of exam results Questions - Questions	27	0	0	0	27
		Announcement of final scores and placement of OJT participants	1	0	15	0	16

CONCLUSION

This research highlights the need for the development of a competency-based curriculum for the fresh graduate training program at HPI Agro in order to face the challenges of globalization and the needs of an increasingly competitive world of work. The implementation of this curriculum aims to improve participants' technical skills and soft skills, allowing them to adapt faster in the work environment. The findings of the study show the need for separation between participants from operational and non-operational fields, as well as the need to improve the existing curriculum, considering that about 80% of participants only achieve the "Good" category or lower. Lack of mastery of technical skills and lack of work experience lead to a gap between theory and practice, while the development of soft skills such as leadership and communication is still underpaid. The evaluation process, which is only carried out at the end of the training without an initial or intermediate test, is an inhibiting factor in measuring the progress of participants. In addition, the lack of collaboration with universities and limited coach resources are also obstacles. To improve the quality of training, the curriculum needs to be designed to be more dynamic, relevant, and focus on technical skills and soft skills to produce fresh graduates who are competent and ready to compete in the modern industry.

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