

## MANAGEMENT MODEL OF TEACHER TRAINING PROGRAM ON ENHANCING WORK PERFORMANCE: EXPLORATORY SEQUENTIAL DESIGN AT SMPN 3 NUMFOR BARAT

**Erwanto Guntoro<sup>1\*</sup>, Sri Langgeng Ratnasari<sup>2</sup>, Dahrul Aman Harahap<sup>3</sup>**

<sup>1,2,3</sup>Master of Educational Management Study Program, Postgraduate Program, Universitas Riau Kepulauan, Indonesia  
E-mail: 232210016@student.unrika.ac.id<sup>1\*</sup>, sarisucahyo@yahoo.com<sup>2</sup>, amanhrp@yahoo.com<sup>3</sup>

Received : 18 January 2025	Published : 23 March 2025
Revised : 30 January 2025	DOI : <a href="https://doi.org/10.54443/morfai.v5i1.2648">https://doi.org/10.54443/morfai.v5i1.2648</a>
Accepted : 19 February 2025	Link Publish : <a href="https://radjapublika.com/index.php/MORFAI/article/view/2648">https://radjapublika.com/index.php/MORFAI/article/view/2648</a>

### Abstract

The importance of teacher performance in improving achievement to determine the quality of education and school performance, This study is an Exploratory Sequential mixed method design study. aims to influence leadership, work motivation, and organizational culture on teacher performance and achievement, both partially and simultaneously with Exploratory Sequential Design . This approach combines qualitative and quantitative methods, starting with an in-depth exploration of the factors that influence the effectiveness of teacher work performance, followed by testing the quantitative model. This research was conducted at SMP Negeri 3 Numfor Barat in a remote area. To achieve the objectives of this study, the researcher applied Exploratory Sequential mixed method design research with a case study approach . In the qualitative stage, the research data was collected through observation, in-depth interviews with 1 head of educational unit and 10 subject teachers, and document analysis to identify needs, challenges, and best practices in management. The research data was processed through the stages of data collection, data presentation, data reduction, and data conclusion drawing. To ensure the validity of the research data, the researcher conducted data confirmation and credibility by involving the Education Office for the development of educational resources and school supervisors. The results of the study indicate that: (1) the teacher training management model in improving work performance that has been implemented in remote areas consists of the planning, organizing, implementing and evaluating stages. (2) The function of the teacher training management model in improving work performance that has been implemented in remote areas runs effectively and efficiently. The results of this study provide important information for the government, school supervisors, principals and teachers. leadership, work motivation, and organizational culture simultaneously have a positive and significant effect on teacher work performance.

**Keywords:** *Management Model, Teacher Training Program, Work Performance, Exploratory Sequential Design*

### INTRODUCTION

Education is the backbone of a country. In this case, education is a vessel that determines the quality of human life by supporting the growth and development of the nation and state. Education plays a role important in a country, where teachers take control in education. Education requires teachers who professional in creating learning creative and effective. One of the important factors to improve skills and quality teachers so they are able to answer challenges today, namely through the implementation of programs that support the development of teacher competence and professionalism evenly (Svendsen, 2020). Quality education is highly dependent on the components of its supporting system such as students, teachers, curriculum, facilities and infrastructure, media/teaching materials, management, costs and learning environment. The quality of education can be measured through its quality (Fadhli, 2017). Quality itself is seen not only from the final output results, but also about how an education process can be carried out with good management. In order to create a quality education process, there are several factors that need to be considered, namely resource factors, facilities and infrastructure, supporting administration of the education process and the learning environment (Fadhli, 2017). Nelson Mandela said that education is the most powerful weapon to change the world. Developed countries such as South Korea

## MANAGEMENT MODEL OF TEACHER TRAINING PROGRAM ON ENHANCING WORK PERFORMANCE: EXPLORATORY SEQUENTIAL DESIGN AT SMPN 3 NUMFOR BARAT

Erwanto Guntoro et al

and Japan have arranged their citizens' education systems before building a progressive economy like today (Sakmurzaeva, 2018). SMPN 3 Numfor Barat in Pakreki Village rt/rw: 00/00, Pakreki Village, Orkeri District, Biak Numfor Regency, Papua Province. Postal Code: 98172. As one of SMPN 3 Numfor Barat in a special/remote area, it has a strategic role in improving access and quality of education in the area (Kemendikbudristek, 2021). The management concept described by Dezhbankhan et al. (2021) focuses on training and education management to improve competence through the management functions of planning, organizing, implementing, monitoring, and evaluating. Professional teacher competence is the competence possessed by teachers in carrying out their duties and functions as professional, dedicated, and responsible teachers. If a teacher is competent in their field, then the development process of a nation is guaranteed (Eliza et al., 2022). In this case, it can be seen that teachers are the spearhead of education in a country. Therefore, in accordance with Law Number 14 of 2005 Article 20 concerning the professional duties of teachers, every teacher is required to improve and develop academic qualifications and knowledge, technology and art through learning from various education and training programs, both from schools and outside schools as well as those organized by the government and the private sector.

The transformation of the educational paradigm demands continuous adaptation from educators (Nasional et al., 2017) and the dynamics of the development of science, technology, and social change require teachers of SMPN 3 Numfor Barat to have adaptive abilities and continuous self-development skills. Training is not just an administrative routine, but a strategic need in maintaining the relevance of educator competence to the demands of the times. Contemporary challenges in education are increasingly complex (Fathoni, 2024). A number of problems include the diversity of student backgrounds, individual needs of children, implementation of character-based curriculum, to the integration of information technology in the learning process require active and innovative professional teacher abilities.

To answer these big challenges, educational institutions should be able to pay attention to the competence of resources in their institutions. This is because resources that always upgrade their competence have a positive impact on creating a quality education process. The availability of adequate facilities and infrastructure in the learning process will make students and managers feel safe and comfortable undergoing the teaching and learning process (Rabiah, 2019). Likewise, supportive administration and good archiving will facilitate the implementation of each education process. The education process must be managed properly so that sustainable quality assurance can be achieved. Various efforts need to be made to improve the quality of education every day. These efforts are made by both the government and the managers of educational units. The government through its policies regulates budget changes for educational institutions, curriculum changes, policies related to teacher certification and other policies related to the management of educational institutions. Of course with the hope of improving the quality of education. Meanwhile, educational institutions will translate each of these policies according to the needs and profile of the institution. However, the improvement in the quality of education has not been seen significantly.

Training is a crucial instrument in bridging the gap between actual and ideal competencies and the professional development system for teachers at SMPN 3 Numfor Barat still faces a number of structural limitations (Gaus, 2017). The uneven quality of training between regions, the minimal allocation of competency development budgets, and the still conventional training approach are significant obstacles in efforts to improve the quality of education. Systemic and comprehensive breakthroughs are needed in designing teacher development models. The training program evaluation approach plays a significant role in mapping the effectiveness of competency development interventions (Universitas et al., 2024). The Context, Input, Process, Product model is not only a mechanistic assessment instrument, but also a vehicle for systematic reflection and continuous development. Each evaluation phase has the potential to produce fundamental insights for improving the quality of education. Indonesia's varied socio-cultural context adds to the complexity of the challenges of developing the competencies of secondary school teachers (Lestari, 2024). Each region has different characteristics and specific needs, so that normative training models have the potential to be ineffective. A contextual approach is needed that takes into account the geographical, cultural, and sociological uniqueness of each region.

However, the facts on the ground show that Sedarmayanti (2001:67) stated that there are several factors that influence performance: (a) mental attitude (work motivation, work discipline, work ethics, and work culture); (b) education; (c) skills; (d) leadership management; (e) income level; (f) salary and health; (g) social security and welfare; (h) work climate; (i) adequate facilities and infrastructure; (j) technology; and (k) opportunities to excel. In addition, income and welfare issues are indeed the most important factors that can influence teacher motivation and performance. If 56% of teachers experience this challenge, it means that there is a real need to find solutions that can help them stay motivated despite facing these limitations. These challenges include the challenge of

# MANAGEMENT MODEL OF TEACHER TRAINING PROGRAM ON ENHANCING WORK PERFORMANCE: EXPLORATORY SEQUENTIAL DESIGN AT SMPN 3 NUMFOR BARAT

Erwanto Guntoro *et al*

salaries that do not match the workload, limited allowances and incentives, the increasing cost of living, lack of facilities and welfare support, limited opportunities for additional income, uncertain status of honorary lecturers/teachers, lack of appreciation and motivation from the environment. Previous research also revealed that lack of resources such as facilities and budget (Park et al., 2016) is one of the challenging factors felt by teachers.

The Context, Input, Process, Product evaluation model offers a comprehensive approach to deeply analyze the effectiveness of training programs. Through this model, a systematic assessment can be carried out starting from the context of needs, resource input, implementation process, to the product or real impact of training on the progressivity of teacher competency. Complexity The development of professionalism of SMPN 3 Numfor Barat teachers requires evaluation that is not only instrumental, but also transformative (Waluyo, 2019).

This study aims to evaluate the effectiveness of teacher training programs in improving teaching skills and student academic achievement. With a deeper understanding of the impact of teacher training programs, this study is expected to provide better insight into the success of the program in achieving its main objectives of leadership, work motivation, and organizational culture on teacher performance and achievement, both partially and simultaneously with Exploratory Sequential Design. By identifying factors that hinder the implementation of effective management, it is expected to obtain a deeper understanding of the existing obstacles and solutions that can be applied for improvement. This study is also expected to contribute to the development of better leadership management models, financial management, strategic management, risk management, and human resource management, especially in the context of educational institutions in certain/remote areas with limited geographical conditions and resources.

Overall, this analysis is important to ensure that the teacher training program management model in improving work performance at SMPN 3 Numfor Barat can run more effectively and produce students who are competent in the field of education, which can then improve the quality of education in Biak Numfor Regency, Papua Province. This study is targeted comprehensively to analyze in depth and systematically the teacher training program of SMPN 3 Numfor Barat and this study is targeted to conduct a comprehensive evaluation using the CIPP model. (Context, Input, Process, Product) includes a contextual assessment of training needs, evaluation of input and program design, analysis of the implementation process, and measurement of concrete impacts on the progressivity of teacher competencies. Through a comprehensive evaluative approach, this study seeks to produce an objective mapping of the effectiveness of training programs, identify supporting and inhibiting determinant factors, and formulate strategic recommendations for the development of teacher professionalism at SMPN 3 Numfor Barat.

This research on the evaluation of teacher training program of SMPN 3 Numfor Barat is expected to provide significant contributions both theoretically and practically. Based on an academic perspective, this research has the potential to enrich the knowledge of teacher competency development program evaluation models, provide new theoretical constructions in understanding the dynamics of SMPN 3 Numfor Barat educational training, and provide a conceptual framework that can be used for further research.

The research findings are expected to be a strategic instrument for SMPN 3 Numfor Barat, educational policy makers, and human resource development practitioners in designing, implementing, and optimizing training programs. Moreover, the research is targeted to produce concrete recommendations that can transform the quality of education at SMPN 3 Numfor Barat through sustainable and contextual teacher professionalism development.

## Problem Statement

Distributed leadership offers valuable educational transformational potential, yet many schools struggle to fully implement this style, especially when empowering teachers to act independently. Traditional, top-down organizational designs limit teacher authority, which lowers career satisfaction and discourages team-based problem solving. We need better research methods to help distributed leadership empower teachers through structures that fit the culture and context of the school.

## Objective

To examine the role of distributed leadership in enhancing teacher autonomy in secondary schools in achieving job performance.

## Research Question

Erwanto Guntoro *et al*

1. How does distributed leadership play a role in teacher autonomy in secondary schools in achieving work performance as perceived by teachers?
2. Improving Leadership Practices: Our research shows how distributed leadership improves school leadership by enabling many teachers to work together to decide the direction of the school.
3. Teacher Empowerment: This study analyzes the relationship between distributed leadership and teacher empowerment to present principles that enhance teacher motivation and job satisfaction.
4. Improving Educational Outcomes: When teachers gain more independence through distributed leadership, their practices change positively, which improves student success and connection to learning.
5. Supporting Sustainable Education: By empowering teachers with leadership, schools maintain the benefits of sustainable education through continued growth.
6. Encouraging Collaboration: Studies show that effective learning spaces emerge when school leaders work closely with teachers to develop them.

### **Significance of the Study**

1. This research was conducted exclusively at SMPN 3 Numfor Barat.
2. We want to hear from teachers in secondary schools who identify as male or female.
3. Research uses numbers to examine data and get answers from research files.
4. This study only looks at the influence of distributed leadership on teacher autonomy and ignores other leadership styles.
5. Our data collection only uses survey or questionnaire results to maintain response consistency and reliability.

### **LITERATURE REVIEW**

Institutions divide leadership tasks among stakeholders, teachers gain greater control over their work. Under this system, teachers work together to make decisions and gain opportunities to lead while breaking away from the traditional teacher-director arrangement. Studies show that distributed leadership helps teachers feel more autonomous in the workplace, which improves workplace morale and teacher motivation toward innovative approaches (Bolden, 2011). The descriptors used to define the field have changed from management to leadership over the past 25 years (Gunter, 2004; McGinity et al., 2022). While this change may be partly semantic (Bush, 2008), it also signals a shift in practice and senior staff.

When teachers enjoy professional autonomy in determining teaching strategies, curriculum, and classroom control, they develop a stronger sense of responsibility for education. Research shows that allowing teachers to choose their own teaching paths results in higher job satisfaction and motivation, plus a stronger motivation to develop new ways of teaching. When teachers feel free to make their own decisions, they collaborate with their colleagues to create better learning spaces (Jumani & Malik, 2017). Schools should adopt distributed leadership methods based on organizational culture, leadership capacity, and student population, according to Timperley (2015). Schools need to plan systematically by dividing work responsibilities fairly and by providing all participants with what they need to succeed in their roles. School leaders need to build open partnerships with school staff so that distributed leadership remains effective throughout the term. (Heck & Hellinger, 2010).

Distributed leadership and teacher self-direction work well during times when educational authorities are pushing for new standards and measures to follow (Day et al., 2016). Distributed leadership helps educators maintain freedom in their practice as needed reforms take hold. When teachers help design and implement educational reforms, distributed leadership creates plans that fit classroom conditions and better serve students and educators. Distributed leadership has proven to be a powerful educational tool by helping teachers gain more professional freedom. When schools adopt distributed leadership methods, they enable teachers to lead their work while helping their schools thrive. The future of education depends on organizations learning how to distribute leadership so that teachers can succeed and students achieve their best.

Solutions to overcome the weaknesses of teacher training in improving work performance are: (a) improving the quality and relevance of training. (b) continuous evaluation and follow-up. (c) utilization of technology in training. (d) teacher professional allowances, special teacher allowances, regional incentives, additional employee income, welfare and motivation for teachers. (e) collaboration with professional institutions. Analysis of the weaknesses of the teacher training management model in improving work performance at SMPN 3 Numfor Barat shows that there are various internal and external factors that affect the effectiveness of teacher performance. Improvement efforts through teacher training, cooperation with parents, local governments providing

Erwanto Guntoro *et al*

regional incentives, additional employee income, and employee welfare, the Ministry of Education, Culture, Research and Technology provides special teacher allowances (TKG) according to the Decree of the Minister of Education, Culture, Research and Technology Number 160/P/Year 2021 concerning Special Regions Based on Geographical Conditions and teacher professional allowances (TPG). Research shows that shared leadership allows teachers to make their own teaching decisions while creating a better work experience for teachers who demonstrate teamwork beyond job duties. Research shows that when leadership tasks are distributed, teachers experience greater job satisfaction. When part of the leadership is distributed.

## **Management**

Management of the analysis of weaknesses in the teacher training program management model in improving work performance: Exploratory Sequential Design at SMPN 3 Numfor Barat, Biak Numfor Regency, Papua Province is an important step to improve work performance. The following are steps to analyze and manage weaknesses in the management of teacher training programs in improving work performance: a) identifying weaknesses. Several approaches that can be taken: classroom observation , interviews , evaluation of learning outcomes , and questionnaires . b) analysis of the causes of weaknesses such as SWOT analysis, Exploratory Sequential Design , teacher reflection. c) preparation of improvement strategies. a) based on the analysis can include: improving teacher competence, effective time management, utilization of technology, provision of learning resources. b) Implementation of improvements includes: trial of new models, teacher mentoring, monitoring and evaluation. e) continuous evaluation, to ensure that the improvements implemented have a long-term impact. Common weaknesses that can be found such as (a) limited resources. (b) mental attitude (work motivation, work discipline, work ethics, and work culture); (c) education; (d) skills; (e) leadership management; (f) income level; (g) salary and health; (h) social security and welfare; (i) work climate; (j) adequate facilities and infrastructure; (k) technology; and (l) opportunity to excel. With systematic and collaborative management, the weaknesses of the teacher training program management model in improving work performance: Exploratory Sequential Design at SMPN 3 Numfor Barat can be overcome, so that the quality of education at SMPN 3 Numfor Barat increases.

## **Teachers' Competence**

Analysis of teacher performance weaknesses in teacher training program management model in improving work performance: exploratory sequential design at SMPN 3 Numfor Barat is an important step to understand and improve teacher performance. teacher performance is the main factor that determines the success of education quality. by analyzing teacher performance weaknesses and involving improvement strategies, it is expected that teachers at SMPN 3 Numfor Barat can improve the quality of education. this will have a positive impact on teacher motivation, education quality, and education quality in schools.

Synthesis of several studies identified several dominant factors that influence the success of training programs (Sholihah et al., 2024). The combination of structured training, teaching experience, and effective supervision has a significant impact on the progressivity of teacher competency. Work motivation factors also play a significant role in determining the degree to which teachers can implement the knowledge and skills gained from training. Competency-based training models that are linearized to the specific needs of teachers provide better results than the one-size-fits-all approach. Post-training support systems, including technical assistance and communities of practice, play a significant role in ensuring the sustainability of teacher competency development. Supportive work environment factors and effective leadership also contribute significantly to the success of training programs. The psychological and emotional aspects of training participants emerge as important factors influencing the success of the program.

Teachers' resilience, self-efficacy, and emotional intelligence levels contribute significantly to their ability to adopt and implement new knowledge and skills. The quality of the relationship between the facilitator and participants is also a crucial factor. Successful training programs are characterized by supportive interactions, constructive feedback, and ongoing mentoring from competent and experienced facilitators. Effective mentoring

Erwanto Guntoro *et al*

relationships help teachers develop self-confidence and professional competence. Organizational factors such as school culture and reward systems also influence the effectiveness of training programs.

The results of the systematic review provide important implications both theoretically and practically. Theoretically, the research findings support the understanding of the complexity of teacher competency development at SMPN 3 Numfor Barat and a number of factors that influence it. The comprehensive training program evaluation model provides a conceptual framework that can be used for the development and evaluation of similar programs (Kinerja *et al.*, 2024). The research findings serve as parameters for policy makers and training program organizers in designing more effective teacher competency development interventions.

The importance of a contextual, sustainable, and evidence-based approach in developing training programs is a dominant learning that can be implemented in the practice of developing the professionalism of SMPN 3 Numfor Barat teachers. These implications also include the need to strengthen collaboration between a number of stakeholders in supporting the sustainable development of SMPN 3 Numfor Barat teachers. The research findings describe the importance of developing a more dynamic and contextual theoretical model in understanding the process of teacher professional development at SMPN 3 Numfor Barat. The model needs to consider the complex interactions between individual, organizational, and systemic factors that influence the effectiveness of training programs. Practical implications also include the need for transformation in the approach to training program management. The development of a more adaptive, responsive, and data-driven management system can improve the efficiency and effectiveness of teacher professional development programs. This study focuses on the importance of developing more integrative and supportive policies in developing the professionalism of teachers at SMPN 3 Numfor Barat. Policies that consider aspects of teacher welfare, career development, and institutional support can strengthen the significant impact of training programs more comprehensively.

## **METHOD**

Analysis of the impact of the training program indicates consistently positive results in the progressiveness of a number of dimensions of teacher competency. The training program has a significant effect on the progressiveness of pedagogical and professional competencies of secondary school teachers (Mardhatillah & Surjanti, 2023). The progressiveness of pedagogical competency is reflected in the ability of teachers to design more interactive learning, develop creative learning media, and conduct more systematic assessments of child development and aspects of professional competency, the training program contributes to strengthening mastery of material, developing innovative learning strategies, and the progressiveness of classroom action research abilities.

The effectiveness of training programs in improving professional competence is significantly influenced by teachers' internal motivation and work environment support. The progressiveness of these competencies has a positive impact on the quality of learning and student development. The transformative impact of training programs is also seen in changes in teachers' mindsets and professional attitudes. Teachers indicated progressive awareness of the importance of continuous learning and professional development, becoming more open to learning innovations and more confident in exploring new pedagogical approaches. Significant progressiveness is also seen in teachers' ability to manage the classroom and build positive relationships with students.

The training program helped teachers develop more effective classroom management skills and communication strategies that were more responsive to children's individual needs. These conditions contributed to the creation of a more conducive and supportive learning environment. The training program also had a significant impact on teachers' ability to document and evaluate learning. Teachers indicated progressive abilities in using a number of assessment instruments, analyzing child development data, and using evaluation results to plan more effective learning.

## **Implementation Challenges and Constraints**

Although the majority of studies indicate positive impacts, a number of significant challenges in implementing training programs have also been identified (Wulandari & Mulyadi, 2024). Time management and the quality of facilitators are still major obstacles in implementing training programs. Limited resources, both financial and human, often hinder the implementation of ideal training programs. The digital divide and uneven technological infrastructure between regions are challenges in implementing technology-based training programs.

High teacher workloads are often a barrier to optimizing participation in professional development programs. Other challenges include resistance to change, lack of institutional support, and difficulty in measuring the long-term impact of training programs. Socio-economic complexities in some regions add another layer of

**MANAGEMENT MODEL OF TEACHER TRAINING PROGRAM ON ENHANCING WORK PERFORMANCE: EXPLORATORY SEQUENTIAL DESIGN AT SMPN 3 NUMFOR BARAT**

Erwanto Guntoro et al

challenge to implementing training programs. Differences in geographic conditions, accessibility, and local resources affect the ability of institutions to deliver quality and equitable training programs.

Challenges in maintaining teachers’ motivation and long-term commitment are also serious concerns. High administrative burdens, limited incentives, and lack of professional recognition often result in teachers’ low enthusiasm in participating in continuing professional development programs. Gaps in institutional capacity between regions are also significant obstacles. Differences in management quality factors, supporting infrastructure, and mentoring systems affect the effectiveness of training program implementation in a number of regions.

**RESULTS AND DISCUSSION**

**Research Design**

A descriptive research approach with *Exploratory Sequential Design* helps us discover how teachers and leaders view distributed leadership interacting with teacher autonomy. The descriptive research design examines distributed leadership practices in secondary schools to show how this method affects teacher autonomy and the dynamics of the school environment.

**Population & Sample of the Study**

We are teachers of SMPN 3 Numfor Barat with various teaching topics and levels of experience. I selected 10 teachers from this group using a user-friendly sample to get feedback on distributed leadership and teacher autonomy from various school environments.

Table 1

Category	Amount
Schoolmaster	7
Female teachers	3
Number of Stakeholders	10

**Research Instrument**

***Exploratory Sequential mixed method***

Exploratory sequential mixed methods is an approach to combining qualitative and quantitative data collection and analysis in a series of phases (Creswell & Plano Clark, 2018). In the first phase, the researcher collects qualitative data and then analyzes that data, the results of which guide the subsequent quantitative phase, which may be a survey or other form of quantitative data collection; that is, the qualitative analysis provides essential material for developing specific research questions for the quantitative phase, which involves questionnaires, surveys, or other forms of quantitative data collection.

The scale is defined as follows: “A measuring instrument that A collection of items are combined into a composite score, and are intended to be revealing the level of a theoretical variable that is not easily observed directly, often referred to as a scale” (DeVellis, 2017). Therefore, Likert items in surveys can be used as one type of questions to measure this variable. The Likert scale presents items in a statement, followed by by choices indicating varying levels of agreement.

Table 2. Factor Analysis Process for 7-Point Likert Scale Questionnaire

Stage	Description	Method/ Size
1. Data preparation	Ensure that the data is clean, there are no missing values, and all items use a 7-Point Likert Scale.	a. Cleaning data b. Identify missing values
2. Data Feasibility Test	Checking whether the data is suitable for factor analysis.	a. Kaiser-Meyer-Olkin (KMO) (> 0.6) b. Bartlett's Test of Sphericity (p < 0.05)
3. Selection of Factor Analysis Type	Determine the appropriate method based on research objectives.	a. Exploratory Factor Analysis (EFA) if you want to find a new factor structure. b. Confirmatory Factor Analysis (CFA) if you

**MANAGEMENT MODEL OF TEACHER TRAINING PROGRAM ON ENHANCING WORK PERFORMANCE: EXPLORATORY SEQUENTIAL DESIGN AT SMPN 3 NUMFOR BARAT**

Erwanto Guntoro et al

		want to confirm an existing theoretical model.
4. Factor Extraction	Identifying the optimal number of factors.	a. Eigenvalue > 1 b. Scree Plot c. Total Variance Explained
5. Factor Rotation	Adjust the results to make them easier to interpret.	a. Varimax (Orthogonal) if the factors are considered uncorrelated. b. Oblimin (Oblique) if the factors are correlated
6. Interpretation of Factors	Factor Loadings values to see the relationship between items and factors.	Factor Loadings > 0.40 are considered significant.
7. Reliability and Validity Test	Measuring internal consistency and construct validity.	a. Cronbach's Alpha ( $\geq 0.70$ ) for reliability. b. Composite Reliability (CR) and Average Variance Extracted (AVE) for validity.

The research method used in this study is a mixed method . A mixed method is a research method that combines quantitative and qualitative methods (Sugiyono, 2019). Furthermore, Creswell (2009) explains that a combination research method will be useful if the quantitative method or qualitative method alone is not accurate enough to understand the research problem, or by using qualitative and quantitative methods in combination will be able to obtain the best understanding (when compared to one method). The mixed method research model applied in this study is the exploratory sequential model. The exploratory sequential model is a method that combines qualitative and quantitative research methods sequentially, where in the first stage using qualitative methods and in the second stage using quantitative (Sugiyono, 2019). Below is the Exploratory Sequential model research process.

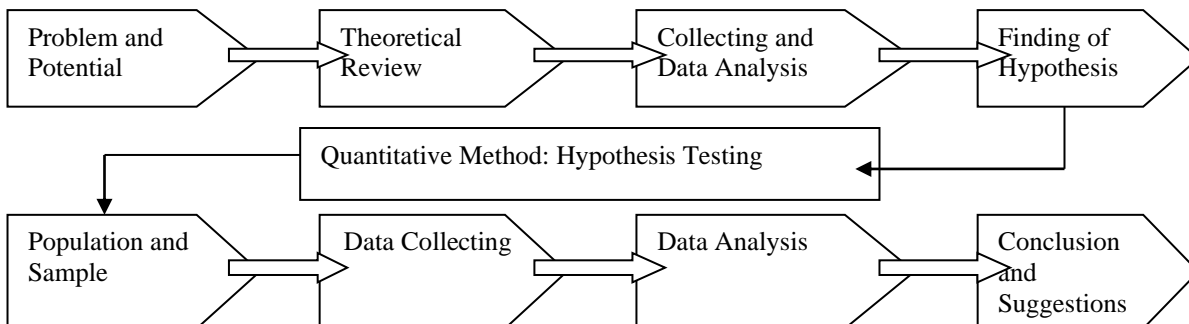


Figure 1. Exploratory Sequential Research Design (Sugiyono, 2019)

In qualitative research, data collection, data analysis, and data credibility testing are carried out simultaneously in the field. Data collection is carried out through documentation studies and in-depth interviews and research data testing is carried out using triangulation techniques. Data are analyzed referring to the Miles & Huberman (2014) model consisting of *data collection*, *data reduction*, *data display*, and *conclusion*.

**Data analysis**

This study covers the influence of shared leadership structures on the level of independence experienced by teachers in secondary schools. Teachers’ perceptions regarding the implementation of distributed leadership are described using basic descriptive statistics such as mean and standard deviation. Correlation analysis, which can include Pearson or Spearman correlation techniques, is conducted to evaluate the relationship between distributed leadership and teacher agency. This statistical method helps to describe how teachers in school governance perceive their autonomy in relation to distributed leadership practices in the institution, which illustrates the relationship between the type of leadership practiced in the school and teacher professional autonomy.

Table 3. Descriptive Statistics of Teachers' Perceptions of Distributed Leadership and Teacher Autonomy

Variables	N	Min	Max	Mean (M)	SD
-----------	---	-----	-----	----------	----



**MANAGEMENT MODEL OF TEACHER TRAINING PROGRAM ON ENHANCING WORK PERFORMANCE: EXPLORATORY SEQUENTIAL DESIGN AT SMPN 3 NUMFOR BARAT**

Erwanto Guntoro et al

Distributed Leadership	100	2.50	5.00	4.20	0.65
Teacher Autonomy	100	2.80	5.00	4.10	0.70

Table 4 Factor Loadings after Rotation:

Item	Factor 1 (Leadership)	Factor 2 (Teacher Autonomy)
Leaders share decisions	0.75	0.30
Teachers have freedom in teaching	0.20	0.80
Leaders support teacher initiatives	0.70	0.25
Teachers can choose teaching methods	0.30	0.85

**CONCLUSION**

**Conclusion**

SMPN 3 Numfor Barat teacher training program produced a number of important conclusions related to the effectiveness and development of teacher professionalism. An effective training program requires a comprehensive approach including careful planning, systematic implementation, and ongoing evaluation, taking into account the local context and specific needs of teachers.

The impact of the training program indicates significant progressiveness in several dimensions of teacher competency, including pedagogical, professional, social, and personality aspects. The success of the program is influenced by internal factors such as teacher motivation and resilience, as well as external factors such as institutional support and learning environment conditions. Although facing several implementation challenges, especially related to the digital divide and limited resources power, the research identified potential program development strategies through a *blended learning approach* and strengthening *multi-stakeholder partnerships*.

The paradigm transformation from a sporadic approach to a systemic and sustainable model has become dominant in the development of quality and equitable professionalism of SMPN 3 Numfor Barat teachers.

**Recommendation**

SMPN 3 Numfor Barat teacher training program and the importance of developing a more systematic monitoring and evaluation system to ensure the effectiveness of the training program (Lase & Lase, 2024). *blended learning* approach that combines face-to-face training with online learning is recommended to increase the flexibility and accessibility of the program. The development of training products that are more contextual and adaptive to the specific needs of SMPN 3 Numfor Barat teachers is a priority. The integration of technology in training programs needs to be carried out gradually and supported by the continuous development of teachers' digital capacity. Training programs also need to be designed by considering the diversity of socio-cultural contexts and learning characteristics.

The development of a sustainable professional support system is an important recommendation. The establishment of communities of practice, mentoring networks between teachers, and online collaboration platforms can strengthen the impact of training programs and support ongoing professional development. Innovation in program delivery and evaluation methods also needs to be developed. The use of adaptive technology, personalized learning approaches, and performance-based assessment systems can increase the effectiveness and relevance of training programs. Strengthening multi-stakeholder partnerships is also a strategic recommendation. Collaboration between educational institutions, the government, the private sector, and communities can open up new opportunities for the development of more comprehensive and sustainable training programs.

**REFERENCES**

## MANAGEMENT MODEL OF TEACHER TRAINING PROGRAM ON ENHANCING WORK PERFORMANCE: EXPLORATORY SEQUENTIAL DESIGN AT SMPN 3 NUMFOR BARAT

Erwanto Guntoro et al

- Abrahamsen, H. N., & Helstad, K. (2024). Teacher leadership: leading professional learning among peers. *Scandinavian Journal of Educational Research*, 1–15. <https://doi.org/10.1080/00313831.2024.2323652>
- Adamy, Marbawi. (2016). Human Resource Management. Publishing Department, Faculty of Economics and Business, Malikussaleh University, Aceh.
- Adji, S.S., Kismiati, D.A., Safitri, H., Hartinawati, H., Sugilar, S., Novianti, I., & Zakirman, Z. (2022). Technological pedagogical content knowledge (tpack) training as a knowledge framework to improve teacher competence. *UNDIKMA Community Service Journal*, 3(3), 401-409. doi: <https://doi.org/10.33394/jpu.v3i3.5897>
- Afandi, M., MS, Z. & Neolaka, A. (2021). Causative Correlation of Teacher's Motivation and Discipline in Banyumanik, Semarang City. *International Journal of Instruction*, 14(1), 507-520. <https://doi.org/10.29333/iji.2021.14130a>
- Agung, Iskandar; Ulumudin, Ikhya & Sofyatinigrum, Ety. (2017). Teacher Competence: Critical Reflection and Alternative Thinking. Jakarta: Edu Pustaka Publisher
- Agustina, A., Abdulhak, I., & Rusman, R. (2019). The Training Implementation in Improving the Pedagogical Competence of Teachers for A Quality Education in Madrasas. <https://doi.org/10.4108/EAI.26-1-2019.2282932>
- Agustina, Eti. (2017). Supervision of Supervisors and Madrasah Heads in Improving the Performance of Teachers in PAI Cluster Subjects at MIN 1 Tanggamus, Tanggamus Regency . Masters Thesis , UIN Raden Intan Lampung. Retrieved from <https://repository.radenintan.ac.id/743/>
- Agyeman, NYB. (2024). Deep learning in high schools: exploring pedagogical approaches for transformative education. *Humanika: General Course Scientific Studies*, 24(2), 111–126. <https://doi.org/10.21831/hum.v24i2.71350>
- Ahmad, LOI. (2017). The Concept of Teacher Performance Assessment and Factors that Influence It. *Makasar: IDAARAH Journal*. Vol. 1, 1, 133-142. <https://doi.org/10.24252/idaarah.v1i1.4133>
- AlAjmi, MKFAH, & Alsaleh, A. A. (2023). What does teacher agency imply in centralized educational policy systems? Organizational structure and cultural challenges. *International Journal of Leadership in Education*, 1–24. <https://doi.org/10.1080/13603124.2023.2298204>
- Alemdar, M., Cappelli, C.J., Gale, J. et al. An exploratory study of STEM teachers' mentorship networks. *IJ STEM Ed* 9 , 64 (2022). <https://doi.org/10.1186/s40594-022-00383-7>
- Ali, M. Z., Haider, M. M., Fatima, Z. T., Batool, H., & Haider, Z. (2025). The Role of Distributed Leadership in Enhancing Teacher Autonomy. *Journal of Social Sciences Review*, 5 (1), 11-19. <https://doi.org/10.62843/jssr.v5i1.457>
- Andriana, A. (2021). Deep Learning Based Learning Model for Inclusive Students in Vocational Education. *Tiarsie Journal*, 18(4), 127-132. doi: <https://doi.org/10.32816/tiarsie.v18i4.129>
- Andriani, S., Nila, K., & Muhamad, K. (2018). The Influence of Transformational Leadership and Work Motivation on Teachers Performance. *International Journal of Scientific & Technological Research*. 7(7), 19-29. <http://www.ijstr.org/research-paper-publishing.php?month=july2018>
- Atmojo, IRW, Matsuri, M., Chumdari, C., Adi, FP, Ardiansyah, R., & Saputri, DY (2023). Integration Training of Learning Models in Project-based Learning Management System (LMS) to Improve Elementary School Teachers' Pedagogical Competence. *UNDIKMA Community Service Journal*, 4(2), 412-420. doi: <https://doi.org/10.33394/jpu.v4i2.7694>
- Aqib, Zainal., & Amrullah, Ahmad. 2019. Learning & Teaching Management in Schools. Yogyakarta: Reference Library.
- Archibald, M.M., Radil, A.I., Zhang, X., & Hanson, W.E. (2015). Current Mixed Methods Practices in Qualitative Research: A Content Analysis of Leading Journals. *International Journal of Qualitative Methods*, 14(2), 5-33. <https://doi.org/10.1177/160940691501400205>
- Arifin. (2018). Character Education Management Based on School Culture and Teacher Professionalism. 1st ed. State University of Malang.
- Arslan, Y., & Sumuer, E. (2024). What do empirical studies on technology leadership in education tell us?: content analysis, bibliometric analysis, and text mining. *Journal of Research on Technology in Education*, 1–23. <https://doi.org/10.1080/15391523.2024.2398534>
- Barbosa, LM, Murta, SG Social validity of a contextual behavioral science-based intervention for retirement education. *Psychol. Refl. Crit.* 32, 24 (2019). <https://doi.org/10.1186/s41155-019-0137-0>

## MANAGEMENT MODEL OF TEACHER TRAINING PROGRAM ON ENHANCING WORK PERFORMANCE: EXPLORATORY SEQUENTIAL DESIGN AT SMPN 3 NUMFOR BARAT

Erwanto Guntoro et al

- Barth, S. G., Criswell, B. A., Smith, W. M., & Rushton, G. T. (2024). Modeling how professional development interacts with teacher leaders' outcome expectations and school environment perceptions. *International Journal of Leadership in Education*, 1–25. <https://doi.org/10.1080/13603124.2024.2307877>
- Beck, A.D. (2023). Translating teachers as leaders of educational change: briefcases, biscuits, and teacher participation in policymaking. *Journal of Educational Administration and History*, 56(1), 22–38. <https://doi.org/10.1080/00220620.2023.2275126>
- Berman, Elizabeth A. (2017). "An Exploratory Sequential Mixed Methods Approach to Understanding Researchers' Data Management Practices at UVM: Integrated Findings to Develop Research Data Services." *Journal of eScience Librarianship* 6(1): e1104. <https://doi.org/10.7191/jeslib.2017.1104>
- Bezerra, RLM, Alves, RJR & Azoni, CAS Creativity and its relationship with intelligence and reading skills in children: an exploratory study. *Psychol. Refl. Crit.* 35, 17 (2022). <https://doi.org/10.1186/s41155-022-00221-3>
- Biggs, JB, Tang, CS, & Kennedy, G. (2011). *Teaching for quality learning at university (Fifth edition)*. Open University Press, McGraw Hill.
- Burhanuddin. (2017). *Human Resource Performance Factors*. Amara Book.
- Candra Susanto, P., Ulfah Arini, D., Marlita, D., Yuntina, L., & Saribanon, E. (2024). Mixed Methods Research Design Concepts: Quantitative, Qualitative, Exploratory Sequential, Exploratory Sequential, Embedded and Parallel Convergent. *International Journal of Advanced Multidisciplinary*, 3(3), 471–485. <https://doi.org/10.38035/ijam.v3i3.721>
- Cangara, Hafied. (2016). *Introduction to Communication Science*. Jakarta. RajaGrafindo Persada.
- Chaaban, Y., Sawalhi, R., & Du, X. (2021). Exploring teacher leadership for professional learning in response to educational disruption in Qatar. *Professional Development in Education*, 48(3), 426–443. <https://doi.org/10.1080/19415257.2021.1973070>
- Chamo, N., & Broza, O. (2023). Six milestones responding to five calls in the process of becoming teacher-leader. *European Journal of Teacher Education*, 1–17. <https://doi.org/10.1080/02619768.2023.2288549>
- Chan, CKY, Zhou, W. An expectancy value theory (EVT) based instrument for measuring student perceptions of generative AI. *SmartLearn. Environ.* 10, 64 (2023). <https://doi.org/10.1186/s40561-023-00284-4>
- Dalle, J., Hastuti, D., & Prasetya, MRA (2021). The Use of an Application Running on the Ant Colony Algorithm in Determining the Nearest Path between Two Points. *Journal of Advances in Information Technology*, 12(3). 206-213. <https://doi.org/10.12720/jait.12.3.206-213>
- Dalle, J., Raisinghani, MS, Putra, AP, Suriansyah, A., Sutarto, H., & Sahara, B. (2021). A Technology Acceptance Case of Indonesian Senior School Teachers: Effect of Facilitating Learning Environment and Learning Through Experimentation. *International Journal of Online Pedagogy and Course Design*, 11(4). <https://www.igi-global.com/gateway/article/287536#pnlRecommendationForm>
- Dalle, J., Siyoto, S., Astika, ND, Negara, DJ, Chandra, T., & Anam, K. (2020). Moderating role of IT adoption and mechanism of dynamic capabilities on Indonesian pharmaceutical firms performance. *Systematic Reviews in Pharmacy*, 11(9), 982-992. <https://doi.org/10.31838/srp.2020.9.142>
- Daryanto & Rachamawati. (2015). *Learning Supervision*. Yogyakarta: Gava Media.
- Dezhbankhan, F., Baranovich, D.L., Abedalaziz, N., & Dezhbankhan, S. (2021). Impacts of Metacognition Management System (MMS) Training Course on Metacognitive Competencies. *International Educational Studies*, 14(1). p12. doi: 10.5539/ies.v14n1p12
- Dina, A., Dendi, Y., Julia, F., Masriatul, UH, & Sukatin. (2022). Teacher Performance Theory Towards Improving the Quality of Education. *Journal of Non-Formal Education*, 3(1), 149-158. <https://ummaspul.e-journal.id/JENFOL/article/view/4009>
- Ewen, M., Ferreira, A., & Helder, M. G. D. (2023). Evaluation of an innovative model for teacher professional development on educational inclusion in the UAE. *Professional Development in Education*, 1–24. <https://doi.org/10.1080/19415257.2023.2283421>
- Friesen, S., & Brown, B. (2020). Teacher leaders: developing collective responsibility through design-based professional learning. *Teaching Education*, 33(3), 254–271. <https://doi.org/10.1080/10476210.2020.1856805>
- Garg, N. (2020), "Exploring the role of gratitude in developing teacher leadership in Indian universities", *International Journal of Educational Management*, Vol. 34 No. 5, pp. 881-901. <https://doi.org/10.1108/IJEM-07-2019-0253>

**MANAGEMENT MODEL OF TEACHER TRAINING PROGRAM ON ENHANCING WORK PERFORMANCE:  
EXPLORATORY SEQUENTIAL DESIGN AT SMPN 3 NUMFOR BARAT**

Erwanto Guntoro et al

- Ghamrawi, N., Abu-Tineh, A., Shal, T., Al-Shaboul, Y.M., & Sellami, A. (2024). Illuminating the Obscure: Teacher Leaders Confronting the Adverse Impact of Their Subject Leaders/Coordinators. *The Educational Forum*, 89(1), 113–129. <https://doi.org/10.1080/00131725.2024.2312298>
- Ghamrawi, N., Shal, T., & Ghamrawi, NAR (2024). Cultivating teacher leadership: evidence forms a transformative professional development model. *School Leadership & Management*, 44(4), 413–441. <https://doi.org/10.1080/13632434.2024.2328056>
- Guntoro, E. (2024). Efforts to Improve Student Activeness Efforts to Improve Student Activeness and Mathematics Learning Outcomes: Think Pair Share Approach: Efforts to Improve Student Activeness and Mathematics Learning Outcomes: Think Pair Share Approach. *Journal of Professional Learning and Sustainable Education*, 1 (2), 60-66. <https://doi.org/10.62568/jplse.v1i2.279>
- Guntoro, E. (2024). Implementation Of Discovery Lear Implementation Of Discovery Learning Method: Improving Students'learning Outcomes And Positive Attitudes: Implementation Of Discovery Learning Method: Improving Students'learning Outcomes And Positive Attitudes. *Journal of Professional Learning and Sustainable Education*, 1 (2), 67-74. <https://doi.org/10.62568/jplse.v1i2.282>
- Guntoro, E., Arjana, LSZ, Hanum, C., Ukhriyawati, FC, Wibowo, EA, Hadiyanto, A., & Pohan, AE. (2025). Pakreki Health Post Service Management: A Literature Review of Toddler Health Posts. *International Journal of Human Capital and Innovative Management*, 2 (2), 11–20. Retrieved from <https://pubjournals.com/ijhcm/article/view/109>
- Guntoro, E., Pohan, AE, & Fadhillah, S. (2024). Analysis Of Weaknesses Of The Mathematics Learning Management Model At Smpn 3 Numfor Barat Biak Numfor District Papua Province. In Proceedings Of International Conference On Multidisciplinary Study (Vol. 2, No. 1, pp. 1-17). Retrieved from <https://proceeding.unrika.ac.id/index.php/ICMS/article/view/52>
- Guntoro, E., Pohan, AE, & Harahap, DA (2024). Counting Training Program to Improve the Counting Ability of Students of Smpn 3 Numfor Barat, Biak Numfor Regency. In *National Seminar (SEMNAS) Community Service (PKM)* (Vol. 1, No. 1, pp. 93-112). Retrieved from <https://proceeding.unrika.ac.id/index.php/PKM/article/view/38>
- Guntoro, E., Suryani, N., Ambardini, RL, Purwaningrum, AH, Pohan, AE, & Setyobudi, YF (2025). Performance Management of Saribi Health Center: Socialization of Smoking Cessation Efforts (UBM) at SMP Negeri 3 Numfor Barat. *International Journal of Human Capital and Innovative Management*, 2 (2), 21–31. Retrieved from <https://pubjournals.com/ijhcm/article/view/110>
- Guntoro, E., Susanto, A., Pohan, AE, & Ramadhan, B. (2025). Improving Junior High School Students' Numeration Literacy Skills: Literature Review and Strategies for School Development. *International Journal of Contemporary Sciences*, 2 (4), 409-418. doi : <https://doi.org/10.55927/ijcs.v2i4.25>
- Guntoro, E., Ruqoyyah, S., Pohan, AE, & Ratnasari, SL The Role of School Committees and Community Supervision: School Performance in the Process of Improving the Quality of Education. (2025). *COLLABORATION: Journal of Multidisciplinary*, 2 (1), 1-15. <https://doi.org/10.70489/a1t4zp85>
- Guntoro, E., Zaid, MI, Susanti, EN, Ramses, R., Hakim, L., Pohan, A. E & Ruqoyyah, S. (2025). Strategic Management Model: The Use of Video Learning Media on Junior High School Students' Learning Outcomes. *International Journal of Human Capital and Innovative Management*, 2 (2), 1–10. Retrieved from <https://pubjournals.com/ijhcm/article/view/108>
- Haddadian, G., Radmanesh, S. & Haddadian, N. Construction and validation of a Computerized Formative Assessment Literacy (CFAL) questionnaire for language teachers: an exploratory sequential mixed-methods investigation. *Lang Test Asia* 14, 33 (2024). <https://doi.org/10.1186/s40468-024-00303-2>
- Han, J., & Yin, H. (2016). Teacher motivation: Definition, research development and implications for teachers. *Cogent Education*, 3(1), 1217819. <https://doi.org/10.1080/2331186X.2016.1217819>
- Harahap, DA (2014). The Influence of Dean's Leadership and Organizational Culture on Lecturer Performance at Riau Islands University, Batam, Academic Year 2012/2013". *DIMENSION JOURNAL*, 3 (1). doi : <https://doi.org/10.33373/dms.v3i1.78>
- Harahap, DA, Pertiwi, SAB, Heriyanto, M., Putri, AH, Rahmah, F., Sari, SP, ... & Pusvariauway, P. (2024). Strategic Management of Education.
- Harahap, DA, & Riyandi, R. (2015). The influence of organizational culture and achievement motivation on the performance of lecturers at Riau Islands University, Batam, academic year 2014/2015. *Dimension Journal*, 4 (3). doi : <https://doi.org/10.33373/dms.v4i3.52>

## MANAGEMENT MODEL OF TEACHER TRAINING PROGRAM ON ENHANCING WORK PERFORMANCE: EXPLORATORY SEQUENTIAL DESIGN AT SMPN 3 NUMFOR BARAT

Erwanto Guntoro et al

- Harris, A., & Jones, M. (2019). Teacher leadership and educational change. *School Leadership & Management*, 39(2), 123-126. <https://doi.org/10.1080/13632434.2019.1574964>
- Haryono, P. (2024). Impact of Correlation of Multimedia Elements with Tablets and Digital Stories in Educational Management. *JST (Jurnal Sains Dan Teknologi)*, 13(2), 258–267. <https://doi.org/10.23887/jstundiksha.v13i2.79123>
- Hattie, J. (2008). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. routledge. doi: <https://doi.org/10.4324/9780203887332>
- Hayati, R., Mestika, Y., Emelia, R., & Amra, A. (2024). Improving the Quality of Education Through the Development of Human Resource Competencies in the Field of Education. *Journal of Education and Culture*, 16(1), 85-91. doi: <https://doi.org/10.54373/imeij.v5i2.996>
- Hayak, M., Avidov-Ungar, O., & Bitton, I. (2024). Circles of Support for Teacher Leadership Implementing Innovations at School: Point of View of Teachers and School Principals. *Leadership and Policy in Schools*, 1–16. <https://doi.org/10.1080/15700763.2024.2327574>
- Hidayat, A. (2018). Social Disparity in Education as the Influence of the Globalization Era. *Justisi Journal of Legal Studies*, 2(1). <https://doi.org/10.36805/jjih.v2i1.400>
- Idrus, A., T, Tukiyo., Rosmika, E., Sya'roni, M., Hidayat, M. (2022). The Influence of the Leadership Style of the Head of Madrasah, Teacher Capabilities on Teacher Performance in Tsanawiyah Madrasah Hikmatul Amanah Mojokerto. 11(3). 675-690. *Islamic Education: Journal of Islamic Education*. Doi: <https://doi.org/10.30868/ei.v11i03.2447>
- Indriawati, Prita et al. (2022). Teacher Performance in Education Quality at SMAN 02 Balikpapan. *Journal of Research, Education and Teaching*. 3(3), 204-2015. <https://doi.org/10.30596/jppp.v3i3.12795>
- Jones, M. A., & Hall, V. (2021). Redefining student voice: applying the lens of critical pragmatism. *Oxford Review of Education*, 48(5), 570–586. <https://doi.org/10.1080/03054985.2021.2003190>
- Kaleka, MBU, Doa, H., Ilyas, I., Ngapa, YSD, Astro, RB, & Ika, YE (2022). Training in compiling classroom action research proposals to improve the professional competence of teachers at MTs Negeri 3 Ende. *UNDIKMA Community Service Journal*, 3(2), 342-347. doi: <https://doi.org/10.33394/jpu.v3i2.5315>
- Kant, S., & Punia, B. (2016). Perceptual analysis of training and development programs: A study of academic staff colleges in India. *Int. J. Soc. Sci. Humanite. Res*, 4(5), 535-542.
- Kanya, N., Fathoni, AB, & Ramdani, Z. (2021). Factors Affecting Teacher Performance. *International Journal of Evaluation and Research in Education*. 10(4), 1469-1468. <http://doi.org/10.11591/ijere.v10i4.21693>
- Indonesian Ministry of Finance. (2024). Implementing Empowering Leadership in the Digital Era: Challenges and Opportunities. Retrieved from <https://www.djkn.kemenkeu.go.id/kpknl-lhokseumawe/baca-article/17181/Implementasi-Empowering-Leadership-di-Era-Digital-Tantangan-dan-Peluang.html> (Accessed 29 May 2025).
- Khairunnisa, N., Sutjihati, S., & Retnowati, R. (2021). Exploratory Sequential Analysis Analytical Thinking Ability in Biology Learning at SMA Negeri 1 Ciawi. *EduBiologia: Biological Science and Education Journal*. 1(1). 68-77. Doi: <http://dx.doi.org/10.30998/edubiologia.v1i1.8229>
- Khaldi, A., Bouzidi, R. & Nader, F. Gamification of e-learning in higher education: a systematic literature review. *SmartLearn. Environ.* 10, 10 (2023). <https://doi.org/10.1186/s40561-023-00227-z>
- Kompas, SA-. (2024, November 12). "Deep learning" is not a substitute for the Independent Curriculum, then what? *Kompas.id*. <https://www.kompas.id/artikel/deep-learning-bukan-ganti-kurikulum-merdeka-lalu-apa>
- Lagrosen, Y. and Lagrosen, S. (2020), "Organizational learning in consciousness-based education schools: a multiple-case study", *Internasional Journal of Educational Management*, Vol. 34 No. 5, pp. 849-867. <https://doi.org/10.1108/IJEM-01-2019-0009>
- Latif, MW, Wasim, A. Investigating EFL instructors' approaches to classroom-based assessment culture: an explanatory sequential mixed-method approach. *Lang Test Asia* 14, 57 (2024). <https://doi.org/10.1186/s40468-024-00332-x>
- Lee, C. (2025). Reviewer Acknowledgments for International Education Studies. *International Educational Studies*, 18(1). p117. doi: 10.5539/ies.v18n1p117
- Liu, P., & Thien, L.M. (Eds.). (2025). Understanding Teacher Leadership in Educational Change: An International Perspective (1st ed.). Routledge. <https://doi.org/10.4324/9781032712574>

## MANAGEMENT MODEL OF TEACHER TRAINING PROGRAM ON ENHANCING WORK PERFORMANCE: EXPLORATORY SEQUENTIAL DESIGN AT SMPN 3 NUMFOR BARAT

Erwanto Guntoro et al

- Liu, P., Xiu, Q., Tang, L., & Zhang, Y. (2021). Understanding teacher leadership identity: the perspectives of Chinese high school teachers. *International Journal of Leadership in Education*, 28(1), 149–166. <https://doi.org/10.1080/13603124.2021.2006792>
- Lucena Rodríguez, C., López, A., Domingo Segovia, J., & Cruz González, C. (2021). Alberto's life story: transforming a disadvantaged school by appreciating the child's voice. *Journal of Educational Administration and History*, 53(3–4), 249–270. <https://doi.org/10.1080/00220620.2021.1893286>
- Lund, H. H. (2021). 'We are equal, but I am the leader': leadership enactment in early childhood education in Norway. *International Journal of Leadership in Education*, 27(6), 1228–1253. <https://doi.org/10.1080/13603124.2021.1969039>
- Mahulae, AV, Lumbanraja, P., & Siahaan, E. (2020). Effect of Professionalism and Competence of Teachers on Teacher Performance and Its Impact on Student Learning Outcomes at Harapan Mandiri College. *International Journal of Research and Reviews* Vol.7; Issue: 11. [https://www.ijrrjournal.com/IJRR\\_Vol.7\\_Issue.11\\_Nov2020/Abstract\\_IJRR007.html](https://www.ijrrjournal.com/IJRR_Vol.7_Issue.11_Nov2020/Abstract_IJRR007.html)
- Marpaung, PM (2020). Management of Learning Organizations in Public Institutions. *Indonesian Widyaaiswara Journal*, 1(2), 100-107. Retrieved from <https://ejournal.iwi.or.id/ojs/index.php/iwi/article/view/30>
- Mathis, R.L., and J.H. Jackson. (2016). *Human Resource Management*. 10th Edition Volume 3. Salemba Empat. Jakarta.
- Mihas, P., & (2019). Learn to use an exploratory sequential mixed method design for instrument development. In Sage Research Methods Datasets Part 2. *SAGE Publications*, Ltd. <https://doi.org/10.4135/9781526496454>
- Ministry of Education, Culture, Research, and Technology. (2021). Decree of the Minister of Education, Culture, Research, and Technology Number 160/P/Year 2021 Concerning Special Regions Based on Geographical Conditions. Retrieved from [https://jdih.kemdikbud.go.id/detail\\_peraturan?main=2413](https://jdih.kemdikbud.go.id/detail_peraturan?main=2413)
- Mohd Ariffin, JA, Md Rami, AA, Muhamad Nasharudin, NA, & Zaremohzzabieh, Z. (2024). Crucial competencies for crisis management: the importance of middle leaders' conceptual skills in navigating turbulent times. *International Journal of Leadership in Education*, 1–20. <https://doi.org/10.1080/13603124.2024.2387551>
- Mou, S., Zhang, S., Chen, J., Zhai, H., & Zhang, Y. (2022). A Deep learning-Based Grouped Teaching Strategy for Experimental Training. *Ingénierie Des Systèmes D'information*, 27(2), 321–326. <https://doi.org/10.18280/isi.270216>
- Mukodi. Burhanuddin A. (2015). *Education of Samin Surosentiko*. Yogyakarta: Lentera Kreasindo
- Mu'ti, A. (2023). Pluralistic Islamic Religious Education: A Vision for Indonesia. *The Review of Faith & International Affairs*, 21 (2), 121–127. <https://doi.org/10.1080/15570274.2023.2200280>
- Mu'ti, A., & Amirrachman, A. (2025). Local Wisdom-Based Multicultural Education: Muhammadiyah Experience. *Intellectual Discourse*, 33 (Special Issue 1). <https://doi.org/10.31436/id.v33iSpecial Issue 1.2241>
- Ndukwe, IG, Daniel, BK Teaching analytics, value and tools for teacher data literacy: a systematic and tripartite approach. *Int J Educ Technol High Educ* 17, 22 (2020). <https://doi.org/10.1186/s41239-020-00201-6>
- Nugroho, AJS, Haris, A., Haryono, P., T, Tasari., & Setyawanti, D. Positioning the Quality Excellence Competitiveness of Integrated School Education Using the Multidimensional Scaling Model. (2024). *Al-Hayat: Journal of Islamic Education*, 8 (3), 833-844. <https://doi.org/10.35723/ajie.v8i3.522>
- Nurfitriany, ND, & Zamil, I. (2020). Analysis of Teacher Professional Education (PPG) Policy on the Progressiveness of Elementary School Teachers' Pedagogical Competence. *Didactic Proceedings*, 1(1), 45-52.
- Owen, S.M., Toaiauea, T., Timee, T., Harding, T. and Taoaba, T. (2020), "School leadership capacity-building: developing successful country case studies", *International Journal of Educational Management*, Vol. 34 No. 10, pp. 1615-1636. <https://doi.org/10.1108/IJEM-10-2019-0379>
- Paletta, A. (2024). Schools that learn to improve student learning: the effectiveness of schools as PLCs. *Professional Development in Education*, 1–28. <https://doi.org/10.1080/19415257.2024.2368858>
- Paudel, PK, Parajuli, MN & C Bhattarai, P. Exploring technical and vocational education and training and its relationship to employment in Nepal: a mixed methods study. *Empirical Res Voc Ed Train* 17, 3 (2025). <https://doi.org/10.1186/s40461-025-00178-4>
- Park, H. J., Byun, S. Y., Sim, J., Han, H., & Baek, Y. S. (2016). Teachers' Perceptions and Practices of STEAM Education in South Korea. *Eurasian Journal of Mathematics, Science and Technology Education*, 12(7), 1739-1753. <https://doi.org/10.12973/eurasia.2016.1531a>

## MANAGEMENT MODEL OF TEACHER TRAINING PROGRAM ON ENHANCING WORK PERFORMANCE: EXPLORATORY SEQUENTIAL DESIGN AT SMPN 3 NUMFOR BARAT

Erwanto Guntoro et al

- Park, BY, Campbell, T., Hanrahan, J., Dolma, T., Murray, E., Russell, J., ... Bai, Y. (2024). Teacher leadership within a districtwide STEM teacher professional network. *International Journal of Leadership in Education*, 1–31. <https://doi.org/10.1080/13603124.2024.2330553>
- Pereira, C.K., Campos, F., Ströele, V. et al. BROAD-RSI – educational recommender system using social networks interactions and linked data. *J Internet Serv Appl* 9, 7 (2018). <https://doi.org/10.1186/s13174-018-0076-5>
- Phrakhrusutheepatummakon, P., Phrakruwuddhidhammasara, P., Pompunja, S., & Nea dpuckdee, R. (2025). Co-Cultural Identities of Thai-Lao: A Guideline for Cultural Curriculum Development. *International Educational Studies*, 18(1). p94. doi: 10.5539/ies.v18n1p94
- Pohan, AE ., Daulay, HM ., & Sahrir, A. . (2021). Improving Teachers' Professionalism Through Blended-Based Training in Indonesia's Remote Area. *London Journal of Social Sciences*, (1), 67–78. <https://doi.org/10.31039/ljss.2021.1.43>
- Pohan, AE, Hadiyanto, A. ., & Asmarazisa Azis, D. . (2021). Virtualization of Teacher Training on Improving of Online Teaching Competence for the Students of Riau Island University in Indonesia. *London Journal of Social Sciences*, (2), 10–22. <https://doi.org/10.31039/ljss.2021.2.51>
- Portela Pruaño, A., Bernárdez Gómez, A., Marrero Galván, J.J., & Nieto Cano, J.M. (2022). Intergenerational Professional Development and Learning of Teachers: A Mixed Methods Study. *International Journal of Qualitative Methods*, 21. <https://doi.org/10.1177/16094069221133233>
- Purzer, Ş., Goldstein, MH, Adams, RS et al. An exploratory study of informed engineering design behaviors associated with scientific explanations. *IJ STEM Ed* 2, 9 (2015). <https://doi.org/10.1186/s40594-015-0019-7>
- Ratnasari, F., Pratiwi, SN, & Dongoran, FR (2023). Effectiveness of Learning Management Based on Information and Communication Technology in Public Middle Schools in Pematang Siantar City. *Journal of primary, secondary and higher education management*. 4(3). 255-266. Doi: <https://doi.org/10.30596/jmp-dmt.v4i3.15156>
- Ratnasari, SL, Se, MM, & Hartati, Y. (2019). Performance management in organizations. Pasuruan: Qiara Media Publisher.
- Ratnasari, SL, Sinaga, EP, & Hadi, MA (2021). Influence Of Training, Competency, Work Discipline, Organizational Commitment And Job Stress On Performance State Civil Apparatus. *Trias Politika Journal*. 5(2). 125-140. Doi: <https://doi.org/10.33373/jtp.v5i2.3072>
- Ratnasari, SL, Sirigar, D. (2020). How To Improve Teacher Performance?. *Bening Journal*. 7(1). 119-125. Doi: <https://doi.org/10.33373/bening.v7i1.2417>
- Ratnasari, SL, Sutjahjo, G. (2021). The Influence Of Leadership Style, Organizational Culture, Motivation, And Work Environment On Employee Performance. *management, organization and business journal*. 1(4). 593-602. Doi: <https://doi.org/10.33373/jmob.v1i4.3783>
- Raup, A., Ridwan, W., Khoeriyah, Y., Supiana, S., & Zaqiah, QY (2020). Deep learning and its implementation in learning. *JHIP-Scientific Journal of Educational Sciences*, 5(9), 3258–3267. doi: <https://doi.org/10.54371/jiip.v5i9.805>
- Rezaldi, MR (2021). The Urgency of Developing Teacher Competence in the Era of Digital Technology for Learning Quality. *Journal of Education*, 10(2), 123-130.
- Rezazadeh, K., Janebi Enayat, M. & Poorebrahim, F. Exploring bilingual EFL teacher resilience in the Iranian non-profit and state schools: a mixed-methods study. *Asian. J Second. Foreign. Lang. Educ.* 8, 23 (2023). <https://doi.org/10.1186/s40862-023-00196-3>
- Ridwan, M., Mulyani, SR, & Ali, H. (2020). Improving Employee Performance Through Perceived Organizational Support, Organizational Commitment and Organizational Citizenship Behavior . *SRP* . 11(12). 839-849. Doi: 10.31838/srp.2020.12.123
- Rukmana, A. (2019). The Influence of Principal Leadership Style and Teacher Work Motivation on Teacher Performance. *Coopetition: Management Scientific Journal*, 9(1), 81–98. <https://doi.org/10.32670/coopetition.v9i1.54>
- Rutten, L., Doyle, S.L., Wolkenhauer, R., & Schussler, D.L. (2022). Teacher Candidates' Perceptions of Emergent Teacher Leadership in Clinically Based Teacher Education. *Action in Teacher Education*, 44(4), 308–329. <https://doi.org/10.1080/01626620.2022.2074912>
- Sa'o, S., Meke, KDP, Bala, A., Welu, F., Nande, M., Daud, MH, ...& Se, BRS (2023). Progressiveness of Professional Competence of High School Teachers in 3T Regions Through Training in Compiling Classroom

## MANAGEMENT MODEL OF TEACHER TRAINING PROGRAM ON ENHANCING WORK PERFORMANCE: EXPLORATORY SEQUENTIAL DESIGN AT SMPN 3 NUMFOR BARAT

Erwanto Guntoro et al

- Action Research Reports. *UNDIKMA Community Service Journal*, 4(1), 131-139. doi: <https://doi.org/10.33394/jpu.v4i1.6512>
- Sakmurzaeva, N. (2018). The Role of Education in Economic Development: A Comparison of South Korea and Kyrgyzstan. *International Conference on Eurasian Economies* 2018, 29 - 33 . <https://doi.org/10.36880/c10.02040>
- Setiawan, R. (2020). Leaders' Perspective On Leader Member Exchange: A Conceptual Review . *SRP* . 11(12). 1558 - 1563. Doi: 10.31838/srp.2020.12.229
- Setyoningrum, VD, Rizqiani, N., & Dirmayani, T. (2024). Education and Development in Central America and the Latin Caribbean Global Forces and Local Responses: Edited by D. Brent Edwards Jr, Mauro C. Moschetti, Pauline Martin and Ricardo Morales-Ulloa, United Kingdom: Bristol University Press, Published on February 8th, 2024, 380 pages, £ 85.00 (Hardback), ISBN 978-1529231717. *Journal of Latinos and Education*, 1–4. <https://doi.org/10.1080/15348431.2024.2399594>
- Shah, M. A., & Campbell, C. (2023). A state-of-the-art review of Canadian literature on teacher professional learning and leadership (2010-2020). *International Journal of Leadership in Education*, 1–20. <https://doi.org/10.1080/13603124.2023.2254732>
- Shi, H., Wang, Y. & Wang, Y. “Not waiting for the storm to pass, but dancing in the rain”: professional identity construction of EFL teachers at tutoring institutions. *Asian. J Second. Foreign. Lang. Educ.* 10, 1 (2025). <https://doi.org/10.1186/s40862-024-00304-x>
- Siri, A., Supartha, IWG, Sukaatmadja, IPG, & Rahyuda, AG (2020). Does teacher competence and commitment improve teacher's professionalism. *Cogent Business & Management*, 7(1). <https://doi.org/10.1080/23311975.2020.1781993>
- Smith, N., & de Klerk, E. D. (2022). Teachers' perceptions and policy directives for transformative teacher leadership initiatives during and beyond covid-19. *School Leadership & Management*, 42(3), 275–292. <https://doi.org/10.1080/13632434.2022.2088490>
- Smith, C., & Schnellert, L. (Eds.). (2025). Research in teacher leadership in Canada: Transformative and contextualized agency. Canadian Association for Teacher Education. <https://dx.doi.org/10.11575/PRISM/48117>
- Snelson, C. L. (2016). Qualitative and Mixed Methods Social Media Research: A Review of the Literature. *International Journal of Qualitative Methods*, 15(1). <https://doi.org/10.1177/1609406915624574>
- Soraya, E, & Supadi. (2023). The Influence of Multicultural Leadership and Teacher Professionalism on the Performance of Junior High School Teachers. *Journal of Educational Research and Evaluation*, 7(2), 321–328. <https://doi.org/10.23887/jere.v7i2.60782>
- Starzinski, Ariel, "Foundational Elements Of A Steam Learning Model For Elementary School" (2017). School of Education and Leadership Student Capstone Theses and Dissertations . 4349. [https://digitalcommons.hamline.edu/hse\\_all/4349](https://digitalcommons.hamline.edu/hse_all/4349)
- Stone, P., & Stone, R. (2024). Professional development leadership: the importance of middle leaders. *Professional Development in Education*, 1–15. <https://doi.org/10.1080/19415257.2024.2383442>
- Sumar, WT, & Sumar, ST (2019). Implementation of teacher continuing professional development program through zoning-based learning competency progression. *Pedagogika*.doi: <http://dx.doi.org/10.37411/pedagogika.v10i2.60>
- Sugiyono. (2019). Management Research Methods: Quantitative, Qualitative, Mixed Method, Action Research and Evaluation Research . In Book Chapters , ed. Setiyawan. Bandung: Alfabeta Publisher
- Tamhir, L., Sujanto, B., & Karnati, N. (2019). The Effect of Job Design and Quality of Work Life Toward Affective Commitment of Teachers. *International Journal of Mechanical Engineering and Technology*. 10(3). 1535-1542, Available at SSRN: <https://ssrn.com/abstract=3453133>
- Thanos, C., Meghini, C., Bartalesi, V. et al. An exploratory approach to data driven knowledge creation. *J Big Data* 10, 29 (2023). <https://doi.org/10.1186/s40537-023-00702-x>
- Tintoré, M., Gratacós, G., & Ladrón de Guevara, B. (2023). A Scoping Review of the Literature on Teacher Leadership in Spain. *Leadership and Policy in Schools*, 23(3), 711–729. <https://doi.org/10.1080/15700763.2023.2208217>
- Triatna, Cepi. (2016). *Organizational Behavior in Education*. Bandung: Remaja Rosdakarya Publisher.



## MANAGEMENT MODEL OF TEACHER TRAINING PROGRAM ON ENHANCING WORK PERFORMANCE: EXPLORATORY SEQUENTIAL DESIGN AT SMPN 3 NUMFOR BARAT

Erwanto Guntoro et al

- Tuan, KM, Ha, TTT, Quang, CD, Yen, DTH, Huyen, NP, & Thanh, NC (2024). Understanding Leadership for Learning of School Leaders in Disadvantaged Areas in the Context of Education Reform in Vietnam. *Leadership and Policy in Schools*, 1–23. <https://doi.org/10.1080/15700763.2024.2324031>
- Tukiyo, Arianto, S., Haryono, P., & Riyadi, I. (2024). Leadership Supervision of Teacher Performance Management in the Learning Process in Secondary Schools. *Journal of Pedagogy and Learning*, 7 (1), 14–24. <https://doi.org/10.23887/jp2.v7i1.74165>
- Udeozor, C., Russo-Abegão, F. & Glassey, J. Perceptions and factors influencing the adoption of digital games for engineering education: a mixed-method research. *Int J Educ Technol High Educ* 20 , 2 (2023). <https://doi.org/10.1186/s41239-022-00369-z>
- Uspayanti, R., Sari, DK, & Fredy, F. (2022). Training in writing scientific articles to improve the professional competence of teachers at SMA Negeri 2 Merauke, Papua Province. *UNDIKMA Community Service Journal*, 3(1), 107-116. doi: <https://doi.org/10.33394/jpu.v3i1.5077>
- Utomo, SA (2017). Principal Management in Improving Teacher Competence. *Journal of Islamic Education*, 1(1), 5-14.
- Vanlommel, K., van den Boom-Muilenburg, S. N., & Kikken, E. (2024). School leadership during disruptive change: an emotional and relational practice. *School Leadership & Management*, 45 (1), 125–147. <https://doi.org/10.1080/13632434.2024.2421526>
- Wahyudin. (2018). Peace Education Curriculum In The Context Of Education Sustainable Development (ESD). *Journal of Sustainable Development Education and Research |JSDER* Vol. 2, No. 1, 2018, pp. 21-32 . <https://doi.org/10.17509/jsder.v2i1.12354>
- Wahyuni, R., & Berliani, T. (2018). Implementation of teacher pedagogical competence in elementary schools. *Elementary School: Study of Educational Theory and Practice*, 27(2), 108-115. doi: <http://dx.doi.org/10.17977/um009v27i22018p108>
- Wahyuni, R., & Soelistya, D. (2023). How Organizational Commitment Mediates Teacher Competence and Work Discipline on Student Learning Outcomes . *MANAZHIM*, 5 (2), 726-749. <https://doi.org/10.36088/manazhim.v5i2.3423>
- Winata, KA, Sudrajat, T., Yuniarsih, Y., & Zaqiah, QY (2020). The Role of Lecturers in Learning Pancasila and Citizenship Education to Support the Religious Moderation Program. *Journal of Pancasila and Citizenship Education*, 33(1), 45-52. doi: <http://dx.doi.org/10.36232/pendidikan.v8i2.449>
- Wiyani, Novan Ardy. (2022). *Basic Concepts of Educational Management*. Yogyakarta: Gava Media Publisher.
- Wong, CP and Ng, D. (2021), "The roles of school leaders in developing future-ready learners: the case of Singapore", *International Journal of Educational Management*, Vol. 35 No. 1, pp. 249-269. <https://doi.org/10.1108/IJEM-06-2020-0283>
- Xi, S., Bangkheow, P., Pongpattanyothin, C., & Thaweethawornsawat, S. (2025). Development Of Strategies For Sustainable Development Of Chinese Dance Teacher Leadership In Shandong Province. *International Educational Studies*, 18(1). p102. doi: 10.5539/ies.v18n1p102
- Yi, Y. (2020). Evaluation Analysis of the Impact of the Teacher Training Program on Performance Aspects of Madrasah Tsanawiyah Teachers in DKI Jakarta. *Indonesian Widyaiswara Journal*, 1(2), 72-86. <https://doi.org/10.56259/jwi.v1i2.8>
- Yugo, T., Surana, D., M, Masnipal. (2024). MDT Head Strategy in Improving Learning Quality Based on Minimum Service Standards: Sequential Exploratory Approach. *Ta'dib: Journal of Islamic Education*. 13(2). 575-584. Doi: <https://doi.org/10.29313/tjpi.v13i2.14243>
- Zhan, X., Anthony, A.B., Goddard, R., & Beard, K.S. (2023). Development, factor structure, and reliability of the Shared Instructional Leadership Scale in public secondary schools. *Educational Management Administration & Leadership*, 51(1), 75-94. <https://doi.org/10.1177/1741143220963103>
- Zhu, C., & Caliskan, A. (2021). Educational Leadership in Chinese Higher Education. *Chinese Education & Society*, 54(5–6), 161–170. <https://doi.org/10.1080/10611932.2021.1990616>