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PSYCHOLOGY-BASED TRAINING MANAGEMENT FOR THE DEVELOPMENT OF PROFESSIONALISM OF PUBLIC HIGH SCHOOL TEACHERS IN MEDAN CITY

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Abstract

Teacher professional development depends on whether teachers can apply and sustain new practices in their classrooms. This study develops a psychology-based training management framework for public senior high schools in Medan, Indonesia. A narrative synthesis integrates research on teacher professional development, teacher self-efficacy, self-determination, psychological safety, and training transfer, alongside Indonesian studies on teacher development reform. The synthesis proposes four stages: needs assessment, practice-based training, classroom implementation with peer support, and follow-up evaluation. The framework translates psychological principles into specific management decisions, including allowing teachers to select a relevant instructional goal, rehearsing techniques before classroom use, and establishing confidential, evidence-based peer feedback. It also distinguishes training participation, teacher learning, classroom application, and sustained practice as separate evaluation outcomes. A formative assessment scenario illustrates how school leaders and subject-based teacher groups can implement the framework. The study contributes a school-level framework with defined responsibilities and observable indicators. Its feasibility and effectiveness in Medan remain to be tested through field research.

Keywords: psychological safety, teacher professional development, teacher self-efficacy, training management, training transfer

INTRODUCTION

One of the issues in developing teacher professionalism arises after training is completed. A teacher can understand formative assessment techniques during workshops but still needs opportunities to try them, interpret student responses, and adjust learning strategies. That stage determines whether knowledge from training begins to be applied in daily work. For school management, the issues include selecting training materials, providing time for practice, assigning companions, as well as collecting evidence of changes in learning. Training transfer literature places training design, participant characteristics, and work environment as factors related to the use of learning outcomes after participants return to work (Baldwin & Ford, 1988; Ford et al., 2018).

Sustainable professional development is based on the Republic of Indonesia Law Number 14 of 2005 concerning Teachers and Lecturers. Article 10 paragraph (1) covers pedagogical, personality, social, and professional competencies. Article 14 paragraph (1) letter d grants teachers the right to have opportunities to improve their competencies. In this article, professional development focuses on improving observable pedagogical practices. Mastery of the material forms the basis for choosing teaching strategies, while cooperation among teachers supports the implementation and improvement of those strategies. This focus provides a fairly specific target school to be trained and evaluated within a single development cycle.

Studies on teacher professional development reform in Indonesia show recurring issues related to the suitability of material with teacher needs, attention to participants' initial abilities, quality of feedback, and workshop follow-up (Revina et al., 2023). Studies on professional development based on teacher needs in Jakarta also show that changes in learning practices among teachers vary according to ability, motivation, and school leadership (Arif et al., 2022). These findings form the basis for designing programs that are responsive to school conditions. In the context of public high schools in Medan City, the needs of each school still need to be determined through initial evidence from learning and teacher input.

In this article, **psychology-based training management** is defined as teacher training management that applies the principles of self-efficacy, autonomous motivation, and psychological safety in program decision-

making. Self-efficacy is applied through gradual training that gives teachers successful experience. Autonomous motivation is supported by giving teachers space to choose targets relevant to their work. Psychological safety is built through mentoring agreements that allow teachers to express difficulties and request feedback. These three principles are translated into actions that can be scheduled, assigned, and assessed through evidence of implementation.

This article answers two questions. First, how can the principles of professional learning psychology be translated into the stages of teacher training management at public high schools? Second, what indicators can schools use to distinguish learning during training, classroom implementation, and continuity of practice? The goal is to formulate a training framework for public high schools in Medan City that connects teacher needs, learning activities, school support, and evidence of teaching change.

LITERATURE REVIEW

Professionalism development as a change in teaching practice

Desimone (2009) identified five characteristics commonly used to analyze teacher professional development, namely focus on content, active learning, coherence, duration, and collective participation. In the context of high school, focus on content means teachers learn strategies through real-world problems in their subjects. For example, mathematics teachers can practice formulating questions that reveal reasoning errors in solving equations. History teachers can use the same formative assessment principles to assess students' ability to distinguish claims and evidence in a historical source. The targets are generally similar, while the techniques and rubrics follow the character of the subject.

Kennedy (2016) emphasizes that training needs to clarify the ideas teachers learn and how to apply them in teaching routines. Sims and Fletcher-Wood (2021) remind that the traits often found in programs considered successful do not necessarily explain the causes of their success. A meta-analysis by Sims et al. (2025) of 104 randomized trials provides conditional empirical support for a framework linking the development of understanding, motivation, teaching techniques, and practice consolidation. The implication is that schools need to design a clear relationship between training activities and expected changes. Group discussions, for example, can be directed to analyze student responses and produce revisions to teaching strategies to be tested at the next meeting.

Self-efficacy, autonomous motivation, and psychological security

Self-efficacy refers to a person's belief in their ability to perform necessary actions in a particular situation (Bandura, 1977). In teaching, this belief relates to tasks faced by the teacher, such as managing learning or involving students (Tschannen-Moran & Woolfolk Hoy, 2001). Therefore, training can start from a single skill that can be practiced repeatedly. The teacher observes examples, practices techniques, receives feedback, and tries again. In program evaluation, the teacher's confidence that they are capable of using certain techniques and the abilities demonstrated in practice need to be measured with different instruments.

Self-determination theory explains the role of the need for autonomy, competence, and connectivity in motivational development (Deci & Ryan, 2000). In teacher training, autonomy can be supported by providing choices for class problems to be addressed within the general goals set by the school. Competence is supported through exercises with appropriate difficulty levels and feedback showing ways to make improvements. Connectivity is built through cooperation with companions or fellow subject partners. With this arrangement, two teachers in one program can choose different targets and still use a comparable evaluation process.

Psychological safety refers to the shared belief that group members can take interpersonal risks, such as admitting mistakes or asking for help, without fear of embarrassment (Edmondson, 1999). Edmondson's initial findings came from work teams outside the school. In this study, the concept was used as the basis for developing mentoring rules. Observation notes were used for coaching conversations, access was limited, and feedback was directed to observed actions. Ridge and Lavigne's (2020) review showed the potential for peer observation and feedback for teaching improvement, with limited evidence and time constraints in implementation. Therefore, scheduling and the quality of feedback need to be evaluated.

Transfer of training and the role of the school environment

Training transfer refers to the use of knowledge or skills learned in work and the maintenance of its use over time (Baldwin & Ford, 1988; Ford et al., 2018). In teacher training, initial use can be seen when teachers apply techniques to planned lessons. Sustainability is stronger when teachers return to different topics and adjust them based on student responses. Meta-analysis by Blume et al. (2010) shows that the relationship between various supports and transfer is also influenced by how transfer is measured. This supports the use of observations and learning artifacts to complement teacher self-reports.

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A meta-analysis by Kraft et al. (2018) shows that teacher mentoring has the potential to improve teaching quality. Many studies in this analysis come from literacy mentoring programs for early childhood education and elementary schools in the United States. The effects in larger programs also tend to be smaller compared to smaller-scale program trials. For public high schools in Medan, this evidence supports the selection of mentoring as a feasible component to be tested. The determination of duration, observation focus, and workload for each mentor needs to follow the school's capacity.

The above literature explains the principles of training design, the psychological conditions supporting the learning process, and factors related to transfer. The space developed in this article is the translation of these principles into management decisions at the school level. Its contribution lies in unifying training stages, division of responsibilities, indicators of practice change, and follow-up rules within a single testable framework.

METHOD

Study design and source materials

This article uses a narrative literature review with the aim of developing a conceptual framework. The narrative approach allows the review of sources from the fields of teacher professional development, organizational psychology, and training transfer to address a management issue (Snyder, 2019). Public high school teachers in Medan City are the target of the framework. The unit of analysis of the study consists of concepts, findings, and recommendations found in selected literature. This study uses public sources and does not involve surveys, interviews, or teacher observations in Medan.

Targeted search uses terms such as *teacher professional development*, *teacher self-efficacy*, *psychological safety*, *training transfer*, *teacher coaching*, and *teacher professional development in Indonesia*. Sources are searched through journal publisher websites, academic repositories, and official regulatory portals. Source selection is based on relevance to the research question, the clarity of the publication's identity, and the source's contribution to explaining mechanisms, training design, or measurement of transfer. Recent literature is used to assess the development of evidence, while classical publications are retained for defining concepts and theories. Research is directed at selected synthesises, so its scope is limited to the sources analyzed.

Synthesis techniques

The synthesis was conducted in three stages. First, concepts and findings from each source were recorded based on four focuses: teacher needs, learning processes during training, support for workplace implementation, and evidence of practice change. Second, the types and contexts of evidence were examined to determine how to use them. Meta-analysis of teacher training was used to consider support for program design, Indonesian studies were used to understand implementation issues, and psychological theory was used to formulate the mechanisms to be tested. Third, the synthesis results were translated into program stages with responsible parties, activities, and evidence that could be examined. Examples of formative assessments were arranged to show the application of the framework within a training topic.

RESULTS AND DISCUSSION

Psychology-based training management framework

The synthesis results produced four interrelated stages: needs diagnosis, practice-based training, implementation with mentoring, and follow-up evaluation. Each stage produced evidence that is used in the next stage. Teachers and facilitators used the diagnosis results to set goals. The training results became the basis for planning classroom practice. Evidence from the class was used to determine improvements, additional assistance, or continuation of practice independently.

Table 1. Stages of psychology-based training management

Stage	Main activities	Person in charge	Evidence examined
Needs diagnosis	Review the tools and examples of student work, map out initial abilities, and select one practice target	Teachers, subject coordinators, and supervisors	Needs profile, examples of initial practice, and individual goals
Practice-based training	Observe examples, conduct teaching simulations, receive	Facilitators, teachers, and companions	Simulation results, practice rubrics, and revised tools

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	feedback, and improve the design		
Implementation with mentoring	Testing strategies in class, conducting brief peer observations, and discussing evidence of learning	Teachers and peer supervisors, with schedule support from the school	Observation notes, disguised student work examples, and improvement plans
Follow-up evaluation	Reviewing strategy reuse and deciding which support is still needed	Teachers, program coordinators, and school leaders	Comparison of initial and follow-up practices, documentation of reuse, and program decisions

Source. The author's synthesis is based on Baldwin and Ford (1988), Desimone (2009), Kennedy (2016), Ford et al. (2018), Revina et al. (2023), and Sims et al. (2025).

Needs diagnosis starts from a single learning problem that can be identified through evidence. The teacher reviews pieces of teaching tools, examples of student work, or learning notes to determine areas that need improvement. The coordinator then distinguishes problems that primarily require skill training from those that require changes in work arrangements. If teachers have difficulty creating diagnostic questions, the program can provide exercises in designing and testing questions. If teachers have mastered techniques but have difficulty scheduling peer observations, the coordinator needs to manage time and support for mentoring.

Practice-based training uses examples from relevant subjects. The facilitator demonstrates the technique, explains the reasons behind the teaching choice, then asks the teacher to practice in a brief simulation. Feedback points to one observed success and one corrective action that can be immediately attempted. The second round of training gives the teacher the opportunity to apply those improvements. This mechanism translates the principle of self-efficacy into task mastery experience and helps the facilitator observe skill development.

Implementation with mentoring begins after the technique is ready to be tested in class. The teacher and mentor agree on the focus of observation before the lesson. If the focus is on formative assessment, the mentor notes the types of student responses the teacher has collected as well as teaching decisions that arise after the teacher reads them. In conversations after observation, the teacher first interprets the evidence and proposes the next steps. The mentor helps test that interpretation by referring to the class notes. School leaders support this process by providing time, ensuring fair burden sharing, and limiting the use of observation notes for coaching purposes.

Follow-up evaluation checks whether strategies are reused and adjusted when topics or classroom conditions change. As an initial trial design, schools can schedule a review about four to six weeks after the first practice. If the quality of practice improves but reuse is low, the coordinator can check for scheduling constraints, availability of materials, or support from companions. If the strategy is repeated but its quality has not improved, the focus of follow-up can be directed toward additional simulations or feedback improvements.

Illustration of application in formative assessment training

Training can start from specific teaching problems, such as difficulty understanding the reasons behind students' answers. The practical goal is for teachers to be able to design diagnostic questions, group answer patterns, and use that information to determine the next learning action. For example, math teachers can ask students to explain one step of solving equations. Student responses can indicate whether errors occurred in sign changes, the application of the same operations on both sides, or understanding the meaning of equations.

In the practice stage, participants review sample questions that show students' way of thinking, develop their own questions, then test them in simulations. Peers assess whether the instructions are clear, whether the questions can distinguish conceptual errors, and whether the answers provide enough information for follow-up. The teacher then revises the design before bringing it to class.

When applied in class, the teacher groups student responses and selects appropriate actions. If most students show similar mistakes, the teacher can revisit the concept with other examples. If the errors are concentrated on a small number of students, the teacher can prepare targeted exercises for that group. At follow-up meetings, teachers bring examples of student work that have been disguised, explain the reasons for choosing the action, and indicate changes to be made on the next topic. In this scenario, evidence of professionalism is seen in the alignment between the information obtained from students and the teaching decisions made by the teacher.

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Indicators of success and program management decisions

Evaluation needs to distinguish between participation, learning, implementation, and sustainability. Attendance lists provide information about program coverage. Simulations provide information about teacher abilities after learning techniques. Observations and classroom artifacts provide information about implementation. Reviews of subsequent lessons help test whether strategies can be maintained after initial mentoring. This separation allows schools to identify at which stages teachers need support.

Table 2. Teacher training evaluation indicators

Aspects	Proposed indicators	Sources of evidence	Assessment time
Participation	The teacher attended the core session and completed the scheduled exercise cycle	Attendance list and activity completion notes	During training
Learning	Teachers are able to design, demonstrate, and explain the use of the chosen learning techniques	Design assignments and simulation rubrics	Before and at the end of the training session
Task-specific self-efficacy	Teachers assess their beliefs in designing questions, reading student responses, and determining follow-up actions	Self-report scale with items that match the training targets	Before training and after initial implementation
Applications	Teachers use techniques in learning and make decisions based on the evidence obtained	Observations, teaching materials, and samples of disguised student work	During the trial in the classroom
Sustainability	The teacher reuses the technique the next time and explains the adjustments	Teaching notes, follow-up observations, and learning artifacts	About four to six weeks after the first practice

Source. The author's design is based on Desimone (2009), Tschannen-Moran and Woolfolk Hoy (2001), Ford et al. (2018), and Sims et al. (2025).

For formative assessment training, the practice rubric can assess three aspects: the suitability of questions with learning objectives, the accuracy of student response interpretation, and the quality of teaching follow-up. Each aspect can use three levels of performance: not yet visible**,** partially visible**,** and consistent appearance, with behavioral descriptions for each level. Before the trial, facilitators can assess the same examples and discuss differences in scores to align understanding. Self-efficacy scores are still reported as assessments of teacher beliefs. Thus, schools can see whether changes in beliefs move in line with observed practice changes.

Evaluation findings can also guide decisions on resource use. If teachers make progress in simulations but have not yet had time to apply techniques in class, schools can adjust schedules and provide practice opportunities. If teachers routinely use techniques but have difficulty interpreting students' answers, facilitators can reinforce analysis exercises with examples of student work. If practice continues to be used and quality improves, teacher groups can document relevant examples as joint learning materials in the Subject Teacher Deliberation (MGMP).

Implications for Public High Schools in Medan City and the testing agenda

At the school level, the principal can set learning priorities and provide mentoring time. Subject coordinators or MGMP can select teaching examples that match the field of study, train supervisors using rubrics, and gather needs arising from several classes. Teachers still determine practice targets relevant to their responsibilities. This division gives schools the same program direction while opening space so that development goals align with the needs of teachers and the classroom. This approach aligns with lessons from Indonesian studies regarding the need for support tailored to the capacity of teachers and school leaders (Arif et al., 2022; Revina et al., 2023).

The feasibility of the framework can be tested through a pilot with a single skill focus in several public high schools with different implementation conditions. The initial stage can assess schedule implementation, companion workload, rubric readability, and ease of obtaining practical evidence. The clarity of assessment standards can be checked by having two assessors assess part of the same artifact or observation. Effectiveness testing in the next

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stage can use initial measurements and follow-up with comparison groups. The main outcome closest to the intervention is changes in teaching practices. Student learning outcomes can be used as a follow-up outcome by considering differences in initial classroom conditions and program implementation.

The limitations of the article lie in the narrative selection of literature and the absence of field data from public high schools in Medan City. Some evidence regarding mentoring comes from different educational contexts, while the concept of psychological safety was developed from the research team study. Therefore, the application of each component, the quality of the instruments, and the sustainability of practice need to be tested in the conditions of the schools targeted by the framework use.

CONCLUSION

Psychology-based training management for public high school teachers in Medan City can be designed through four stages: needs diagnosis, practice-based training, implementation with mentoring, and follow-up evaluation. Self-efficacy is supported through gradual training, autonomous motivation through the choice of teaching targets, and psychological security through mentoring that maintains confidentiality and discusses practical evidence concretely. School leaders support this series by providing time, arranging companion assignments, and using evaluation results to improve the program.

The contribution of this article is a framework that links psychological principles with management decisions and observable indicators. Evaluation is directed at teacher ability, use of skills in the classroom, and sustainability of practice. The feasibility and effectiveness of the framework still need to be tested in public high schools in Medan City through program implementation and direct measurement of teaching practice.

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