

Management of In-House Training (Iht) For Cluster (Imbas) Senior High Schools in Siak Regency: Planning, Implementation, Evaluation and Comprehensive Implications

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ABSTRACT

This study aims to analyze the management of In-House Training (IHT) in cluster (imbas) senior high schools in Siak Regency using a descriptive qualitative approach. Data were collected through in-depth interviews with principals, vice principals for curriculum, cluster team members, and participating teachers, complemented by field observations and analyses of administrative and visual documentation and evaluation reports. The findings show that training planning was conducted collaboratively and grounded in the actual needs of teachers, using the 2023 Education Report Card as the basis for prioritizing training topics. IHT implementation was synergistic with active teacher participation, reflected by 83% of respondents rating the materials as highly relevant to their teaching contexts. Moreover, 10 of 12 teachers successfully implemented differentiated instruction and P5 assessment effectively in classrooms. Key enabling factors included visionary school leadership, administrative and logistical readiness, a strong culture of reflection, and professional networks across schools. In conclusion, IHT management in Siak's cluster schools has been carried out effectively and sustainably, offering a reference model for school-based teacher training at local and national levels.

INTRODUCTION

Improving the quality of education in Indonesia remains a central issue in efforts to strengthen the competitiveness of human resources on the global stage, as stated in Article 31 paragraph 1 of the Constitution of the Republic of Indonesia, which affirms that every citizen has the right to education, while the government is obliged to organize a national education system aimed at educating the life of the nation (Nisa Shafryna, 2024). In practice, there are disparities in education quality between regions due to funding challenges, shortages of human resources, sub-optimal incentive structures, and education management that still requires improvement (Flowrent Natalia Marpaung et al., 2023). These conditions encourage the government to launch various educational innovations, one of which is the Program Sekolah Penggerak (Driving Schools Program) stipulated in the Decree of the Minister of Education, Culture, Research and Technology Number 162/M/2021 concerning Sekolah Penggerak (Nurul Hikmah, 2024; Henny Riandari, 2022). The effort is not only directed at internal school reforms but also at strengthening the dissemination mechanism so that educational innovations are distributed evenly to cluster (recipient) schools across regions. Thus, strengthening education management becomes highly relevant as a key to transforming the quality of national education, particularly in the context of adaptive and collaborative school-based training.

In the context of implementing the Program Sekolah Penggerak, the role of driving schools as agents of change is prominent through the mandate to disseminate practices to cluster schools, as stipulated in the Decree of the Head of the Riau Provincial Education Office Number: Kpts 845/2024, which designates SMA Negeri 2 Sungai Apit as the disseminating school for three cluster schools in Siak Regency. This dissemination is mandated to be conducted through In-House Training (IHT), activation of professional learning communities, and continuous mentoring, as conveyed in the Technical Guidance facilitated by the Riau Province Teacher Training Center (Balai Guru Penggerak) in June 2024 (Sri Dewi Kesumaning Ayu, 2024). IHT activities are chosen as the main strategy because they are considered effective in supporting the transformation of classroom practice in partner schools by emphasizing competency enhancement, collaboration, and adaptation of learning aligned with the Kurikulum Merdeka (Emancipated Curriculum) (Diana, 2021; Rudjiono et al., 2023).

This dissemination is intended not only to spread best practices but also to accelerate the equalization of education quality in Siak Regency. Accordingly, the implementation of IHT becomes a key pillar in accelerating teacher capacity and learning quality in cluster schools, in line with national education policy directions.

The implementation of IHT in cluster schools requires structured management from the planning stage to evaluation so that its benefits can be optimized in a sustainable manner (Diana, 2021; Rudjiono et al., 2023; Ikbal, 2018). Ideally, IHT planning is carried out collaboratively and based on real needs, involving principals, vice principals for curriculum, disseminating teams, and learning communities to determine relevant training topics—such as developing interactive teaching modules, learning assessments, and assessment for the Strengthening Pancasila Student Profile (P5) project (Gorton & Schneider; Kusmiati et al., 2022). In practice, IHT requires clear role division among school stakeholders and ensures active participant engagement, from scheduling and administrative management to training logistics (Rohyaningsih et al., 2023). Thus, the training is not only instructional but also transformative as it enables teachers to develop practical skills suited to the challenges in their respective schools. The effectiveness of IHT implementation is strongly influenced by school management synergy, participant participation, and adaptation to local needs and contexts, making this training model increasingly relevant to develop widely in cluster schools.

Effectiveness of IHT is inseparable from an education management system that organizes the entire process systematically and continuously, as asserted by education management theory that emphasizes the importance of strategic planning, resource organization, and adaptive evaluation (Padilah & Suryana, 2019; Rahmawati et al., 2023; HS et al., 2024). In this regard, sound training management ensures synchronization between program objectives and the development needs of teachers and educational institutions (Wakila, 2021). Involving various school stakeholders in program development is crucial to create synergy between training content and realities in the field (Padilah & Suryana, 2019). In addition, continuous evaluation supported by complete documentation can strengthen accountability and ensure ongoing program improvement. The study in Siak Regency demonstrates that challenges in IHT implementation include limited internet connectivity, teacher workload, and timing adjustments; therefore, managerial responsiveness is key to success (Rahmawati et al., 2023). Consequently, IHT in cluster schools must be executed with principles of effectiveness, efficiency, and adaptation to real needs to produce significant changes in learning quality.

The success of IHT in cluster senior high schools is also determined by the principal's leadership and collaboration of the entire internal team, as described by Gaol and Siburian (2018) and Ermawati et al. (2022), who emphasize that principals play a strategic role in ensuring the training runs according to needs and that adequate resources are provided. In the context of cluster schools in Siak Regency, the principal's role is evident in organizing, distributing tasks, and facilitating collaboration among teachers, disseminating teams, and learning communities, which strengthens reflective processes and a culture of collective learning (Mahmud, 2022; Rizal et al., 2022). Moreover, active principal involvement in every stage of training—from planning and implementation to follow-up on evaluation results—contributes to building synergy and collective commitment within schools (Kandibah, 2022). Thus, a collaborative IHT

management model backed by transformative school leadership can create a more adaptive and innovative training environment and support the sustained achievement of teacher competency goals in cluster schools.

Previous studies have revealed that the effectiveness of IHT is influenced by three main factors: visionary leadership, stakeholder collaboration, and the relevance of training materials to teacher needs (Diana, 2021; Sarno & Mulyono, 2023; Aslam et al., 2022). However, most research still highlights training outcomes, while the management processes of IHT—particularly in cluster schools—have not been comprehensively explored (Kusmiati et al., 2022; Rudjiono et al., 2023). In fact, management processes that include participatory planning, contextualized implementation, and responsive evaluation are foundational to ensuring the sustainability and success of cross-school training programs (Rohyaningsih et al., 2023). The paucity of studies on these processes indicates a significant literature gap; thus, qualitative research that can uncover empirical dynamics in the field is needed. Accordingly, a holistic understanding of IHT management will provide an important contribution to education policy development, especially for replicating and adapting training models based on teachers' real needs across cluster schools.

Considering the importance of IHT management as a strategy for strengthening teacher capacity and the limited studies that holistically examine its management processes in senior-high cluster schools, this study is highly relevant (Gorton & Schneider; Kolb, 1984; Rogers, 2003). Using an in-depth qualitative approach, this research combines education management theory, experiential learning, and diffusion of innovations as conceptual foundations to analyze the dynamic and complex implementation of IHT (Isa et al., 2022; Alhayat et al., 2023). The study also employs interviews, observations, and documentation to explore perceptions, practices, and IHT management strategies in cluster schools in Siak Regency comprehensively (Diana, 2021; Aslam et al., 2022). The findings are expected not only to document real teacher-training practices but also to offer a contextual, collaborative, and sustainable school-based training management model. Thus, this research is expected to make significant theoretical and practical contributions to the development of teacher-training management policies and practices at regional and national levels.

METHODS

Research Design

This study applies a descriptive qualitative approach within a constructivist paradigm to explore stakeholders' subjective meanings regarding IHT management in senior high cluster schools in Siak Regency. This approach enables contextual, naturalistic inquiry without intervention, emphasizing process rather than quantitative hypothesis testing.

Location and Time

The study was conducted at SMAN 1 Sabak Auh, SMAN 3 Sungai Apit, and SMAN 2 Siak—three cluster schools selected to represent diversity in geography, infrastructure, and readiness for the Merdeka Curriculum in Siak Regency.

Fieldwork took place from April to June 2025, covering preparation, data collection, analysis, and reporting stages.

Informants and Sampling Technique

Informants were selected using purposive sampling based on direct involvement in IHT planning, implementation, or evaluation, willingness to share reflective information, and strategic positions (principal, vice principal, training coordinator, facilitator teachers, participating teachers). The number of informants was expanded until data saturation was achieved.

Data Collection Techniques

Participatory Observation:

The researcher observed planning, implementation, and evaluation processes as well as supporting and inhibiting factors of IHT using flexible guides and structured field notes.

Semi-Structured Interviews:

Sessions lasting 30–60 minutes were recorded (with consent) and transcribed verbatim to elicit informants' experiences and reflections, with probing used to deepen meanings.

Document Study:

Planning documents, attendance lists, photos, evaluation reports, and training modules were analyzed to corroborate observation-interview data and strengthen triangulation.

Data Analysis

Data were analyzed using the interactive model of Miles, Huberman, and Saldaña: reduction (thematic coding), display (narrative matrices and tables), and conclusion drawing-verification, conducted cyclically during data collection.

Data Trustworthiness

Credibility was maintained through prolonged engagement, triangulation of techniques and sources, member checking, and an audit trail; transferability was supported by thick contextual description; dependability and confirmability were reinforced through audit trails and peer debriefing.

Research Procedure

The study followed four stages: (1) preliminary study preparation, instrument development, and permissions; (2) collection of observations, interviews, and documents; (3) analysis of transcripts, coding, and interpretation; and (4) report writing and validation of findings.

RESULTS

Collaborative, Data-Driven Planning

Collaborative, data-driven planning in the three cluster schools began with analysis of the 2023 Education Report Card to map teacher competency gaps. The mapping prioritized the development of interactive teaching modules, classroom assessment, and P5 assessment. Planning forums—attended by principals, vice principals, cluster teams, and learning communities—scheduled two IHT sessions from July to December 2024, set success indicators, and linked training themes to classroom needs. Each school then produced a Training Action Plan detailing topics, internal facilitators, and logistical support, with documents numbered for easy tracking, signaling a shift from merely administrative

planning to a strategic instrument for quality improvement. School deliberations also set a minimum participation target of 90% of teachers and formed a five-member monitoring team to verify outputs from each session, underscoring data-based planning as the foundation of an adaptive learning ecosystem.

Synergistic and Participatory Implementation

IHT was implemented synergistically using a two-session format of one day per school. The first session emphasized conceptual understanding through keynote presentations and panel discussions, while the second focused on hands-on development of teaching tools in the ICT lab. Observations noted interactive atmospheres: teachers took turns asking questions, modeling strategies, and immediately testing worksheets in simulated classes; group reflections were uploaded to Padlet, and 83% of 36 posts rated the materials as “highly relevant.” Administrative documentation—minutes, run-downs, attendance, photographs—was neatly archived with time codes for easy retrieval. Interpretation indicates that active participation, orderly logistics, and student involvement in strategy demonstrations strengthened collaborative learning cultures and teachers’ sense of ownership of instructional change.

Continuous Evaluation and Reflection

Evaluation was applied in layers following the Kirkpatrick model. At the reaction level, Google Forms showed an average satisfaction score of 4.6/5. At the learning level, online tests indicated an average knowledge-score increase of 28% compared with pre-tests. Post-IHT classroom observations recorded behavioral changes: 10 of 12 teachers applied differentiated instruction with P5 rubrics. Principals followed up with individual coaching, while reflection results were presented in monthly meetings to formulate corrective actions. Adaptive surveys helped identify emerging needs and adjust content rapidly, so the responsive evaluation cycle drove ongoing improvement and made it easier for schools to measure concrete impacts on learning quality.

Enablers and Constraints

Four dominant enabling factors were identified: (1) transformational principal leadership that allocated time and BOS Kinerja funds; (2) logistical readiness—rooms, ICT equipment, and internet; (3) a culture of reflection maintained through daily sharing rituals in WhatsApp groups; and (4) cluster-school networks that opened access to external facilitators. Conversely, three main constraints emerged: limited connectivity in peripheral areas, teacher workload near semester exams, and fluctuating motivation. Interviews emphasized that collective commitment, flexible scheduling, and support from the Education Office mitigated these constraints; geographic challenges and resistance to change were addressed through inter-institutional coordination and adaptive strategies. Orderly administration, broad participation, and transparent documentation formed key assets for replicating the IHT model elsewhere, while mitigation strategies proved effective in sustaining program continuity.

DISCUSSION

IHT management in senior-high cluster schools in Siak Regency demonstrates that data-driven planning based on teachers’ real needs is the primary foundation of training success. The analysis of the 2023 Education

Report Card as a planning basis provides a clear direction for prioritizing training topics, such as developing interactive teaching modules, learning assessments, and assessment of the Strengthening Pancasila Student Profile (P5) (Rohyaningsih et al., 2023; Kusmiati et al., 2022). This finding aligns with education management theory emphasizing the importance of strategic planning as an initial stage that determines overall training effectiveness (Padilah & Suryana, 2019). Moreover, cross-role collaboration among principals, vice principals for curriculum, learning communities, and disseminating teams strengthens adaptive, responsive planning synergy to field dynamics, in contrast to practices relying solely on formal administrative planning without active stakeholder involvement (Ikbal, 2018). Thus, collaboratively managed, data-based IHT not only increases material readiness but also fosters collective commitment to implementation oriented toward sustained improvement in instructional quality.

The implementation of IHT in cluster schools shows strong synergy among principals, teachers, and disseminating teams in collaboratively carrying out their respective roles. Active teacher participation in group discussions, hands-on module development, and shared reflection with speakers reflects a conducive learning climate and heightens teachers' professional motivation (Rohyaningsih et al., 2023; Gorton & Schneider, 2015). Complete and systematic documentation—minutes, attendance, and activity records—supports accountability and transparency in training implementation (Padilah & Suryana, 2019). Careful administrative management demonstrates professionalism in running IHT and reinforces previous findings that training effectiveness is highly dependent on managerial detail and logistical readiness (Ikbal, 2018). Observation and documentation data show that teachers responded positively to training, with 83% rating the materials as highly relevant and aligned with classroom needs. This confirms that participatory approaches and stakeholder engagement yield applicable training with tangible impacts on teachers' competencies. Therefore, IHT designed with attention to managerial and collaborative aspects contributes greatly to program success.

Continuous evaluation occupies a strategic position in measuring and improving program effectiveness. Participant satisfaction surveys averaged 4.6 on a 5-point scale, indicating high acceptance of the materials and training delivery (Rohyaningsih et al., 2023; Padilah & Suryana, 2019). Online knowledge tests conducted before and after training recorded an average increase of 28%, reinforcing evidence of cognitive competency gains (Rahmawati et al., 2023). Furthermore, post-training observations captured classroom behaviors wherein 10 of 12 teachers implemented differentiated instruction and P5 assessment effectively (Kusmiati et al., 2022). This tiered evaluation approach aligns with the Kirkpatrick model, which underscores the importance of measuring reaction, learning, and behavior as indicators of training success (Ikbal, 2018). Feedback mechanisms and joint reflection held through online forums and internal meetings allowed responsive adjustments to content and strategies (Rohyaningsih et al., 2023). Thus, continuous evaluation is not only a quality-control tool but also a vital instrument for ongoing development and enhanced learning quality in cluster schools.

Key supporting factors in IHT management in cluster schools include visionary principal leadership, administrative and logistical readiness, a strong culture of reflection, and inter-school collaboration networks. Principals are pivotal in allocating resources and time so that processes run smoothly and in an orderly manner (Mahmud, 2022; Gorton & Schneider, 2015). Administrative readiness, including comprehensive documentation and coordination, supports transparency and accountability (Padilah & Suryana, 2019). A culture of reflection cultivated through regular discussion forums and online groups strengthens teachers' professional growth (Rohyaningsih et al., 2023). Professional networking among cluster schools enables exchange of best practices and access to external facilitators that enrich training content (Isa et al., 2022). Nevertheless, constraints such as limited internet in peripheral areas, heavy teacher workloads, and fluctuating motivation are tangible challenges (Rahmawati et al., 2023). Adaptations through flexible scheduling and support from the education office help mitigate these impacts (Ikbal, 2018). Optimizing supports while managing constraints strategically is decisive for IHT management success.

Collaborative cross-role coordination and effective communication among principals, vice principals for curriculum, disseminating teams, and facilitator teachers are crucial pillars in IHT management in cluster schools. Through structured coordination, stakeholders can design realistic schedules and align materials with local needs, enhancing relevance and instructional effectiveness (Padilah & Suryana, 2019; Rohyaningsih et al., 2023). Complete, tidy documentation indicates a shared commitment to accountability and quality (Ikbal, 2018). Interviews and observations reveal that online communication forums such as WhatsApp facilitate continuous discussion and joint reflection, strengthening a collaborative learning culture among teachers (Gorton & Schneider, 2015). This synergy supports an adaptive and responsive training ecosystem, enabling swift adjustments to challenges and participant needs (Rahmawati et al., 2023). Hence, effective collaboration and open communication are key to maintaining the continuity and quality of IHT in cluster-school environments.

Developing a culture of reflection and continuous learning in cluster schools is essential to enhancing teacher competencies through IHT. Regular reflection forums – both oral and online via digital applications – facilitate the exchange of experience and learning from real classroom practice (Rohyaningsih et al., 2023; Padilah & Suryana, 2019). Reflection increases teachers' awareness of strengths and weaknesses in their instruction and prompts systematic improvement (Mahmud, 2022). Participant feedback and satisfaction data show that most teachers perceive significant benefits from reflective processes, which heighten motivation and professional commitment (Rahmawati et al., 2023). Moreover, reflection supports the development of internal learning communities that strengthen synergy among teachers and principals (Isa et al., 2022). Systematic management of reflective culture is therefore an effective strategy to ensure IHT yields sustained impacts on learning quality in cluster schools.

Orderly administrative management and documentation constitute important assets in managing IHT in cluster schools. Research data show that

every training activity is documented systematically—from attendance lists, meeting minutes, and event photos to evaluation reports—which are time-coded and centrally stored (Padilah & Suryana, 2019; Ikbal, 2018). This approach improves accountability and facilitates comprehensive monitoring of the training process (Rahmawati et al., 2023). Neat documentation also eases replication of the training model in other schools and provides concrete evidence to policymakers regarding program effectiveness (Gorton & Schneider, 2015). In addition, digital documentation expedites team communication and strengthens a transparency culture that supports good school governance (Rohyaningsih et al., 2023). Thus, sound administration and documentation are operational foundations that are crucial to IHT success and to the continuity of teacher competency enhancement in cluster schools.

Overall, IHT management in senior-high cluster schools in Siak Regency shows an adaptive, collaborative model oriented toward improving learning quality. Management that involves data-based planning, synergistic implementation, continuous evaluation, and reinforcement of reflective culture has significantly increased teacher competencies (Rohyaningsih et al., 2023; Padilah & Suryana, 2019). Visionary principal leadership and stakeholder collaboration are the main determinants of program success (Mahmud, 2022; Gorton & Schneider, 2015). Existing constraints, such as limited connectivity and teacher workload, can be minimized through responsive management strategies and flexible scheduling (Ikbal, 2018). Orderly documentation and administration support accountability and replication of the training model in other schools. These findings reinforce the literature on the importance of holistic management in teacher training and provide practical contributions to the development of sustainable school-based training policies. Thus, the IHT management model studied can serve as a reference for developing training programs at local and national levels to broadly improve education quality.

CONCLUSIONS

This study concludes that the management of In-House Training (IHT) in senior-high cluster schools in Siak Regency has been implemented effectively and is oriented toward improving teacher competencies. Data-based planning using the 2023 Education Report Card directed the focus to developing interactive teaching modules, learning assessments, and assessments for the Strengthening Pancasila Student Profile (P5) project. IHT implementation ran synergistically with active teacher participation, reflected by 83% of respondents stating that the training materials were highly relevant to classroom needs. Continuous evaluation showed that teachers' knowledge scores increased by an average of 28% after training, and 10 of 12 teachers successfully implemented differentiated instruction and P5 assessment effectively. Key supporting factors—visionary principal leadership, logistical readiness, a strong reflective culture, and inter-school networks—facilitated program smoothness, although constraints such as limited internet and heavy teacher workloads persisted but were addressed through adaptive strategies.

Systematic administrative documentation ensured accountability and eased replication. Thus, IHT management in cluster schools in Siak Regency can serve as an effective and sustainable model for teacher capacity development.

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