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Management of the Individual Development Plan (IDP) at PT Pupuk Kujang

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ABSTRACT

This study examines how the Individual Development Plan (IDP) is managed to support employee competency development at PT Pupuk Kujang. It considers the application of planning and decision-making, organizing, leading, and controlling, together with the difficulties encountered by employees and those responsible for the program. The research used a descriptive qualitative design. Evidence was obtained through semi-structured interviews, non-participant observation, and document review involving the Head of the Human Resources Department, the IDP person in charge (PIC), and operational and non-operational employees. Company records, IDP guidance, and progress reports were also examined for triangulation. Data analysis followed the stages of collection, condensation, display, and conclusion drawing and verification, using Griffin's four management functions as the analytical guide. The findings indicate that PT Pupuk Kujang has formalized IDP arrangements through competency mapping, a digital platform, priority criteria, verification rules, and varied development activities. In practice, however, employees' understanding and involvement differ, as do coordination and access to support across work units. Coaching and mentoring are not consistently experienced as focused learning processes. Although progress is recorded through uploaded evidence and status updates, these administrative measures do not necessarily show improved competencies or the use of learning at work. The study concludes that IDP management would benefit from more participatory planning, dependable supervisory support, fair access to implementation assistance, and evaluation centered on development outcomes rather than administrative completion alone.

ABSTRAK

Penelitian ini mengkaji pengelolaan Rencana Pengembangan Individu (RPI) sebagai upaya mendukung pengembangan kompetensi karyawan di PT Pupuk Kujang. Kajian diarahkan pada pelaksanaan fungsi perencanaan dan pengambilan keputusan, pengorganisasian, kepemimpinan, serta pengendalian, termasuk kendala yang dihadapi karyawan dan pelaksana program. Penelitian menggunakan pendekatan kualitatif deskriptif. Data diperoleh melalui wawancara semi-terstruktur,

observasi non-partisipan, dan telaah dokumentasi yang melibatkan Kepala Departemen Sumber Daya Manusia, penanggung jawab (PIC) IDP, serta karyawan dari kelompok operasional dan non-operasional. Dokumen perusahaan, pedoman IDP, dan laporan perkembangan turut digunakan untuk melakukan triangulasi. Analisis data mencakup pengumpulan, kondensasi, penyajian, serta penarikan dan verifikasi kesimpulan dengan mengacu pada empat fungsi manajemen Griffin. Hasil penelitian memperlihatkan bahwa PT Pupuk Kujang telah memiliki kerangka formal IDP yang didukung pemetaan kompetensi, platform digital, penetapan prioritas, prosedur verifikasi, dan beragam kegiatan pengembangan. Akan tetapi, pemahaman dan keterlibatan karyawan belum merata, sementara koordinasi serta akses terhadap dukungan berbeda antarunit kerja. Coaching dan mentoring juga belum secara konsisten dirasakan sebagai proses pembelajaran yang terarah. Pemantauan melalui unggahan bukti dan pembaruan status masih lebih menggambarkan penyelesaian administratif daripada peningkatan kompetensi atau penerapan hasil belajar di tempat kerja. Penelitian ini menyimpulkan bahwa pengelolaan IDP perlu diperkuat melalui perencanaan yang lebih partisipatif, dukungan atasan yang konsisten, akses bantuan implementasi yang setara, serta evaluasi yang menitikberatkan hasil pengembangan kompetensi.

INTRODUCTION

Workplaces are being reshaped by technological advances, digital systems, and changes in organizational processes. These developments continually alter the knowledge and capabilities employees need to perform their responsibilities. For that reason, employee development is best approached as a continuing organizational process. It requires institutions to map role-related competencies, identify gaps between required and existing capabilities, and provide learning opportunities that respond to both employees' duties and organizational priorities.

In Indonesia, human-resource practices within state-owned enterprises operate under governance arrangements that place importance on organizational accountability and the management of personnel. One relevant regulatory reference is Minister of State-Owned Enterprises Regulation No. PER-3/MBU/03/2023, which provides an institutional setting for considering how workforce development is arranged and accounted for.

PT Pupuk Kujang, a fertilizer and petrochemical company within the PT Pupuk Indonesia (Persero) group, relies on both operational and non-operational employees to carry out its functions. Employees in these areas require capabilities that fit their positions, the company's priorities, and the conditions in which their work is performed. The Individual Development Plan (IDP) is one mechanism intended to bring together competency requirements, employees' career interests, and planned development activities.

An Individual Development Plan involves more than documenting attendance at training. It provides a sequence for recognizing learning needs, defining development objectives, choosing suitable activities, receiving guidance, tracking progress, and considering what has been achieved. Chang et al. (2023) discuss IDPs in relation to reflection, goal formulation, action planning, mentoring, progress review, and feedback. Mahdzir et al. (2021) similarly show how competency-based management can be incorporated into individual plans so that personal development is connected with institutional requirements. Taken together, these studies indicate that an IDP becomes meaningful through its implementation in everyday organizational practice, not simply through the existence of a formal document.

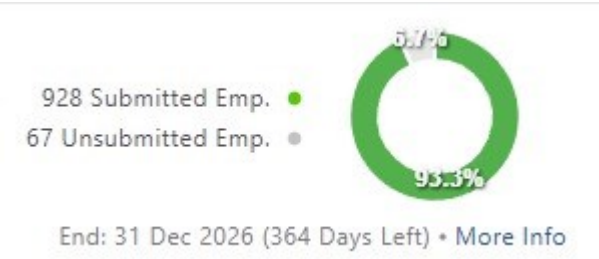


Figure 1. Employees who have completed their IDP

Initial interviews held on March 17, 2026, revealed several practical difficulties in the implementation of IDPs at PT Pupuk Kujang. Some employees were not yet clear about the purpose of the plan and tended to regard its completion as an administrative obligation. Others believed that submitting the required form was sufficient. Employees in operational roles also described limited time and difficulties accessing digital devices while carrying out field-based duties. Data from the PI Smart system cited in the initial research proposal showed that 928 employees (93.3%) had submitted their IDPs, whereas 67 employees (6.7%) had not. These figures indicate the status of administrative submission; they do not, by themselves, establish that planned learning has taken place or that employee competencies have improved.

The preliminary evidence points to a difference between the formal arrangements provided by the company and the experiences of employees who must use them. Although PT Pupuk Kujang has made available a digital system, competency guidance, a range of development activities, and verification procedures, these provisions require practical support. Employees need to understand the process, discuss development priorities with supervisors, obtain assistance from the IDP person in charge (PIC), and access the system in ways compatible with their work settings. Evaluation must also

examine what employees gain from development activities rather than stopping at the completion of administrative steps.

Earlier research has addressed several dimensions of individual development and employee capability building. Mahdzir et al. (2021), for example, considered the incorporation of competency-based management into IDPs for university personnel, while Prasetyo et al. (2023) studied a talent-acquisition system built around individual development plans. Research conducted in the PT Pupuk Kujang context has also considered employee training needs (Faujiah & Fadli, 2023) and the implementation of human-resource development training (Salsabila & Fadli, 2023). Chang et al. (2023) examined IDP use in institutional settings. Although these studies offer useful insights into development planning, competency needs, and IDP design, they do not provide a focused account of IDP management as a connected set of managerial functions within a state-owned fertilizer enterprise, including the differing circumstances of operational and non-operational staff.

This article addresses that issue by treating IDP management as an organizational practice rather than evaluating it only through platform availability or completed forms. Griffin's (2015) four management functions are used to examine how formal arrangements are translated into the experiences of employees and those responsible for implementation. Particular attention is given to how work-unit conditions shape coordination, access to support, supervisory guidance, and evaluation. The study is guided by two questions: (1) In what ways are planning and decision-making, organizing, leading, and controlling carried out in the management of IDPs at PT Pupuk Kujang? (2) What difficulties influence the implementation of these functions? Addressing these questions matters because organizational investment in employee development is valuable only when it supports relevant learning and outcomes that can be assessed.

LITERATURE REVIEW

Individual Development Plan and Competency Development

An Individual Development Plan is a structured arrangement through which employees determine which capabilities they need to strengthen, establish development targets, and choose actions to pursue those targets. Within human-resource management, the plan can serve as a link between an employee's career direction and the competencies expected by the organization. Chang et al. (2023)

associate effective IDP use with activities such as reflection, setting goals, planning actions, mentoring, monitoring, and feedback. Mahdzir et al. (2021) likewise emphasize that competency-based management can help ensure that individual development activities respond to institutional priorities.

Competency development refers to building the knowledge, skills, and abilities needed to carry out work effectively. It can occur through several routes, not solely through classroom-based instruction. Work assignments, independent study, coaching, mentoring, and the exchange of knowledge can all contribute to learning. Cheikh-Ammar et al. (2024) highlight the role of knowledge-sharing channels and a supportive sharing culture in the development of competencies during onboarding. Za et al. (2022) show that digital systems may also facilitate the acquisition of workplace capabilities, provided that the technology reflects users' practices and actual learning requirements.

At PT Pupuk Kujang, the IDP draws on the 10-20-70 approach and the 4E framework, consisting of Enrichment, Engagement, Empowerment, and Exposure. Enrichment covers structured learning such as classroom courses, independent study, seminars, webinars, workshops, and certification. Engagement includes internships and assignments to projects. Empowerment involves development sessions, coaching, mentoring, and knowledge exchange. Exposure encompasses talent mobility, benchmarking, and immersion. The combination is designed to offer employees several ways to develop through both formal learning and work-related experience.

Griffin's Functions of Management

Griffin (2015) presents planning and decision-making, organizing, leading, and controlling as four central functions of management. In this study, the framework is applied to understand the way IDP arrangements are designed, coordinated, supported, and reviewed within the company.

Planning and decision-making concern the identification of intended results and the selection of steps for achieving them. Applied to IDP management, this function includes recognizing competency gaps, defining development goals, determining which needs should receive priority, and choosing activities suited to those needs. Organizing concerns the distribution of responsibilities, authority, resources, and coordination. The parties involved in the IDP process include human-resource personnel, the training unit, PICs, supervisors, mentors, and employees.

Leading relates to the ways managers and supervisors provide direction, encouragement, and guidance to organizational members. In the IDP process, this function can be seen in communication, coaching, mentoring, feedback, and supervisory assistance that support employee learning. Controlling involves reviewing implementation against agreed expectations, monitoring progress, examining supporting evidence, and making adjustments where needed. In assessing IDPs, it is important to distinguish administrative outputs, such as submitted plans and uploaded documents, from substantive outcomes, including changes in competency assessments and the use of newly acquired skills in the workplace.

IDP Management from a Public Management Perspective

Public management is concerned with how an organization deploys its resources, including its workforce, to meet institutional objectives while maintaining effectiveness and accountability. PT Pupuk Kujang is a state-owned enterprise rather than a government department; nevertheless, its public ownership and institutional role make governance, accountability, and organizational capacity relevant to the analysis. From this standpoint, an IDP is a management instrument that can connect employee learning with the organization's ability to perform its strategic responsibilities.

Accordingly, the quality of IDP implementation cannot be assessed solely by counting completed forms or uploaded evidence. A broader assessment considers whether development plans address relevant needs, whether employees take part in shaping them, how consistently activities are carried out, and whether learning is subsequently used at work. This perspective makes it possible to examine the relationship between the company's formal arrangements and the day-to-day experiences of the people involved.

RESEARCH METHODS

A descriptive qualitative design was adopted to examine IDP management in its organizational setting. This approach was considered appropriate because the subject involves managerial routines, interactions among organizational actors, employee perceptions, and differences in workplace conditions. The inquiry therefore describes how the process operates and identifies the difficulties encountered; it does not test hypotheses or claim causal effects.

The study took place at PT Pupuk Kujang, Jalan Jenderal Ahmad Yani No. 39, Dawuan, Cikampek, Karawang Regency, West Java. Griffin's (2015) management framework guided the analysis. The planning and decision-making dimension covered the identification of needs, the formulation of objectives, the setting of priorities, and the selection of development activities. Organizing concerned the allocation of roles and resources, coordination, and implementation assistance. Leading focused on direction, motivation, coaching, and mentoring. Controlling covered verification, progress monitoring, review of evidence, evaluation, and follow-up action.

Participants were chosen purposively because of their direct involvement in, or knowledge of, the IDP process. The groups represented in the research materials included the Head of the Human Resources Department, the IDP PIC, and employees from operational and non-operational units. The available research record does not specify the total number of interviewees; accordingly, no participant total is reported here. Interview and observation activities provided the primary evidence. Supporting material included company profile and policy documents, IDP records, the Career Worksheet and Development Program guides, instructions for verification and evidence submission, records of orientation and mentoring activities, and IDP progress reports.

Evidence was gathered through semi-structured interviews, non-participant observation, and document review. Interview questions explored the experiences of managers and employees in setting development priorities, carrying out planned activities, monitoring progress, and dealing with implementation barriers. Observations and documentary materials were examined alongside interview accounts to identify where formal procedures corresponded with, or differed from, actual practice. Drawing on multiple forms of evidence enabled the researchers to compare accounts and support triangulation (Moleong, 2018).

The analysis used the interactive approach described by Miles et al. (2014), moving through data collection, condensation, display, and the drawing and verification of conclusions. Interview material and documents were first organized under Griffin's four management functions. The researchers then compared the prescribed procedures with participants' descriptions to identify recurring patterns, points of difference, and obstacles. Administrative records were interpreted as documentary evidence with appropriate caution: entries relating to individual activities were not assumed to represent distinct employees or an overall employee completion rate.

RESULTS AND DISCUSSION

Overview of IDP Management at PT Pupuk Kujang

PT Pupuk Kujang administers the IDP process through PI Smart, a platform connected to its Talent Management System. Company documentation presents the plan as a means of strengthening employee capabilities, supporting career progression, and addressing differences between current competencies and those required for particular positions. The documented process includes competency mapping, preparation of the individual plan, delivery of development activities, and subsequent evaluation.

The mapping process considers technical capabilities, behavioral competencies measured through 360-degree assessment, employees' career interests, potential target work units, and training requirements. Employees then establish development objectives, action steps, timelines, and indicators of success. The company uses the 10-20-70 approach alongside the 4E method for development activities. According to the Career Worksheet Guide, employees enter PI Smart, navigate to the Talent Management System and Career Development Plan, examine their hard and soft competencies, choose relevant competencies and activities, complete the required fields, and submit the plan through the platform.

The company's verification guidance sets different competency requirements for career tracks: seven competencies for managerial roles and six for functional roles. For every competency assigned a high priority, the guidance also expects at least one self-learning activity and one mentoring session. These requirements establish the formal basis used to prepare and review employees' development plans.

A. Planning and Decision-Making

The planning stage is intended to connect identified competency gaps with development actions that fit employees' roles and individual requirements. According to the Head of the HR Department, the process should start with gaps revealed by behavioral or technical competency assessments. Those findings are then expected to be discussed by employees and their supervisors through coaching conversations. This

account places assessment evidence and dialogue between supervisors and employees at the center of decisions about development priorities.

The company groups competencies into Leadership Competency, Behavioral Competency, and Technical Competency. Priority classifications and verification rules are intended to guide the choice of competencies and the activities associated with them. However, employees do not interpret these standards uniformly. Some non-operational staff said that they only noticed a mismatch between a chosen development method and the required evidence when they began compiling documentation. Operational staff explained that they often rely on directions from the PIC because they are less certain about choosing suitable competencies and learning activities themselves.

These accounts indicate that the presence of formal planning rules does not necessarily mean that employees participate fully in planning their own development. For participation to be meaningful, employees need to understand the competency framework and interpret assessment results well enough to select suitable actions. This observation aligns with Faujiah and Fadli's (2023) discussion of training-needs analysis and with Mahdzir et al.'s (2021) account of competency-based IDPs. It also echoes Chang et al.'s (2023) emphasis on reflection and goal setting. Planning should therefore be considered in terms of employees' involvement in diagnosing needs and choosing development steps, rather than judged only by whether the form has been completed.

B. Organizing

Several organizational actors contribute to IDP implementation: the HR Department, Training Unit, direct supervisors, unit-level PICs, mentors, and employees. The Head of the HR Department described HR's role as maintaining the system and making development resources available, including guidance on training, coaching, and mentoring. Supervisors contribute through their regular contact with employees and their ability to recognize capability needs from work performance. PICs connect the central HR function with individual work units by circulating information, helping employees complete the required forms, and reminding them about planned IDP activities.

Company records show that the Vice President of the HR Department held an information session on March 5, 2026. Further sessions were arranged for PICs and a

number of work areas, including Plants IA and IB, NPK, Marketing, and the Maintenance Office. Other forms of support include consultation at the Training Center, help with completing forms, IDP reviews, and documentation of mentoring. Information is shared through unit WhatsApp groups, direct conversations, and joint workshops.

The arrangements reflect an implementation model in which PICs support the process within their respective units. In practice, however, coordination is influenced by differing interpretations of how often mentoring should occur and by the need to remind both employees and supervisors of their responsibilities. Staff in operational roles also described constraints in accessing devices and finding time to use the system while working in the field. Consequently, a uniform procedure may not provide the same level of practical support to units with different work patterns.

This result is in line with Fadhlan Aziz and Ernawati (2023), who discuss the importance of integration, communication, and monitoring in IDP implementation. It also relates to Salsabila and Fadli's (2023) call for more systematic planning and evaluation of employee development at PT Pupuk Kujang. The present findings add that assigning formal responsibilities and providing a digital platform are not sufficient on their own: effective implementation also requires workable coordination, access to mentoring, and assistance designed around the realities of operational work.

C. Leading

Supervisors are central to the leading function because they are expected to guide and motivate employees, provide coaching and mentoring, and ensure that development activities are relevant to job requirements. The Head of the HR Department noted that supervisors are well placed to observe employees' conduct and performance. The company has also issued guidance on coaching and mentoring and arranged training for leaders.

Despite these arrangements, participants did not consistently experience coaching and mentoring as deliberate processes for building competencies. Some non-operational employees described these interactions as being focused mainly on routine task completion, rather than on the development of soft skills. Supervisors' workloads and limited availability were also said to reduce opportunities for purposeful developmental discussions. Operational employees more often described supervisory

contact in terms of reminders about submission deadlines and the distribution of mentoring materials that had to be completed with supporting evidence.

The accounts point to a difference between the leadership responsibilities set out in the formal system and the support employees experience in practice. Reminders may help ensure that administrative deadlines are met, but they do not replace conversations about capability gaps, learning progress, constructive feedback, or the use of new skills at work. This interpretation is consistent with Fadhlan Aziz and Ernawati (2023), who identify supervisor monitoring as part of IDP implementation. Cheikh-Ammar et al. (2024) underline the contribution of knowledge-sharing channels and a supportive sharing culture to competency development. Research on workplace coaching also points to supervisory support, trust, feedback, and motivation as conditions associated with coaching effectiveness (Bozer & Jones, 2018). Meta-analytic studies report positive associations between workplace coaching and leadership or individual outcomes (Cannon-Bowers et al., 2023; de Haan & Nilsson, 2023). Supervisors therefore need to contribute to employees' learning, not merely oversee IDP deadlines.

D. Controlling

The controlling function includes checking submitted plans, assessing whether selected activities correspond to the identified competencies, tracking progress, updating statuses, and reviewing uploaded evidence. Company guidance requires certain activities to be supported by documents such as mentoring records, evaluation forms, or summary reports before evidence is submitted. The approval and rejection process also allows reviewers to request corrections when a plan does not meet competency priorities or the activity matrix.

Progress reports show that IDP implementation is monitored through administrative records, supporting documents, and status categories. However, the findings suggest that these mechanisms do not yet provide a complete picture of competency development. Non-operational employees explained that reviewers sometimes leave comments or request revisions to submitted evidence, but the criteria used to assess competency changes are not always clear to them. Operational employees said that they had not received specific feedback after completing self-learning activities and could not clearly identify how those activities had affected their

work. The PIC also reported delays in evidence submission and technical errors in PI Smart, both of which may influence the accuracy of progress information.

The key question is therefore not only whether an activity has been entered into the system or assigned a completed status, but whether it has helped address the competency need for which it was selected. Administrative outputs and learning outcomes represent different dimensions of performance. An uploaded document may confirm that an activity has been recorded; on its own, however, it cannot demonstrate that an employee has developed a capability or applied it effectively in the workplace.

This finding corresponds with Salsabila and Fadli (2023), who point to the need for employee-development programs to be evaluated more systematically and measurably. Chang et al. (2023) treat monitoring and feedback as important elements of IDP practice, while Za et al. (2022) discuss the potential of digital systems to support the acquisition of workplace competencies. Research on training transfer also stresses that learning matters when employees use acquired knowledge and skills in their actual jobs (Ford et al., 2018). Thus, digital monitoring should be supported by reliable system performance, useful feedback, and evaluation of development outcomes. The company could improve this process by connecting activities to observable competency indicators, recording supervisors' feedback, and reviewing evidence of skill use at work.

Synthesis from a Public Management Perspective

Viewed across the four management functions, PT Pupuk Kujang has put in place a formal IDP structure. Its components include a competency dictionary, priority criteria, a digital platform, guidance on development activities, PIC support, verification procedures, and progress monitoring. The implementation of these elements, however, varies across the stages of the process. Employee involvement in identifying gaps and selecting activities is uneven during planning. Coordination and practical access differ among work units during organizing. Coaching and mentoring are not consistently experienced as developmental support under the leading function. Under controlling, progress records are not yet routinely matched with evidence of competency gains.

The central difficulty is not that the company lacks a formal IDP system, but that the system is not always integrated with the capacity of those implementing it or with employees' working conditions. In public-management terms, the issue concerns

institutional capability, accountability, and the governance of human resources. As a state-owned enterprise operating in a strategically important sector, PT Pupuk Kujang requires employee capabilities that contribute to production, safety, innovation, and food security. IDP arrangements should connect individual learning priorities with organizational needs while recognizing the distinct circumstances of operational and non-operational employees.

The findings suggest several practical priorities. Planning discussions between supervisors and employees should be strengthened; communication and assistance should be adapted to the needs of each work unit; PIC duties and support responsibilities should be made clear; and coaching and mentoring should follow a more structured schedule. Progress information also needs to be reliable, while evaluation should examine changes in competency and the application of learning in employees' jobs. These implications arise from qualitative evidence and should not be interpreted as proof that IDP participation has caused improvements in employee performance.

CONCLUSION

The study considered how PT Pupuk Kujang manages IDPs through planning and decision-making, organizing, leading, and controlling. The company has established formal arrangements that include competency mapping, priority standards, the PI Smart platform, guidance on development activities, assigned responsibilities, and procedures for verification and monitoring. Nevertheless, these arrangements are not yet consistently reflected in employees' experiences of competency development.

The study's contribution lies in demonstrating that IDP quality depends on how formal procedures are enacted through everyday management practices. Employees need to be involved in recognizing competency gaps and deciding on appropriate activities. Work units require access and coordination support that reflect their working conditions. Supervisors must provide coaching and mentoring that promote development, while monitoring should consider learning outcomes instead of relying only on administrative records. In this way, the study highlights how organizational arrangements and work-unit contexts influence the implementation of IDPs in a state-owned enterprise.

In practical terms, PT Pupuk Kujang should improve development-planning conversations between employees and supervisors, tailor communication and access

assistance to operational and non-operational settings, clarify the responsibilities of PICs, arrange regular coaching and mentoring, and connect progress reviews with observable competency indicators and workplace application. The study is limited by the range of informant groups represented in the available research materials, gaps in competency-assessment and performance-evaluation evidence, reporting issues associated with the system, and the lack of longitudinal observation of coaching and skill application. Further studies could involve more supervisors and employees from different units, observe coaching practices directly, and compare competency-assessment evidence before and after IDP activities. Such research would help establish more clearly whether IDP processes lead to sustained development of employee capabilities.

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