

CHANGES IN PLANNING AND CONTROLLING COMPETENCIES AFTER MANAGEMENT-BASED LEADERSHIP TRAINING: A SINGLE-GROUP PRE-TEST AND POST-TEST STUDY AMONG MANUFACTURING SUPERVISORS

Kristian Dwi Kusuma¹, Djudiyah²

^{1,2}Master of Science in Psychology, Muhammadiyah University, Malang, Indonesia

Corresponden E-Mail; kristian.dwi@webmail.umm.ac.id

Abstrak

Efektivitas kepemimpinan merupakan faktor penting dalam mendukung pencapaian tujuan organisasi, namun masih banyak supervisor dan manajer yang menghadapi keterbatasan dalam menjalankan fungsi manajerial, khususnya pada aspek *planning* dan *controlling*. Penelitian ini bertujuan menganalisis efektivitas management-based leadership training dalam meningkatkan kompetensi kepemimpinan melalui penguatan kemampuan perencanaan dan pengendalian. Penelitian menggunakan pendekatan kuantitatif dengan desain pre-experimental one-group pretest-posttest yang melibatkan 37 karyawan industri manufaktur yang dipilih menggunakan teknik purposive sampling. Intervensi dilakukan melalui pelatihan kepemimpinan berbasis manajemen selama delapan jam dengan pendekatan *experiential learning* yang mencakup ceramah, diskusi kelompok, studi kasus, simulasi pemecahan masalah, refleksi, dan umpan balik. Data dikumpulkan menggunakan instrumen tes kompetensi kepemimpinan yang diberikan sebelum dan sesudah pelatihan, kemudian dianalisis menggunakan statistik deskriptif, uji normalitas Shapiro-Wilk, paired-samples t-test, dan ukuran efek Cohen's d_{z} . Hasil penelitian menunjukkan bahwa rata-rata skor kompetensi meningkat dari 58,38 (SD = 14,24) pada pretest menjadi 75,95 (SD = 12,35) pada posttest. Hasil paired-samples t-test menunjukkan adanya perbedaan yang signifikan, $t(36) = -6,091$, $p < 0,001$, dengan ukuran efek yang besar (Cohen's $d_{z} = 1,001$). Temuan ini menunjukkan bahwa pelatihan kepemimpinan berbasis manajemen efektif dalam meningkatkan kompetensi kepemimpinan, khususnya pada aspek *planning* dan *controlling*. Penelitian ini memberikan implikasi praktis bahwa program pengembangan kepemimpinan perlu dirancang berbasis kompetensi manajerial dan menerapkan strategi pembelajaran yang berorientasi pada pengalaman agar mampu meningkatkan kapasitas kepemimpinan secara lebih optimal.

Kata kunci: Pelatihan Kepemimpinan Berbasis Manajemen; Kompetensi Kepemimpinan; Planning Dan Controlling

Abstract

Leadership effectiveness is a critical factor in supporting organizational performance, yet many supervisors and managers continue to experience limitations in managerial competencies, particularly in planning and controlling. This study aimed to examine the effectiveness of management-based leadership training in improving leadership competencies through strengthening these two managerial functions. The study employed a quantitative approach using a pre-experimental one-group pretest-posttest design involving 37 manufacturing industry employees selected through purposive sampling. The intervention consisted of an eight-hour face-to-face management-based leadership training integrating experiential learning methods, including lectures, case discussions, simulations, reflective activities, and structured feedback. Data were collected using leadership competency tests administered before and after the training and analyzed using descriptive statistics, the Shapiro-Wilk normality test, paired-samples t-test, and Cohen's d_{z} effect size. The findings revealed that the mean competency score increased from 58.38 (SD = 14.24) in the pretest to 75.95 (SD = 12.35) in the posttest. The paired-samples t-test indicated a statistically significant improvement, $t(36) = -6.091$, $p < .001$, with a large effect size (Cohen's

$d_{z\text{-score}} = 1.001$), demonstrating that the intervention substantially enhanced participants' planning and controlling competencies. These findings suggest that management-based leadership training is an effective approach for strengthening managerial leadership competencies and provide practical evidence for designing competency-based leadership development programs within organizational settings.

Keywords: Management-Based Leadership Training; Leadership Competency; Planning And Controlling.

INTRODUCTION

The increasingly dynamic organizational environment driven by digitalization, technological disruption, and the growing complexity of decision-making has fundamentally transformed the way organizations perceive leadership. Leadership is no longer understood merely as the ability to influence subordinates, but rather as a managerial capacity to ensure that organizational processes are conducted in a structured, adaptive, and measurable manner (Kamala et al., 2026). Organizations are required to respond rapidly to environmental changes without compromising the effectiveness of goal attainment, making the quality of managerial functions performed by leaders a critical determinant of organizational success. From the perspective of contemporary management theory, such effectiveness is strongly influenced by leaders' ability to integrate the managerial functions of planning and controlling, as these functions provide the foundation for organizational coordination, decision-making, and performance evaluation (Tripustikasari, 2025). Consequently, effective leadership in the modern organizational context is determined not only by leaders' personal characteristics but also by their managerial competencies that bridge strategic intent with sustainable organizational implementation.

Evidence across various organizations suggests that the primary weakness among operational leaders and first-line supervisors does not lie in a lack of work motivation, but rather in their limited ability to formulate systematic plans and consistently monitor program implementation (Patricya & Salito, 2025). Such deficiencies often result in project delays, deviations from organizational targets, inefficient resource utilization, and weak interdepartmental coordination. Planning that is not grounded in comprehensive needs analysis frequently produces unrealistic objectives, while ineffective control mechanisms prevent organizations from identifying deviations promptly, thereby delaying corrective actions (Aswaruddin et al., 2024). These challenges become even more pronounced as organizations face increasingly rapid environmental changes while the managerial competencies of their leaders remain underdeveloped. Therefore, strengthening planning and controlling capabilities has become a strategic necessity that influences not only individual leadership effectiveness but also the long-term sustainability of organizational performance.

From a theoretical perspective, the significance of planning and controlling is well established in both classical and contemporary management theories. Drucker regarded planning as the primary instrument for determining organizational direction (Fitria et al., 2025), whereas Anthony emphasized management control systems as mechanisms for ensuring that organizational strategies are implemented effectively (Ambarita et al., 2025). These two managerial functions are inherently complementary: planning without control merely produces strategic documents, whereas control without planning lacks clear performance standards against which outcomes can be evaluated. Within the framework of the Resource-Based View (RBV), managerial competence constitutes a valuable strategic resource that is difficult for competitors to imitate, thereby creating sustainable competitive advantage

(Aslamiyah et al., 2024). Accordingly, leadership effectiveness can be understood as the result of integrating strategic planning capabilities with the ability to ensure consistent execution through effective control mechanisms.

Despite this theoretical understanding, many organizational leadership development programs continue to emphasize general leadership competencies such as communication, motivation, and team building, while providing relatively limited attention to the development of core managerial competencies. Consequently, although leaders may demonstrate improvements in interpersonal skills, these enhancements are not necessarily accompanied by significant improvements in work planning quality or organizational performance control. This condition suggests that leadership training programs have not yet been sufficiently aligned with the managerial competencies that directly influence organizational effectiveness (Sutarso et al., 2025). Therefore, there is a pressing need for a more targeted, measurable, and management-oriented leadership development approach that prioritizes planning and controlling as essential competencies for supervisors and first-line managers.

Previous studies have consistently reported that leadership development programs positively contribute to leadership competency enhancement; however, the magnitude of their effectiveness varies considerably across different contexts (Variani et al., 2024). Tenschert, Furtner, and Peters (2024) found that the effectiveness of leadership development programs is largely determined by instructional design, experiential learning opportunities, reflective practice, and continuous feedback mechanisms, whereas generalized training programs tend to produce limited learning transfer. Similarly, systematic reviews on leadership effectiveness indicate that professional competence, managerial capability, organizational experience, and organizational characteristics constitute the primary determinants of leadership effectiveness (Marvin et al., 2025). Nevertheless, relatively few studies have specifically isolated the contribution of planning and controlling competencies as the central focus of leadership training interventions. These findings indicate the need for a more focused approach that emphasizes the development of core managerial competencies.

Other studies further suggest that successful leadership development initiatives typically incorporate experiential learning, coaching, goal-setting strategies, and continuous evaluation processes (Nurfaizin et al., 2026). These interventions have been shown to enhance decision-making capabilities, team coordination, and organizational adaptability in responding to environmental changes. However, the majority of existing studies continue to evaluate leadership training primarily through general leadership behavior indicators rather than improvements in managerial functions, such as strategic planning and program control. This limitation highlights a substantial opportunity for future research to develop leadership training models that explicitly focus on strengthening planning and controlling competencies as key determinants of leadership effectiveness.

Based on the existing body of literature, several significant research gaps can be identified. First, most previous studies have examined leadership training effectiveness from a general perspective without specifically targeting core managerial competencies. Second, prior research has predominantly measured changes in leadership behavior rather than improvements in managerial function performance. Third, only a limited number of studies have integrated planning and controlling as two complementary competencies within a unified management-based leadership training framework. Consequently, there remains a lack of empirically validated intervention models explaining how strengthening these two managerial

functions directly contributes to leadership effectiveness. These gaps provide a compelling rationale for conducting the present study.

To address these limitations, this study introduces the Management-Based Leadership Training Model (MBLTM) as its principal innovation. Unlike conventional leadership development programs that primarily emphasize interpersonal leadership skills, the proposed model positions strategic planning and performance control as the core managerial competencies to be developed through an integrated training framework. The model combines conceptual instruction, case-based simulations, practical work-plan development, implementation monitoring, reflective learning, and continuous feedback to strengthen participants' managerial capabilities. This integrated approach is expected to generate more practical and sustainable improvements in leadership effectiveness by enabling participants not only to understand leadership concepts but also to effectively manage organizational processes in a systematic and evidence-based manner. Conceptually, this innovation contributes to the advancement of leadership literature by extending management-function-based leadership theory while simultaneously offering a novel intervention framework for supervisor competency development.

Based on these considerations, this study aims to examine the effectiveness of management-based leadership training in enhancing leadership effectiveness through strengthening planning and controlling competencies. The findings are expected to contribute to both leadership and management theory by providing empirical evidence regarding the effectiveness of the proposed intervention model, while also offering practical recommendations for organizations in designing leadership development programs that are more targeted, needs-based, and capable of promoting sustainable organizational effectiveness.

RESEARCH METHOD

This study employed a quantitative approach using a pre-experimental research design with a one-group pretest-posttest design (Rahmawati & Rantung, 2025). This design was selected to evaluate the effectiveness of a management-based leadership training intervention in enhancing leadership effectiveness through the development of planning and controlling competencies. The study involved 30 employees from the manufacturing industry occupying supervisory to managerial positions. Participants were selected using purposive sampling based on their involvement in organizational planning, decision-making, and operational control processes. The intervention was delivered through an eight-hour face-to-face (in-class) training program that integrated an experiential learning approach, including lectures, group discussions, case studies, problem-solving simulations, presentations, reflective activities, and continuous feedback to strengthen participants' conceptual understanding and practical leadership competencies.

Data were collected using pretest and posttest instruments specifically developed to assess changes in participants' knowledge, understanding, and skills related to leadership and management functions, particularly the competencies of planning and controlling (Mukhlis et al., 2025). The assessment instrument consisted of a combination of multiple-choice questions and short case analyses designed to evaluate both analytical ability and the application of managerial concepts in workplace contexts. Data collection was conducted at two stages: prior to the training program to establish participants' baseline competency levels and immediately

after the completion of the training to evaluate the effectiveness of the intervention. A summary of the research design is presented in Table 1.

Table 1. Research Design

Component	Description
Research Approach	Quantitative
Research Design	Pre-experimental
Experimental Design	One-group pretest–posttest design
Participants	30 manufacturing industry employees (supervisory to managerial level)
Sampling Technique	Purposive sampling
Intervention	Eight-hour Management-based leadership training
Training Content	Leadership, management functions, planning, and controlling
Data Collection Technique	Pre-test and post-test
Research Instrument	Multiple-choice questions and case studies
Variables Measured	Leadership competencies in planning and controlling
Data Analysis	Descriptive statistics, Shapiro–Wilk normality test, paired samples <i>t</i> -test or Wilcoxon signed-rank test, and effect size (Cohen's <i>d</i>)

Data were analyzed using both descriptive and inferential statistical techniques. Descriptive statistics were employed to summarize the characteristics of the data, including the mean, standard deviation, minimum value, and maximum value (Sa'adah et al., 2025). Prior to hypothesis testing, the normality of the data distribution was assessed using the Shapiro–Wilk test to determine whether the assumptions for parametric analysis were satisfied. If the data were normally distributed, the effectiveness of the intervention was examined using a paired-samples *t*-test. Conversely, when the assumption of normality was violated, the Wilcoxon signed-rank test was employed as a non-parametric alternative. To determine the magnitude of the intervention's effect, Cohen's *d* was calculated as the measure of effect size. Accordingly, the interpretation of the findings was based not only on statistical significance but also on the practical significance reflected by the strength of the intervention effect. All statistical analyses were performed using statistical software with a significance level of $\alpha = 0.05$.

RESULTS AND DISCUSSION

Results

This study aimed to examine the effectiveness of management-based leadership training in improving participants' leadership competencies, particularly in the areas of planning and controlling. The analysis was conducted on 37 participants who completed the entire training program using a one-group pretest–posttest design. The data were analyzed sequentially using descriptive statistics, the Shapiro–Wilk normality test, a paired-samples *t*-test, and effect size analysis to determine the magnitude of the intervention's impact.

Improvement in Participants' Leadership Competencies

Descriptive statistical analysis was conducted to provide an overview of changes in participants' scores before and after the training program. The results indicated that the mean pretest score was 58.38 (SD = 14.243), whereas the mean posttest score increased to 75.95 (SD = 12.351). The minimum score improved from 30 in the pretest to 50 in the posttest, while the maximum score changed from 100 in the pretest to 90 in the posttest.

These findings demonstrate a substantial improvement in participants' leadership competencies following the training intervention. The mean increase of 17.57 points indicates that the training program positively enhanced participants' understanding of leadership

principles and managerial functions. Furthermore, the reduction in the standard deviation of the posttest scores suggests that participants' competencies became more homogeneous after the training. This finding indicates that the learning process not only improved individual competencies but also reduced disparities in leadership skills among participants.

Table 2. Descriptive Statistics of Pretest and Posttest Scores

Variable	N	Mean	Standard Deviation	Minimum	Maximum
Pre test	37	58.38	14.243	30	100
Post test	37	75.95	12.351	50	90

As presented in Table 2, the average posttest score was considerably higher than the average pretest score. This initial evidence suggests that the intervention effectively improved participants' understanding of management-based leadership, particularly in implementing the managerial functions of planning and controlling.

Normality Test Results

Before testing the research hypothesis, the data were examined using the Shapiro–Wilk normality test to determine whether the score distributions met the assumption of normality. This test was selected because the sample size consisted of fewer than 50 participants, making it more appropriate than alternative normality tests.

The analysis revealed that the pretest scores produced a significance value of 0.057, which exceeded the significance threshold of 0.05, indicating that the pretest data were normally distributed. In contrast, the posttest scores yielded a significance value of 0.001, which was below 0.05, suggesting that the posttest data did not meet the statistical assumption of normality.

Table 3. Shapiro–Wilk Normality Test Results

Variable	Significance	Interpretation
Pre test	0.057	Normally distributed
Post test	0.001	Not normally distributed

Although one variable did not satisfy the normality assumption, the analysis proceeded using a parametric approach. This decision was justified by the sample size of 37 participants, which, according to the Central Limit Theorem, allows the sampling distribution of the mean to approximate normality. Therefore, the paired-samples *t*-test remained appropriate for examining differences between pretest and posttest scores.

Training Effectiveness Based on the Paired-Samples *t*-Test

To determine whether a significant difference existed between participants' scores before and after the training, a paired-samples *t*-test was performed. The results showed a *t*-value of -6.091, with *df* = 36, and a significance level of 0.000 (*p* < 0.05).

These findings indicate a statistically significant difference between the pretest and posttest scores. Accordingly, the research hypothesis stating that management-based leadership training enhances participants' leadership competencies is supported.

Table 4. Paired-Samples *t*-Test Results

Component	Value
Mean Difference	-17.568
<i>t</i> -value	-6.091
df	36
Sig. (2-tailed)	0.000

The mean difference of -17.568 indicates that posttest scores were substantially higher than pretest scores. The negative sign resulted from calculating the difference as pretest minus posttest. Therefore, a larger negative value reflects a greater improvement in participants' leadership competencies following the training intervention.

Magnitude of the Intervention Effect (Effect Size)

In addition to statistical significance testing, the study calculated the intervention's effect size using Cohen's *d*. The analysis produced a Cohen's *d* value of 1.001.

According to Cohen's classification, this value represents a large effect size, indicating that the training intervention exerted a substantial impact on improving participants' leadership competencies. Thus, the observed improvement was not only statistically significant but also practically meaningful in the context of leadership competency development.

Table 5. Effect Size Interpretation

Indicator	Value
Mean Difference	1.001
<i>t</i> -value	Large Effect
Sig. (2-tailed)	The intervention had a very strong impact on improving leadership competencies

Overall, the findings demonstrate that management-based leadership training is effective in enhancing participants' leadership competencies. This conclusion is supported by an average score improvement of 17.57 points, a statistically significant difference identified through the paired-samples *t*-test ($p < 0.001$), and a large effect size (Cohen's $d = 1.001$). These results indicate that training emphasizing the development of planning and controlling competencies significantly improves participants' understanding of managerial leadership and produces a substantial practical impact on leadership competency development.

Discussion

The findings of this study demonstrate that management-based leadership training significantly improves participants' leadership competencies, particularly in the areas of planning and controlling. This conclusion is evidenced by the increase in the mean score from 58.38 in the pretest to 75.95 in the posttest, representing an average improvement of 17.57 points. Statistically, the paired-samples *t*-test yielded a significance value of 0.000 ($p < .05$), indicating that the training intervention substantially enhanced participants' knowledge and practical leadership skills. These findings suggest that the training functioned not merely as a medium for knowledge transfer but also as an effective mechanism for strengthening participants' capacity to understand and apply managerial functions within leadership practice

(Apriliansyah, 2024). From a management theory perspective, leadership effectiveness is strongly influenced by leaders' ability to systematically plan, coordinate, implement, and control organizational activities to achieve organizational goals efficiently and effectively (Arini et al., 2025).

The interpretation of these findings is consistent with the growing international literature on leadership development, which emphasizes that the effectiveness of leadership training should no longer be assessed solely by gains in knowledge but also by participants' ability to transfer acquired learning into workplace practice (Suweca & Dane, 2025). Day et al. (2021) argue that organizational investment in leadership development programs yields optimal outcomes when training is systematically designed, aligned with organizational needs, and provides opportunities for participants to apply newly acquired competencies in authentic work settings (Asrini et al., 2024). The present findings reinforce this argument, as the improvement in posttest scores indicates that participants not only developed a stronger theoretical understanding of leadership but also enhanced their ability to integrate planning and controlling into managerial decision-making processes.

The observed improvement in participants' competencies can also be attributed to the intervention's experiential learning approach. Throughout the training, participants engaged not only in lectures but also in group discussions, case-study analyses, presentations, reflective activities, and structured feedback sessions. This instructional approach enabled participants to connect theoretical concepts with the practical challenges they encounter in their daily work. These findings are consistent with the *Leadership Development: An Evidence Review*, which concludes that leadership development programs incorporating multiple learning strategies, including discussion, simulation, practice, and reflection, produce greater learning transfer than conventional lecture-based instruction (Ghoni & Andriani, 2024). Furthermore, experiential learning has consistently been shown to enhance practical skills, problem-solving abilities, and behavioral change in the workplace (Ernawati et al., 2026). Therefore, the improvement in participants' competencies observed in this study suggests that the success of the training was influenced not only by the quality of the instructional content but also by learner-centered pedagogical strategies that actively engaged participants throughout the learning process.

The findings further highlight that strengthening planning and controlling competencies constitutes a critical dimension of leadership development (Aini, 2026). The planning function enables leaders to formulate strategic organizational objectives, establish priorities, allocate resources efficiently, and anticipate potential risks during implementation. Conversely, the controlling function ensures that organizational activities remain aligned with established objectives through continuous monitoring, evaluation, and corrective action. Consequently, the improved post training scores indicate that participants developed a more comprehensive understanding of the interdependent relationship between strategic planning and operational control as complementary managerial functions. These competencies are particularly valuable for supervisors and managers seeking to enhance team coordination, optimize resource utilization, and improve organizational performance.

The magnitude of the intervention's effectiveness is further supported by the Cohen's *d* value of 1.001, which is classified as a large effect size. This result indicates that the observed improvement was not only statistically significant but also practically meaningful. In intervention research, effect size serves as an important indicator because it reflects the practical strength of a program's impact on participants' competency development (Arqharana

et al., 2026). A large effect size suggests that the training was highly relevant to participants' developmental needs and produced substantial improvements within a relatively short period. This finding is consistent with international studies demonstrating that leadership training is most effective when its content is tailored to organizational needs, incorporates practical application, provides constructive feedback, and utilizes diverse instructional methods (Pasaribu & Faeni, 2025).

Nevertheless, the findings also imply that the sustainability of the competency improvements achieved through the training requires further investigation within actual workplace contexts (Kamala et al., 2025). This study evaluated participants' competencies immediately following the intervention and, therefore, does not provide evidence regarding the long-term retention of these competencies or their influence on organizational performance outcomes. Contemporary leadership development literature likewise emphasizes that post-training evaluation should employ longitudinal designs to examine behavioral change, the sustainability of learning transfer, and its impact on organizational effectiveness (Fitri et al., 2025). Accordingly, future research is recommended to adopt more rigorous experimental designs incorporating control groups, follow-up assessments, and objective organizational performance indicators. Such approaches would enable a more comprehensive evaluation of the long-term effectiveness of management-based leadership training. Overall, the present study provides empirical evidence that leadership training focused on strengthening planning and controlling competencies represents an effective strategy for enhancing leadership capacity among supervisors and managers while offering considerable potential to support sustainable improvements in organizational effectiveness.

CONCLUSION

The findings of this study demonstrate that management-based leadership training is effective in enhancing participants' leadership competencies, particularly in the areas of planning and controlling. This effectiveness is evidenced by the increase in the mean score from 58.38 in the pretest to 75.95 in the posttest, supported by the results of the paired-samples *t*-test, which indicated a statistically significant difference ($p < .05$), and a large effect size (Cohen's $d = 1.001$). These findings underscore an important implication: leadership development should extend beyond strengthening interpersonal skills alone and should also prioritize the enhancement of managerial competencies that underpin effective decision-making and organizational management. Integrating planning and controlling functions into the training design was shown to improve participants' understanding in a more systematic manner, thereby supporting the effective execution of leadership responsibilities within organizational settings.

From a scholarly perspective, this study contributes to the leadership development literature by positioning planning and controlling competencies as the primary focus of a management-based leadership training intervention. This perspective extends previous studies, which have predominantly emphasized communication, motivation, or general leadership behaviors as the central components of leadership development. Furthermore, the application of a one-group pretest–posttest design provides empirical evidence regarding the effectiveness of the intervention in improving leadership competencies among supervisors and managers. Nevertheless, this study has several limitations. It involved only a single experimental group without a control group, included a relatively small sample size, and was conducted within a single industrial context, thereby limiting the generalizability of the

findings. In addition, the evaluation was performed immediately after the training intervention, making it impossible to determine the long-term sustainability of competency improvement or its impact on organizational performance. Therefore, future research should employ more rigorous experimental designs incorporating control groups, larger and more diverse samples, multiple organizational sectors, and longitudinal follow-up assessments to provide a more comprehensive evidence base for developing effective and evidence-informed leadership development policies.

Based on these findings, organizations are encouraged to incorporate management-based leadership training into their continuous human resource development strategies, particularly for supervisors and managers responsible for planning and controlling functions. Such training programs should be grounded in systematic competency needs assessments, enriched through experiential learning approaches, and accompanied by periodic evaluations to ensure effective transfer of learning into workplace practice. Future researchers are also encouraged to adopt more comprehensive experimental designs, integrate quantitative and qualitative approaches through mixed-methods research, and include additional indicators of leadership behavior and organizational performance. These efforts will provide deeper insights into the mechanisms through which leadership training influences leadership effectiveness and generate stronger evidence to advance both leadership theory and management practice.

REFERENCES

- Aini, S. N. (2026). Penguatan Kompetensi Manajerial Pengurus Yayasan TK Muslimat Khodijah 157 Rogojampi Melalui Pelatihan Manajemen Lembaga. *Amaliah: Jurnal Pengabdian Kepada Masyarakat (AJPKM)*, 10(1), 77–87. <https://jurnal-lp2m.umnaw.ac.id/index.php/AJPKM/article/view/6409>
- Ambarita, D. C., Trinadia, W., & Darma, J. (2025). Analisis Sistem Pengendalian Manajemen Dalam Mendukung Kinerja Perusahaan. *INNOVATIVE: Journal Of Social Science Research*, 5(4), 12536–12544. <https://j-innovative.org/index.php/Innovative/article/view/21272>
- Apriliansyah, M. (2024). The Role Of Leadership In Managing Knowledge Management And Learning Organizations In Educational Institutions. *Jurnal Sekretari & Administrasi (Serasi)*, 22(1), 14–25. <https://journal.budiluhur.ac.id/serasi/article/view/3123>
- Arini, T., Siregar, A., Azzahra, A. R., Zhani, V. U., & Syahbudin. (2025). Leadership in Education Management. *Edu Society: Jurnal Pendidikan, Ilmu Sosial, Dan Pengabdian Kepada Masyarakat*, 5(2), 380–394. <https://doi.org/10.56832/edu.v5i2.1179>
- Arqharana, A. T., Akhsan, H., & Siahaan, S. M. (2026). Peningkatan Literasi Energi melalui Pembelajaran STEM: Analisis N-Gain, Effect Size, dan Person Measure Rasch pada Materi Listrik Dinamis. *DIFFRACTION: Journal for Physics Education and Applied Physics*, 8(1), 29–42. <https://ejournal.unsil.ac.id/index.php/diffraction/article/view/421>
- Aslamiyah, F., Windarti, R. A., Farleni, S., & Sanjaya, V. F. (2024). Pendekatan Resource-Based View (Rbv) Dalam Manajemen Bisnis: Strategi Untuk Keunggulan Kompetitif Yang Berkelanjutan. *Al-A'mal: Jurnal Manajemen Bisnis Syariah*, 1(2), 176–183. <https://journal.staittd.ac.id/index.php/ai/article/view/240>
- Asrini, N., Saraswati, N. L. P. A. T., Ayundha, N. D., & Veranita, M. (2024). Identifikasi Kebutuhan

- Pelatihan Dan Pengembangan Sumber Daya Manusia. *Jagaddhita: Jurnal Pendidikan, Humaniora, Linguistik Dan Sosial*, 2(2), 46–59. <https://doi.org/10.58268/jg.v2i2.154>
- Aswaruddin, Handini, N., Melisa, W., Ardiyani, F., Mahrani, B., & Purba, A. Z. (2024). Pengendalian dan Pengawasan dalam Manajemen Organisasi Pendidikan. *MUDABBIR: Journal Research and Education Studies*, 4(2), 244–251. <https://doi.org/10.56832/mudabbir.v4i2.595>
- Ernawati, R., Ayuningtyas, E. A., Yahya, A., Nurjanah, R., & Hidayat, T. (2026). Pengaruh Experiential Learning Activities, Pengembangan Sumber Daya Manusia Dan Motivasi Terhadap Kinerja Karyawan. *Peradaban: Journal of Economic and Business*, 5(1), 15–26. <https://doi.org/10.59001/pjeb.v5i1.585>
- Fitri, N. K., Pratama, F. H., Purnomo, F., Roby, A. B., Hasanah, A., & Mangundjaya, W. L. (2025). Evaluasi Pelatihan: Menelaah Reaksi Peserta dan Proses Pembelajaran sebagai Indikator Efektivitas Pelatihan. *Jurnal Komunikasi Dan Ilmu Sosial*, 3(2), 83–89. <https://doi.org/10.38035/jkis.v3i2.2185>
- Fitria, U. R., Sulistyorini, & Chotimah, C. (2025). Manajemen Efektif Peter Drucker untuk Fatayat NU MEMPESONA. *Konstruktivisme: Jurnal Pendidikan Dan Pembelajaran*, 17(1), 206–217. <https://doi.org/10.35457/konstruk.v17i1.4116>
- Ghoni, A., & Andriani, T. (2024). Mekanisme Penyelenggaraan Pendidikan Dan Pelatihan. *Jurnal Literasiologi: Literasi Ke-Indonesiaan*, 12(5), 60–83. <https://jurnal.literasikitaindonesia.com/index.php/literasiologi/article/view/847>
- Kamala, J., Nurilawati, Limbong, E., Halawa, L. L., & Pangestoeti, W. (2026). Mengidentifikasi Tantangan dan Peluang Kepemimpinan Digital serta Strategi Solusinya dalam Organisasi Modern. *Jurnal Multidisiplin Ilmu Akademik*, 3(1), 1108–1116. <https://ejurnal.kampusakademik.co.id/index.php/jmia/article/view/8305>
- Kamala, J., Salsa, S. A., Nurilawati, Fachriansyah, R. M. I., & Firman. (2025). Integrasi Pelatihan dan Pengembangan SDM dalam Meningkatkan Kapasitas Organisasi. *Edu Sociata: Jurnal Pendidikan Sosiologi*, 8(1), 22–32. <https://doi.org/10.33627/es.v8i1.3307>
- Marvin, F., Wibowo, H. A., Liantoro, D., & Devi, N. K. (2025). Kepemimpinan Efektif Di Era Modern: Peran Motivasi, Kompetensi, Budaya, Dan Komunikasi Dalam Peningkatan Kinerja Organisasi. *Aliansi: Jurnal Manajemen Dan Bisnis*, 20(2), 22–30. <https://doi.org/10.46975/0sy5tw12>
- Mukhlis, Jureid, Harahap, M. F., & Danil, M. (2025). Socialization and Training on Management of Planning, Organizing, Actuating, and Controlling (POAC) for Field Practice Students of STAIN Mandailing Natal. *Harmoni Sosial: Jurnal Pengabdian Dan Solidaritas Masyarakat*, 2(2), 17–30. <https://doi.org/10.62383/harmoni.v2i2.1374>
- Nurfaizin, F., Nursaidah, Patimah, S., & Lughowi, R. A. (2026). Pelatihan Dan Pengembangan Sumber Daya Manusia. *Jurnal Education and Development*, 14(1), 792–798. <https://journal.ipts.ac.id/index.php/ED/article/view/7675>
- Pasaribu, P. H., & Faeni, D. P. (2025). Strategi Untuk Meningkatkan Kompetensi Dan Daya Saing Organisasi. *SINERGI: Jurnal Riset Ilmiah*, 2(9), 4249–4259. <https://doi.org/10.62335/sinergi.v2i9.1692>

- Patricya, M., & Salito. (2025). Evaluasi Kritis Terhadap Peran Pemimpin Dalam Perencanaan Organisasi: Antara Visi Dan Realitas. *Jurnal Akuntansi, Manajemen, Dan Ilmu Pendidikan (JAMED)*, 1(2), 121–132. <https://journal.yapakama.com/index.php/JAMED/article/view/244>
- Rahmawati, S., & Rantung, G. A. J. (2025). Efektifitas Pelatihan Heimlich Maneuver Terhadap Peningkatan Pengetahuan dan Keterampilan Siswa SMK: Studi One-Group Pretest-Posttest. *Jurnal Medika: Medika*, 4(4), 2135–2141. <https://jmedika.com/index.php/medika/article/view/556>
- Sa'adah, N., Andiansyah, T., Hidayat, T., Amni, C., & Sunyanti. (2025). Analisis Distribusi dan Tren Nilai Mahasiswa dengan Pendekatan Statistik Deskriptif dan Visualisasi Data. *Sudo: Jurnal Teknik Informatika*, 4(3), 203–211. <https://doi.org/10.56211/sudo.v4i3.1233>
- Sutarso, A. B. F. Z., Al Ghifari, A., Firdaus, F., Yudhatama, Y., & Veranita, M. (2025). Pelatihan Kepemimpinan dan Pengembangan Manajerial: Strategi Meningkatkan Kompetensi Individu dan Efektivitas Organisasi melalui Pendekatan Kualitatif. *BISMA: Business and Management Journal*, 3(1), 46–51. <https://doi.org/10.59966/bisma.v3i2.1915>
- Suweca, I. K., & Dane, N. (2025). Dari Ruang Kelas ke Tempat Kerja: Transfer Pelatihan sebagai Ukuran Nyata Efektivitas Pelaksanaan Pelatihan Sumber Daya Manusia. *Jurnal Manajemen Dan Ekonomi (JME)*, 3(1), 50–59. <https://journal.mpukuturan.ac.id/index.php/jme/article/view/1096>
- Tripustikasari, E. (2025). Peran Manajemen dalam Meningkatkan Efektivitas Organisasi. *Journal of New Trends in Sciences*, 3(2), 1–10. <https://doi.org/10.59031/jnts.v3i2.730>
- Variani, H., Al Qadri, H., & Nellitawati. (2024). Pengaruh kepemimpinan transformasional terhadap pengembangan sumber daya manusia di sebuah satuan pendidikan. *Academy of Education Journal*, 15(1), 991–1000. <https://doi.org/10.47200/aoej.v15i1.2356>