

HUMAN RESOURCE MANAGEMENT | RESEARCH ARTICLE

# Human Resource Development Strategy Based on Learning Psychology: A Case Study at PT. TB Global Group

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## ARTICLE HISTORY

Received: April 26, 2025

Revised: June 22, 2025

Accepted: June 23, 2025

## DOI

<https://doi.org/10.52970/grhm.v5i2.1263>

## ABSTRACT

This research is motivated by the importance of psychological understanding in human resource (HR) development in the modern workplace. This study aims to address the question: How are the principles of learning psychology applied in HR development at PT TB Global Group, and how do they affect team member motivation, engagement, and performance? A qualitative approach with a case study method was employed. Data were obtained through observations of training and team member development processes and analysis of internal documentation. The principles of learning psychology, which include behaviorism, cognitivism, constructivism, and humanism, were applied in training programs, coaching, and career development. The findings reveal that this approach successfully enhances employee engagement and motivation. Most employees feel more valued, have room to grow, and are more actively contributing within teams. The work environment has also become more supportive, collaborative, and oriented toward continuous learning. These findings indicate that a holistic and contextual psychological approach can promote improved performance and strengthen commitment to the company.

**Keywords:** Learning Psychology, HR Development, Employee Motivation, Case Study, Supportive Work Environment.

**JEL Code:** M53, J24, I21.

## I. Introduction

In this era of dynamic organizational transformation, human resource (HR) development has become a strategic priority for many companies. One increasingly relevant approach is integrating learning psychology principles in designing contextual and impactful training programs (Armstrong & Taylor, 2023; Noe, 2020). Learning psychology emphasizes content delivery and highlights how individuals absorb, process, and apply knowledge in the workplace context. Theories of behaviorism, cognitivism, constructivism, and humanism serve as key conceptual frameworks in creating transformative learning experiences (Ahmad Fatah Yasin, 2021; Geller, 2021; Wahab & Rosnawati, 2021; Wei et al., 2021). The application of these approaches in training has been shown to improve learning effectiveness, engagement, and work motivation (Angriani et al., 2024; Febrian et al., 2025; Fithriyah, 2024; Parnawi, 2021; Wahab & Rosnawati, 2021). However, empirical studies on implementing these theories within Indonesian organizational contexts remain limited, especially



those adopting a holistic integration of all learning theories in local company environments. This research aims to address this gap by exploring how the principles of learning psychology are applied in HR training programs at PT TB Global Group. Practically, the study is expected to provide implementable recommendations for companies in designing training programs based on adult learning. Theoretically, this article contributes to the literature on the application of learning psychology in HR development within the industrial sector in Indonesia.

## II. Literature Review and Hypothesis Development

### 2.1. Behaviorism in HR Training

The behaviorist approach views learning as a process of behavioral change influenced by stimulus and response. This theory was first popularized by Ivan Pavlov through his classical reflex experiment and further developed by B.F. Skinner used the principle of reinforcement in operant learning. Behaviorism focuses on shaping behavior through external consequences, rewards, and punishments. In human resource training, behaviorist principles are applied through rewards such as recognition, promotions, or acknowledgment for employees who demonstrate positive behavior and punishments such as warnings or retraining for those who deviate from workplace behavioral standards. Skinner stated that a structured reinforcement system can improve long-term performance consistency, while Armstrong emphasized that positive reinforcement significantly impacts work motivation. Recent studies have demonstrated the relevance of behaviorism in creating a supportive work environment. Geller (2021) explained that integrating behaviorism with positive psychology can strengthen a collaborative work culture. Similarly, Liu et al. (2023) stated that behavioral reinforcement through an inclusive approach can help manage diversity and improve training effectiveness. Thus, behaviorism remains a vital foundation in HR development, particularly in shaping workplace behaviors that align with organizational culture and values.

### 2.2. Cognitivism in HR Training

The cognitive approach emphasizes learning as an internal process involving comprehension, memory, and information processing. Unlike behaviorism, which focuses on responses to external stimuli, cognitivism regards individuals as active learners who organize and interpret experiences to form new knowledge. Thinkers like Jean Piaget and Jerome Bruner emphasized the importance of cognitive structures and schemata in understanding new information. In HR training, this approach is applied through training designs that promote problem-solving, reflection, and the reinforcement of critical thinking skills. Employees are trained to carry out tasks procedurally and understand the rationale behind their actions, enabling them to adapt and make independent decisions. Geller (2021) demonstrated that training programs encouraging employees' cognitive engagement can enhance their sense of ownership over work processes. Meanwhile, Piloto et al. (2022) emphasized that cognitive-based learning that mirrors natural psychological development is proven effective in strengthening workers' conceptual understanding and adaptive capabilities. Applying cognitivist principles can be seen in training programs that include case studies, simulations, group discussions, and post-training reflections, all aimed at constructing meaningful and applicable knowledge.

### 2.3. Constructivism in Human Resource Training

Constructivism views learning as an active process of constructing knowledge based on experience and social interaction. This theory emphasizes that individuals do not passively receive information but actively build meaning from their experiences and environmental context. Key figures such as Lev Vygotsky and Jean Piaget asserted that effective learning involves collaboration, reflection, and scaffolding or gradual assistance in understanding complex concepts.

The constructivist approach is implemented in human resource training through learning activities emphasizing exploration, real-world problem-solving, and group work. Employees are given space to find solutions independently, share experiences, and reflect on their learning process, forming a deeper and more contextual understanding. In their study on homeschooling, Aziz et al. (2023) demonstrated that the constructivist approach enhances emotional engagement and intrinsic motivation among learners, which is also relevant in adult employee training. Companies can employ job simulations, contextual case studies, peer mentoring, and reflective discussions to reinforce experiential learning. The constructivist approach helps employees develop adaptive, collaborative, and innovative capabilities crucial in today's dynamic and complex work environments by fostering a participatory learning environment that encourages critical reflection.

#### 2.4. Humanism in Human Resource Training

The humanistic approach to learning focuses on the holistic development of individuals, encompassing emotional, social, and spiritual aspects, and places the learner at the center of the educational process. This theory was pioneered by figures such as Carl Rogers and Abraham Maslow, who emphasized the importance of empathy, unconditional acceptance, and self-actualization in the learning journey. In human resource development, humanistic principles are applied through creating supportive work environments, recognizing employees' needs, and empowering individuals to take an active role in their learning and career development. Training is seen as a skill enhancement process and a means of self-discovery and strengthening interpersonal relationships. Geller (2021) asserted that integrating a humanistic approach into training can enhance employees' sense of belonging, self-confidence, and team participation. Humanism-based training programs typically include personal reflection, empathetic feedback, personal goal development, and open and authentic communication between participants and facilitators. By emphasizing interpersonal relationships and acknowledging the uniqueness of each individual, the humanistic approach has proven effective in building a healthy learning culture, supporting psychological well-being, and fostering sustainable performance.

### III. Research Method

This study employs a qualitative approach using a case study method. This approach was chosen to explore in depth how the principles of learning psychology are applied in human resource development practices at PT TB Global Group. The primary focus of the research is to understand the context, processes, and employee responses to the training strategies implemented. Data were collected through direct observation of training and employee development implementation and internal documentation, including training modules, activity schedules, and post-training evaluations. The observation technique was conducted in a participatory manner, as the researcher was directly involved as part of the HR development team within the company. Data validity was reinforced through source triangulation by comparing observation results with training documents and documented employee feedback. Data analysis was carried out descriptively and qualitatively, emphasizing patterns emerging from the learning process and their impact on employee motivation and engagement.

### IV. Results and Discussion

Various approaches in learning psychology, such as behaviorism, cognitivism, constructivism, and humanism, have been widely used in human resource development to enhance employees' skills, motivation, and participation. The implementation of these theories not only strengthens the effectiveness of training programs but also contributes to the creation of a supportive and sustainable work environment (Farida Idayati et al., 2022; Febrian et al., 2025; Geller, 2021; Puput Mulyono & Singgih Purnomo, 2023). In modern

organizations, HR managers need to understand how these theories work in an integrated and contextual manner. Therefore, the following case study illustrates how learning psychology principles are concretely applied in HR development at PT TB Global Group. TB Global Group is a holding company that operates across various business lines, including Building Materials, Heavy Duty Trucks & Equipment, Agribusiness, Trading & Services, and Property & Construction. With a strong commitment to a learning culture, the company believes that human resource development is the key to business growth and sustainability. TB Global Group provides training and development programs to enhance employee competencies, skills, and insight at various levels.

This research is original as it involves direct observation by the researcher, a Learning and Development team member. This allows for an "insider research" approach, providing deep access to the processes and outcomes of learning implementation within the company. The main objective of this study is to explore how learning psychology theories are integrated into HR training strategies and how they influence employee behavior and performance. The theoretical framework of this study is based on four major learning psychology approaches:

1. Behaviorism – focuses on behavior change through reinforcement and punishment (Skinner, 1965).
2. Cognitivism – emphasizes mental processes such as thinking, understanding, and remembering (Piaget, 1952).
3. Constructivism – regards learning as a process of constructing knowledge through experience and interaction (Vygotsky, 1978)
4. Humanism – emphasizes personal growth, autonomy, and self-actualization in the learning process (Rogers, 1969).

These four theories form the basis for training design and analysis at TB Global Group, enabling a more holistic and impactful training approach.

#### 4.1. Implementation of Behaviorism

Behaviorism is implemented through reward programs such as "Trainee of the Day" and "Trainee of the Month" to encourage active participation among training participants. This reward system is positive reinforcement that enhances motivation and proactive work behavior. Training evaluation uses the Kirkpatrick Model up to Level 3 (behavioral change) to measure effectiveness. Coaching sessions are conducted to facilitate reflection and behavioral adjustment if behavior change is not yet significant. This approach illustrates how behaviorist theory influences training design, the evaluation system, and follow-up actions.

#### 4.2. Implementation of Cognitivism

Cognitivist principles are reflected in case studies, role-playing, and presentations during training sessions. The goal is to develop critical thinking, problem-solving, and decision-making skills. Active learning methods are also employed to enhance understanding and information retention. As a result, participants demonstrated notable improvements in analyzing complex tasks, increased confidence, and enhanced communication skills. Therefore, cognitivist theory serves as the foundation for the design of training materials and learning strategies.

#### 4.3. Implementation of Constructivism

Constructivism is implemented through group discussions and reflective facilitation. Participants are encouraged to construct meaning by exchanging experiences and ideas, with the facilitator acting as a guide.

The impact is evident in the increased active participation, teamwork, and interpersonal skills such as empathy and team leadership. This strategy strengthens a collaborative learning culture within the workplace.

#### 4.4. Implementation of Humanism

Humanism is manifested in a supportive and personalized learning approach. Facilitators act as mentors who are sensitive to participants' individual needs. If evaluation results indicate the need for further development, participants are guided through coaching sessions or the formulation of an Individual Development Plan (IDP). By emphasizing individual growth and acknowledging each employee's uniqueness, this approach fosters intrinsic motivation, loyalty, and active engagement in learning.

#### 4.5. Challenges and Obstacles

While implementing training programs, the company encountered several significant challenges that affected program effectiveness. One of the most common issues was scheduling conflicts between training sessions and daily operational work. This often led to participants struggling to focus or even missing important sessions. In addition, communication disruptions during training, whether due to technical difficulties or misunderstandings among participants, also hindered the learning process. Another challenge was the lack of support from direct supervisors, which could weaken participants' motivation and reduce the perceived legitimacy of the training within operational teams. To address these issues, the company undertook several strategic measures. First, flexible scheduling was implemented in coordination with relevant divisions to ensure that training did not interfere with core workflows. Second, a notification and approval system were introduced, requiring participants to obtain permission from their direct supervisors before the training to ensure structural support. Third, a blended learning model was adopted, combining synchronous (live) sessions with asynchronous (recorded or self-paced modules) formats, enabling participants to continue learning despite time or location constraints. Fourth, follow-up assistance was provided through coaching sessions and the preparation of Individual Development Plans (IDPs), helping participants internalize and apply the material in their work. Lastly, the company also improved its digital infrastructure, including online training platforms, to reach participants across various regions more effectively and efficiently. Through this adaptive approach, the challenges of training implementation could be managed effectively, ensuring optimal outcomes and a tangible impact on human resource development.

Each learning psychology approach has its strengths and limitations. Behaviorism is effective in shaping measurable behaviors but may overlook cognitive aspects. Cognitivism is strong in enhancing understanding but requires high levels of mental engagement. Constructivism promotes collaboration but often demands more time. Humanism is highly personal and motivating, yet it can not be easily quantified objectively. TB Global Group does not apply these theories separately but integrates them into its training strategies. This integrated approach makes the training more adaptive and contextual, and better able to meet diverse learning needs. Through this study, it can be concluded that the integration of learning psychology theories in HR training not only strengthens theoretical foundations but also delivers practical impacts on the quality of employee development and overall organizational performance.

## V. Conclusion

This study confirms that integrating learning psychology theories into human resource (HR) training programs can significantly contribute to the effectiveness of learning processes within organizations. A case study at PT TB Global Group shows that behaviorism, cognitivism, constructivism, and humanism can create holistic and participatory learning experiences that positively impact employee behavior and performance. Each approach offers complementary contributions: behaviorism shapes positive habits through reward systems, cognitivism enhances critical thinking and problem-solving abilities, constructivism fosters learning

through interaction and experience, while humanism emphasizes individual potential and intrinsic motivation. Applying these principles aligns with adult learning (andragogy) and human capital development strategies.

Nevertheless, this study has several limitations, such as the absence of standardized quantitative data to measure long-term training impact, potential bias from the researcher's internal perspective, and the limited exploration of organizational culture as a moderating factor in training effectiveness. Therefore, the results of this study should be viewed as a contextual exploration that still requires further empirical testing. On the practical side, organizations are encouraged to design training programs that integrate learning psychology approaches, include long-term impact evaluations, and involve active leadership participation in employee learning processes. Meanwhile, future researchers are expected to develop quantitative or mixed-method approaches to measure training effectiveness more objectively and expand the study context to different industry sectors to strengthen the generalizability of the findings.

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