



# Implementation of Training Management for Leadership Development

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**Abstract:** This study aims to analyze the implementation of training management in supporting leadership development, identify obstacles encountered, and formulate effective strategies. The research method used is a qualitative approach with data collection techniques through observation, in-depth interviews, and documentation studies. The results of the study indicate that: the implementation of training management has been carried out systematically through the stages of planning, implementation, and evaluation. Training planning is based on competency needs, HR nomination results, and the results of coordination with educational and industrial stakeholders. The training implementation uses a blended learning approach and involves professional instructors from both internal and external sources. Training evaluation is conducted using an outcomes-based model to ensure participants can apply leadership skills in the workplace. The main obstacles faced include the high turnover of school principals that hinders program sustainability, limited teacher participation due to geographical and information constraints, and the limited number of experienced instructors. However, BBPPMPV BBL has responded to these challenges by developing an online monitoring system, expanding partnerships, and refining the mapping of training needs periodically. Strategies to improve the effectiveness of training management are carried out through a cross-sectoral collaborative approach, the integration of a merit system in participant selection, and an emphasis on strengthening leadership character based on the values of integrity, adaptability, and innovation. The Teaching Factory approach is an important part of forming leaders who are resilient, solution-oriented, and responsive to change.

**Keyword:** Training Management; Leadership Development

**Abstrak:** Penelitian ini bertujuan untuk menganalisis implementasi manajemen diklat dalam mendukung pengembangan kepemimpinan, mengidentifikasi kendala yang dihadapi, dan merumuskan strategi yang efektif. Metode penelitian yang digunakan adalah pendekatan kualitatif dengan teknik pengumpulan data melalui observasi, wawancara mendalam, dan studi dokumentasi. Hasil penelitian menunjukkan bahwa: implementasi manajemen diklat telah dilakukan secara sistematis melalui tahapan perencanaan, pelaksanaan, dan evaluasi. Perencanaan pelatihan disusun berdasarkan kebutuhan kompetensi, hasil nominatif SDM, serta hasil koordinasi dengan stakeholder pendidikan dan industri. Pelaksanaan diklat menggunakan pendekatan blended learning dan melibatkan instruktur profesional dari internal maupun eksternal. Evaluasi pelatihan dilakukan dengan model berbasis hasil untuk memastikan peserta mampu mengaplikasikan keterampilan kepemimpinan di tempat kerja. Kendala

utama yang dihadapi meliputi tingginya rotasi kepala sekolah yang menghambat kesinambungan program, keterbatasan partisipasi guru karena kendala geografis dan informasi, serta masih terbatasnya jumlah instruktur berpengalaman. Meski demikian, BBPPMPV BBL telah merespons tantangan ini dengan mengembangkan sistem monitoring daring, memperluas kemitraan, dan menyempurnakan pemetaan kebutuhan pelatihan secara berkala. Strategi peningkatan efektivitas manajemen diklat dilakukan melalui pendekatan kolaboratif lintas sektor, integrasi sistem merit dalam seleksi peserta, serta penekanan pada penguatan karakter kepemimpinan berbasis nilai integritas, adaptabilitas, dan inovasi. Pendekatan Teaching Factory menjadi bagian penting dalam membentuk pemimpin yang tangguh, solutif, dan responsif terhadap perubahan.

Kata kunci : Manajemen Diklat; Pengembangan Kepemimpinan

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## Introduction

Training management (education and training) is a process that is systematically designed to improve the competence and performance of individuals in an organization through structured learning and training activities (Karimi et al., 2023). The main objective of training management is to ensure that trainees can acquire the knowledge, skills, and attitudes needed to improve their performance so that they can contribute optimally to achieving organizational goals (Situmorang et al., 2024).

Training management in the context of educational institutions covers various aspects, starting from planning, implementation, evaluation, to follow-up of the training programs held (Nur et al., 2024; Azizah et al., 2025). Good and effective management is essential to ensure that training programs run smoothly and achieve their stated goals. Effective implementation of training management is expected to produce competent, innovative, and adaptive leaders in the face of developments in industry and technology (Alaslan et al., 2023; Fahriansyah et al., 2025).

In this context, training and development management is a crucial aspect that educational institutions must pay attention to. An effective training and development strategy not only benefits educators and staff but also plays a crucial role in improving the overall quality of education. By providing relevant and high-quality training programs, educational institutions can strengthen staff competencies and enhance their capacity to respond quickly to changing circumstances (Mubarak, 2024).

In line with Ginting, (2021), the purpose of training management is to analyze productivity, quality, workforce planning, morale, indirect compensation, safety and health, prevention of lapses, and personal development. The purpose of the

training is certainly expected to be successful, such as with strong management support needed to ensure that the training program receives adequate resources, both financially and administratively. Mangkunegara in the Implementation of Training Management in Educational Institutions underscores the importance of the role of management in providing active support for training programs as part of a human resource development strategy (Priyamedha & Supartha, 2019; Hadi et al., 2025).

In an era of globalization and rapid technological development, every organization must be able to adapt and innovate. One way to meet these challenges is by improving the quality of human resources, particularly educational staff and employees, who play a key role in carrying out organizational functions (Muhtarom, 2018). The development of leadership training and organizational development models is a strategic approach to improving the capabilities and quality of educational staff in supporting the achievement of organizational goals (Habibi et al., 2024).

According to Ariyani, in the Leadership Development and Organizational Development Training Model (for Educational Personnel/Employees), formal, informal, and non-formal education can be used to improve teacher quality. The goal of training is not only to increase knowledge but also to develop leadership qualities that are resilient to change and flexible (Diannisa et al., 2024).

Based on initial observations conducted by researchers at the Center for the Development of Quality Assurance for Vocational Training in the Building and Electrical Sector, the implementation of training management for leadership development is still relatively limited because the training program only focuses on developing technical competencies in the building and electrical sector, while the leadership aspect has not received full attention. Based on these problems, the author is interested in discussing "Implementation of Training Management for Leadership Development at the Center for Quality Assurance Development of Vocational Training in the Building and Electrical Sector (BBPPMPV BBL) Medan".

## **Methods**

The method used in this research is qualitative research, namely a method that emphasizes the aspect of in-depth understanding of a problem (Sugiyono, 2017). In this research, the data sources, which are written materials, consist of primary data sources and secondary data sources (M. Sobry & Prosmala Hadisaputra, 2020). Primary data sources consist of interviews, observations, and documentation. Secondary data used in this study were taken from various sources such as books, articles, and others. There are two types of data used in this study: primary and secondary data (Novaldy & Mahpudin, 2021). In the research conducted, the author took the Head of Faspenkom, Mr. Tukiman, S.T., M.T., as the subject of the research. The interview was conducted in the Faspenkom room on June 3, 2025. After

conducting the interview process, the researcher will analyze the results of the interviews and observations that were conducted at the beginning of the research activity.

## **Results And Discussions**

### **Results**

#### **Implementation of training management at BBPPMPV BBL in supporting leadership development**

This study revealed that the BBPPMPV BBL implemented training planning with a collaborative approach through a coordination forum with the provincial education office, the school principals' association (MKKS), and the business and industry sector (DUDI). This demonstrates the implementation of a participatory approach that supports the principle of linking and matching education to job needs. Furthermore, industry involvement from the planning stage reflects the outcome-based training orientation that has become the standard for competency-based training.

Education and training management play a crucial role in leadership development, particularly in vocational education institutions. The Center for the Development of Quality Assurance for Vocational Education in the Building and Electrical Sector (BBPPMPV BBL) is an institution focused on improving the quality of human resources in the building and electrical sector. In 2012, by the Regulation of the Minister of Education and Culture Number 44 of 2012, the Center for the Development and Empowerment of Educators and Education Personnel in the Building and Electrical Sector (PPPPTK BBL) was designated as a Technical Implementation Unit (UPT) under the Human Resources Development Agency. In 2020, in the context of bureaucratic reform within the Ministry of Education and Culture, PPPPTK BBL was transformed into the Center for the Development of Quality Assurance for Vocational Training in the Building and Electrical Sector (BBPPMPV BBL) under the Regulation of the Minister of Education and Culture Number 26 of 2020.

Based on interviews and field observations in June 2025, it was discovered that before the implementation of the BBPPMPB BBL training, a coordination meeting was held. This meeting included the preparation of the budget (RAB), the development of the training curriculum, and the marketing of the training through various media. Regulation No. 101 of 2000 states that the objectives of the training include: improving knowledge, skills, and attitudes to perform professional duties based on personality; strengthening attitudes and a spirit of service-oriented devotion, protecting and empowering the community; and creating a shared vision and dynamic mindset. This regulation emphasizes the quality of civil servants/civil servants to continuously improve their capacity/quality through training.

A field-based planning approach and human resource potential analysis were also implemented through training needs surveys, priority zone mapping, and principal competency analysis. This is consistent with the data-driven planning approach and contextual needs as stipulated in the policies of the Directorate General of Teacher and Education (GTK). The training plan also refers to the national vocational high school revitalization roadmap.

The training implementation model utilizes blended learning, combining synchronous and asynchronous learning through online platforms and offline sessions at the BBPPMPV BBL. This strategy was implemented to expand participant reach and maintain training cost efficiency, while adhering to national guidelines for vocational teacher training. Learning technology was used to overcome geographical barriers, expedite material distribution, and streamline the participant selection process.

Mr. Tukiman explained that character building is carried out through an experiential learning approach, including internships and hands-on learning from the industrial world. Teachers and prospective school leaders are invited to participate in hands-on activities at partner companies to develop soft skills, work ethic, communication skills, and psychological resilience in a real-world work environment.

Furthermore, training evaluation is conducted using quantitative and qualitative approaches through pre- and post-tests. Graduation standards are determined based on improvements in cognitive scores and active participation during the training. Evaluation results serve as the basis for issuing competency certificates and recommending follow-up actions at each school. This approach aligns with the Kirkpatrick evaluation model, which measures reactions, learning, behavior, and the impact of training outcomes.

In addition to tests, evaluations are conducted through participant observation, logbook completion, and the development of a Follow-Up Action Plan (RTL). The RTL is a prerequisite for certificate issuance, encouraging participants to apply training outcomes to work programs at their home schools. This practice aligns with the principles of outcome-based education and learning accountability applied in international vocational training. Mr. Tukiman explained that the BBPPMPV BBL also uses an online post-training monitoring system to monitor the effectiveness of the RTL in the field. This monitoring is incorporated into the PDCA (Plan-Do-Check-Action) cycle to ensure continuous improvement. This mechanism reflects the integration of the evaluation process into the training institution's quality management cycle.

The BBPPMPV BBL (Vocational Leadership Training Program) designs leadership training that focuses not only on technical managerial skills but also on strengthening the leader's character. The industry-based principal leadership

program emphasizes entrepreneurial leadership, aligning with the SMK Center of Excellence policy and the revitalization of vocational education governance. In this model, participants are encouraged to have a vision for change, be innovative, and be able to respond to local challenges in their educational units.

This approach is consistent with the vocational training concept of 70% practice and 30% theory, adopted from the Teaching Factory policy. During the training, participants are also guided to internalize transformative leadership values, such as integrity, adaptability, and public service. The training is designed to foster moral leadership in the educational context, which is expected to foster a culture of quality and innovation within the school environment. Thus, the training results in not only technically skilled principals but also in strong character as agents of change.

### **Obstacles faced in implementing training management for leadership development at BBPPMPV BBL**

One of the major challenges in implementing leadership training is the high rate of principal rotation, which is inconsistent with the duration of the development program. The BBPPMPV BBL identified that consistent training should ideally last four years, but the reality of job rotation disrupts the continuity of the program's impact. This hinders the ongoing transfer of competency within the target schools.

Based on an interview with the Head of the Faspenkom, Mr. Tukiman, S.T., M.T., conducted in the Faspenkom office on June 3, 2025, he stated:

"One of the main challenges faced in implementing educational training and development programs is leadership turnover, particularly at the principal level. In Indonesia, the phenomenon of principal turnover is often at odds with the policies and programs designed by the relevant ministries. For example, in the Center of Excellence Vocational School program, there is a provision that principals cannot be replaced during the program's four-year duration. However, in practice, replacements often occur because the authority to transfer principals falls under the Ministry of Home Affairs through the provincial government, not solely under the Ministry of Education. This inconsistency in policies between institutions is a major challenge in maintaining the continuity of educational programs. Furthermore, teachers also face unique challenges. Many teachers are unaware of the existence of the Balai Besar (Center for Excellence) as an institution that organizes training for competency improvement. Yet, all training programs held at the Balai Besar are fully funded by the government. This problem is caused by the uneven distribution of information. To address this, various efforts have been made, not only through the official website and circulars, but also by utilizing the network of Principal Working Councils (MKKS) in each district/city. Through the MKKS, information about training at the Balai Besar is expected to reach more teachers and principals, so that they can make optimal use of the available training facilities." (Tukiman, 2025)

Mr. Tukiman also explained that the BBPPMPV BBL systematically updates its instructor competency map and resource allocation annually to ensure the relevance of vocational training. This mapping encompasses key areas of expertise, technology trends, and regional needs in vocational education leadership development. This process serves as the basis for determining training materials, trainer distribution, and collaboration with practitioners and industry.

The training facility is supported by comprehensive infrastructure, including technical laboratories, practical workshops, digital training rooms, and collaborative discussion spaces. The BBPPMPV BBL implements a ready-to-use principle in every training session, which is run by professional technical staff and cleaning staff to ensure cleanliness and safety. The facility is also open to partner schools conducting industrial work experience.

Support for leadership training at BBPPMPV BBL comes from various parties, both internal and external. All ASN staff at BBPPMPV BBL are involved in the training process, from planning and facilitating activities to post-training evaluation. Teachers and principals who participate in the training also receive formal recognition in the form of Employee Performance Target (SKP) credits, with a minimum of 20 face-to-face hours per year, by the National Civil Service Agency (BKN) regulations.

In addition to internal support, the training also strengthens collaboration with external partners, particularly industry and professional education associations. Memoranda of understanding (MoUs) with the business and industry sector (DUDI) allow for their involvement as guest instructors, providers of practice facilities, and evaluators of training activities. This practice reflects the quadruple helix approach, where synergy between government, industry, academia, and the community is key to the success of vocational programs.

Participants' responses were generally positive regarding the practice-based training approach and adaptive leadership traits. Most participants stated that the training helped broaden their understanding of school management and industry work culture. However, there was also feedback regarding limited practice time and the need for post-training mentoring, which BBPPMPV BBL will evaluate for further program development.

### **Strategies implemented to improve the effectiveness of training management in leadership development at BBPPMPV BBL**

The BBPPMPV BBL implemented digital transformation in leadership training through the launch of the Ruang GTK (LMS) platform, the e-learning clinic (e-klipem), and the Simbanglis (Training and Development Management Information System). These three systems are designed to manage training data, facilitate online learning, and record learning processes and outcomes in an integrated manner with Dapodik (Education and Development Data Center). This enables real-time, data-

driven training management, supporting the principles of accountability and learning effectiveness.

Based on an interview with the Head of Faspenkom, Mr. Tukiman, S.T., M.T., conducted in the Faspenkom room on June 3, 2025, he stated:

"Within the Ministry, there is an integrated platform known as Rumah Pendidikan. One of the main features of Rumah Pendidikan is the GTK (Teacher and Education Personnel) Room, which serves as a center for learning and innovation. In addition, we also have several other supporting systems such as the e-Learning Clinic and Simbanglis (Digital-Based Competency Development Information System). All of these platforms are designed to strengthen and support innovation in the learning and training process for educators. As part of our efforts to achieve the Clean and Serving Bureaucratic Region (WBBM) title, we continue to encourage various innovations in training implementation. This innovation is realized through the use of a Learning Management System (LMS) integrated with the GTK Room. The LMS has been synchronized with Dapodik (Basic Education Data), so that all training history attended by teachers or education personnel is automatically recorded in their data. With this integration, each teacher can independently access and monitor their training history whenever needed. This is a form of transparency and accountability in managing educator competency development. Last year, we used the Simbanglis platform, and this year, we implemented the GTK Room as a platform for educators. "The main LMS. To support the implementation of this system, we have prepared a reliable and experienced admin team to manage participant access and data. This entire process applies not only to formal teachers but also to educators from alternative education, all of whom must undergo training using the Ruang GTK-based LMS. This is part of our commitment to building an innovative, integrated, and sustainable training system." (Tukiman, 2025)

This innovation also forms part of BBPPMPV BBL's commitment to supporting bureaucratic reform by achieving a Clean and Serving Bureaucracy Area (WBBM) and an Integrity Zone (ZI). The implementation of a training information system helps reduce reliance on manual processes and increases data transparency and openness. This success is supported by internal staff training and regular updates to the information technology system.

Externally, BBPPMPV BBL training also receives innovation support from industry through a Matching Fund scheme and donations of training technology. Partner industries provide demonstration equipment, software, and digital simulations used in the latest industry-based training. This collaboration ensures that the training materials delivered are relevant to cutting-edge technology needs and global industry standards.

Mr. Tukiman also explained that to ensure the training has a real impact in schools, the BBPPMPV BBL requires each participant to prepare and upload a



Follow-Up Action Plan (RTL) as part of the final assessment. This RTL must include concrete action plans to be implemented in their respective schools in areas of management, learning, and industry partnerships. Only participants with a valid and verified RTL are eligible to receive a training certificate.

## **Discussions**

The research results show that the implementation of training management at BBPPMPV BBL Medan has been carried out through structured planning, implementation, and evaluation stages, and is oriented towards the needs of leadership development in vocational education environments. These results align with the training management theory according to Nasution et al., (2024) Which states that training management must integrate the functions of planning, organizing, implementing, directing, and evaluating to be able to achieve the goal of improving competency effectively.

During the planning stage, the BBPPMPV BBL involved various stakeholders, such as the provincial education office, the MKKS (school principals' association), and the industrial sector (DUDI). This approach is consistent with the view (Sugiyono, 2017) That effective training management must be needs-based and involve stakeholders to ensure training outcomes are relevant to the workplace. Data-driven planning, such as mapping training needs and analyzing principal competencies, also supports the Directorate General of GTK's policy regarding vocational school revitalization (Siregar, 2018).

The training implementation phase, which utilizes a blended learning model, expands access for participants facing geographic barriers. This strategy aligns with the view (Sholikhah & Munir, 2023; Ayumi & Nasution, 2025), which emphasizes that quality training must provide knowledge compensation, increased productivity, and opportunities for self-development. Experiential learning approaches, such as internships in industry, also support the strengthening of soft skills and work ethic, in line with the Teaching Factory concept (70% practice, 30% theory) emphasized in national vocational education.

In terms of evaluation, the BBPPMPV BBL applies an outcome-based model with pre- and post-tests, logbooks, and mandatory participant uploads of Follow-Up Action Plans (RTL). This evaluation aligns with the evaluation model (Prasinta et al., 2023), which measures reactions, learning, behavior, and final training outcomes. An online post-training monitoring system based on the PDCA (Plan-Do-Check-Action) cycle ensures continuous improvement, as emphasized in the quality management concept.

Obstacles identified included high principal turnover, limited access to teacher information, and a limited number of experienced instructors. These challenges align with findings (Purba & Subroto, 2023), which emphasize that management support, resource availability, and a culture of continuous learning are critical

factors in successful training. The BBPPMPV BBL responded with an online monitoring system, collaboration with the Vocational High School Center for Excellence (MKKS), and regular instructor competency mapping.

In terms of leadership development, this training instills transformational leadership values such as integrity, adaptability, innovation, and public service, which align with the theory of Robbins and Judge (Azmy, 2021; Sembiring & Budi, 2025). Transformational leadership is considered effective in developing leaders who are inspiring, change-oriented, and foster a culture of quality in schools. Furthermore, the approach of (Dwianto, 2023) Also addresses entrepreneurial leadership aspects to support the SMK Center of Excellence program.

The digital transformation strategy through Ruang GTK (Gert Teachers' Room), e-Learning Clinic, and Simbanglis (Simbanglis) strengthens integrated and transparent training management. These innovations reflect the application of the principles of digitalization in training management (Nasution et al., 2024) and support the Ministry of Education, Culture, Research, and Technology's Clean and Serving Bureaucratic Region (WBBM) program.

Current trends demonstrate that significant efforts are being made to ensure the effectiveness of programs implemented in various organizations, such as the Center for the Development and Quality Assurance of Vocational Training in the Building and Electrical Sector. Issues such as suboptimal program planning, implementation, and evaluation often hinder the achievement of desired leadership development goals. This is related to the development of educational management theory, which emphasizes the need for a structured and well-functioning system to produce quality leaders.

Overall, the results of this study indicate that the implementation of training management at the BBPPMPV BBL Medan is aligned with training and leadership management theory, although structural challenges such as job rotation and limited resources remain. Cross-sectoral collaboration, strengthening leadership character, and utilizing information technology are key factors in ensuring the sustainability and effectiveness of leadership development programs in vocational education.

## **Conclusion**

Based on the research and discussion on the implementation of training management in leadership development at BBPPMPV BBL Medan, it can be concluded that the training management at BBPPMPV BBL Medan has been carried out systematically through the stages of planning, implementation, and evaluation. Training planning is based on competency needs, human resource nomination results, and coordination with education and industry stakeholders. The training is implemented using a blended learning approach and involves professional instructors from both internal and external sources. Training evaluation is

conducted using an outcome-based model to ensure participants can apply leadership skills in the workplace.

The main obstacles encountered in the implementation of leadership training include high principal turnover, which hinders program continuity, limited teacher participation due to geographic and information constraints, and a limited number of experienced instructors. However, BBPPMPV BBL has responded to these challenges by developing an online monitoring system, expanding partnerships, and periodically refining training needs mapping.

Strategies to improve the effectiveness of training management are implemented through a cross-sectoral collaborative approach, integrating a merit system in participant selection, and emphasizing strengthening leadership character based on the values of integrity, adaptability, and innovation. The Teaching Factory Approach (TEFA) is also a crucial part of developing resilient, solution-oriented, and change-responsive leaders. The strategy implemented is expected to serve as a reference and be further developed in future research.

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