

Needs-Based Training Management to Enhance Educational Staff Competency

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ABSTRACT

This study aims to describe the needs-based training management for educational staff at MAS Muhammadiyah Songing, covering needs identification, planning, implementation, and follow-up of training. The issue addressed is the limited specialized training for educational staff at the school, which mostly relies on external programs from the education department. This research uses a descriptive qualitative approach with data collected through interviews, observations, and documentation from the school principal, vice principal, head of administration, educational staff, librarian, IT team, and students. Data analysis was conducted through collection, reduction, presentation, and drawing conclusions, with data validity strengthened through source triangulation, technique triangulation, and theory triangulation. The results of the study show that: (1) Training needs identification is not systematic, (2) Training planning is more focused on teachers, while educational staff rely on external recommendations, (3) The implementation of training is limited and does not align with actual needs, (4) The follow-up on training is not structured. This study concludes that the training management at MAS Muhammadiyah Songing needs improvement by developing a systematic needs assessment, planning internal programs, and conducting continuous evaluation to enhance training effectiveness and the quality of educational administration services.

Keywords: Educational Staff, Evaluation, Needs-Based Training, Training Management.

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan manajemen pelatihan berbasis kebutuhan tenaga kependidikan di MAS Muhammadiyah Songing, mencakup identifikasi kebutuhan, perencanaan, pelaksanaan, dan tindak lanjut pelatihan. Fenomena yang diangkat adalah minimnya pelatihan khusus bagi tenaga kependidikan di sekolah, yang sebagian besar bergantung pada program eksternal dari dinas pendidikan. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan data yang dikumpulkan melalui wawancara, observasi, dan dokumentasi terhadap kepala sekolah, wakil kepala sekolah, kepala tata usaha, tenaga kependidikan, pustakawan, tim IT, dan siswa. Analisis data dilakukan melalui pengumpulan, reduksi, penyajian data, dan penarikan kesimpulan, dengan keabsahan data diperkuat melalui triangulasi sumber, teknik, dan teori. Hasil penelitian menunjukkan bahwa: (1) Identifikasi kebutuhan pelatihan belum sistematis, (2) Perencanaan pelatihan lebih terfokus pada guru, sementara tenaga kependidikan mengandalkan rekomendasi eksternal, (3) Pelaksanaan pelatihan terbatas dan belum sesuai dengan kebutuhan, (4) Tindak lanjut pelatihan belum terstruktur. Penelitian ini menyimpulkan bahwa manajemen pelatihan di MAS Muhammadiyah Songing perlu diperbaiki dengan penyusunan needs assessment yang sistematis, perencanaan program internal, serta evaluasi berkelanjutan untuk meningkatkan efektivitas pelatihan dan kualitas layanan administrasi pendidikan.

Kata Kunci: Manajemen Pelatihan, Pelatihan Berbasis Kebutuhan, Tenaga Kependidikan.

INTRODUCTION

Training management is one of the strategic components in the development of human resources in the education sector. Training is defined as a process designed to improve an individual's skills, knowledge, and attitudes to perform tasks more effectively and efficiently. In the ever-evolving field of education, training for educational staff becomes an indispensable need, especially to support the smooth operation of school administration¹.

The rapid changes in the education system demand the strengthening of educational staff competencies through a more targeted and needs-based approach, which has become globally popular². This approach emphasizes that training should be designed based on the identification of needs arising from job demands, organizational conditions, and individual competency gaps. Research conducted by Brown stated that training that is not preceded by a needs analysis tends to be less effective and does not have a significant impact on employee performance³. This highlights the importance of systematic, measurable, and context-specific training planning.

The concept of human resource development for non-teaching staff has been extensively discussed as a crucial factor in the success of educational institutions. Sukur emphasized that the quality of education depends not only on teachers but also on the professional administrative staff who support all academic activities⁴. In the context of education, administrative staff play a vital role in ensuring the smooth operation of school processes. High-quality administrative services require competencies in various aspects such as communication, data management, document management, and understanding of the applicable education system. Without proper training, educational staff will struggle to adapt to changes in policies and the rapid advancement of administrative technology in education.

The importance of strengthening the competencies of educational staff has not only been discussed in academic studies but also received attention from government regulations, especially concerning administration and technical services. This is also reflected in Government Regulation No. 19 of 2017, which governs Teachers and Educational Staff, stating that needs-based training is one of the instruments for the professional development of educational staff that must be carried out continuously and in accordance with the evolving educational needs⁵.

MAS Muhammadiyah Songing, as one of the religious secondary schools in Sinjai District, has approximately 143 students and 5 educational staff. With such a number of

¹ M. Angga Supratman, Gatot Sujono, dan Fadly Usman, "Strategi Manajemen Pelatihan dan Pengembangan serta Pribadi Tenaga Pendidik dan Kependidikan," *J-MPI (Jurnal Manajemen Pendidikan Islam)* 5, no. 2 (2020): 160–74, <https://doi.org/10.18860/jmpi.v5i2.10301>.

² Sri Nawangwulan, "Analisis Kebutuhan Pelatihan dan Pengembangan Sumber Daya Manusia," *Jurnal Manajemen Kesehatan Yayasan R.S. Dr. Soetomo* 4, no. 1 (2018): 257–66, <https://doi.org/10.29241/jmk.v4i1.98>.

³ Sumiyani et al., "Pelatihan Peningkatan Kompetensi Tenaga Kependidikan di Sekolah Menengah Atas Negeri 8 Batang Hari Provinsi Jambi," *Manajerial: Jurnal Inovasi Manajemen dan Supervisi Pendidikan* 5, no. 2 (2025): 480–87, <https://doi.org/10.51878/manajerial.v5i2>.

⁴ Puji Sukur, Mahesa Nur Rudinah, dan Nurlaili, "Manajemen Pendidik dan Tenaga Kependidikan di Sekolah Perusahaan," *Jurnal Dinamika Manajemen Pendidikan (JDMP)* 7, no. 2 (2023): 143–53, <https://doi.org/10.26740/jdmp.v7n2.p143-153>.

⁵ Jauharotul Muniroh dan Muhyadi, "Manajemen Pendidik dan Tenaga Kependidikan di Madrasah Aliyah Negeri Kota Yogyakarta," *Jurnal Akuntabilitas Manajemen Pendidikan* 5, no. 2 (2017): 161–73, <https://doi.org/10.21831/amp.v5i2.8050>.

students and educators, the role of educational staff becomes increasingly important in supporting the smooth administration of daily services. However, although training for educators is often conducted, training specifically for educational staff is still inadequate. This indicates a gap between the training needs of educational staff and the training policies in place at the school. The lack of specialized training for educational staff could affect the quality of administrative services, which can be seen in the differences in individual abilities to manage data, inconsistencies in administrative procedures, and delays in services due to a lack of understanding of the digital systems used.

The needs-based training process begins with a needs analysis at three levels: organizational, task, and individual. Organizational needs analysis assesses how much training is required to support the school's vision and goals, while task needs analysis focuses on the competencies required based on the job roles performed⁶. Individual needs analysis, in turn, identifies the gap between the skills possessed by educational staff and those needed. Thus, the training provided will be more relevant and have a tangible impact on the performance of educational staff.

Many studies on training management have been conducted, but most have focused on training for educators. Research by Ahmad Wildan for example, found that the strategies employed by school principals to enhance the performance of educational staff through mentoring were effective⁷. Furthermore, research by Lord Byron Silalahi showed that improving the quality of educational staff significantly impacts the educational process and the achievement of educational goals⁸. Another study by Rita Taroreh et al. revealed that training, career development, and leadership styles had a significant impact on the performance of both educators and educational staff⁹. These findings suggest that needs-based training can greatly contribute to improving the performance quality of educational staff. Additionally, this study fills a research gap, as most previous studies focused more on teacher training, while educational staff often receive less attention. However, educational staff play a crucial role in supporting administrative services and the smooth operation of education.

This study aims to identify and analyze needs-based training management for educational staff at MAS Muhammadiyah Songing. This research will explore the current training conditions and identify the training needs required to support the smooth administration of the school. Consequently, this study is expected to provide practical

⁶ Intan Pratiwi, "Strategi Pengembangan Kompetensi Untuk Meningkatkan Kinerja Tenaga Kependidikan Pada Bagian Akademik di Universitas Trunojoyo Madura," *Jurna; Manajemen dan Bisnis Equilibrium* 6, no. 1 (2020): 33–40, https://doi.org/10.47329/jurnal_mbe.v6i1.410.

⁷ Ahmad Wildan Hidayaturrabbani, "Strategi Kepala Sekolah dalam Meningkatkan Kinerja Tenaga Pendidik dan Kependidikan," *Ulul Amri: Jurnal Manajemen Pendidikan Islam* 2, no. 4 (2023): 443–56, <https://doi.org/10.18860/uajmpi.v2i4.1526>.

⁸ Lord Byron Silalahi, "Strategi Manajemen Kepemimpinan Kepala Sekolah dalam Meningkatkan Kualitas Kinerja Pendidik dan Tenaga Kependidikan," *Jurnal Literasi Pendidikan Dasar* 4, no. 2 (2023): 125–32, <https://doi.org/10.36928/jlpd.v4i2.2025>.

⁹ Axl Hamsso Christiano Sulu, Marjam Mangantar, dan Rita Taroreh, "Pengaruh Pelatihan, Pengembangan Karir, Serta Gaya Kepemimpinan Terhadap Kinerja Pegawai di Badan Kepegawaian Pendidikan dan Pelatihan Daerah Kota Tomohon," *Jurnal EMBA : Jurnal Riset Ekonomi, Manajemen, Bisnis dan Akuntansi* 10, no. 2 (2022): 560–68, <https://doi.org/10.35794/emba.v10i2.40633>.

recommendations for designing more targeted and needs-driven training for educational staff in the school.

METHOD

This research uses a field research type with a descriptive qualitative approach, aimed at providing an in-depth description of the phenomenon related to needs-based training management for educational staff at MAS Muhammadiyah Songing. The data used includes primary data obtained through interviews, observations, and documentation with relevant parties such as the school principal, administrative staff, vice principal, IT team, librarian, teachers, and students, as well as secondary data in the form of documents such as the school profile, vision and mission, and facilities and infrastructure¹⁰

The data collection techniques used include observation, semi-structured interviews, and documentation, with purposive sampling employed to select relevant data sources. The research instruments consist of an observation guide to record activities and the process of identifying training, an interview guide to gather information about the planning and implementation of training, and a documentation guide to collect written evidence such as training modules and attendance lists. To analyze the data, this study follows the steps of data collection, data reduction, data presentation, and conclusion drawing, which are conducted sequentially but remain fluid¹¹. The validity of the data is ensured through source triangulation, technique triangulation, and theory triangulation¹², which aims to ensure the validity of the research findings by comparing information from various sources, data collection techniques, and relevant theories.

RESULTS AND DISCUSSION

Identification of Training Needs

The identification of training needs at MAS Muhammadiyah Songing reveals the presence of an ongoing mapping mechanism, although it is not yet fully structured. According to the informants, the school uses the Human Capital Development (HCD) system to identify training needs. In this system, educational staff are asked to fill out forms that record their training needs based on their workload, such as archiving, personnel, student services, library, and finance. This indicates that training is not only provided in a top-down manner but also involves educational staff in the bottom-up process of proposing training.

The involvement of individuals in the process of identifying training needs is crucial to ensure that the training provided can address the existing competency gaps. According to Werner & DeSimone an effective needs identification process must consider both organizational and individual needs and ensure alignment between training objectives and

¹⁰ Sugiyono, *Metodologi Penelitian Kuantitatif, Kualitatif dan R & D* (Bandung: Penerbit Alfabeta, 2023).

¹¹ Matthew B. Miles, A. Michael Huberman, dan Johnny Saldana, *Qualitative Data Analysis: A Methods Sourcebook*, 3rd ed. (Thousand Oaks: CA: SAGE Publications, 2014).

¹² Norman K. Denzin, *The Research Act: A Theoretical Introduction to Sociological Methods* (New York: McGraw-Hill, 1978); Michael Quinn Patton, *Qualitative Research & Evaluation Methods*, 3rd Ed. (Thousand Oaks: CA: SAGE Publications, 2002).

job demands¹³. By using the HCD form, MAS Muhammadiyah Songing already has a tool to collect initial data related to the required competencies.

This finding is consistent with the Training Needs Assessment (TNA) theory by Dessler, which states that training needs identification should be carried out in three stages: organizational analysis, task analysis, and individual analysis. In the context of MAS Muhammadiyah Songing, organizational analysis is reflected in the school's policies focused on improving administrative performance and strengthening data-based management. Additionally, the educational staff's work program and the curriculum demands also form the basis for identifying training needs.

In task analysis, the school has recognized that each unit has different technical competency needs. For example, Dapodik operators require training on application updates, personnel staff need training on ASN regulations, while library staff need to improve skills in library automation. Furthermore, student services staff also need to understand the concept of excellent service and effective communication skills, given their direct interaction with students and the community.

However, in the individual analysis stage, the needs identification process is still not fully accurate because the school has not conducted in-depth performance analysis for each educational staff member. This is due to the lack of surveys provided to the staff. Informants mentioned that they filled out the forms based on their personal perceptions of their needs, rather than based on measurable competency evaluations. Farooq & Khan emphasize that TNA will be effective only if conducted objectively, using observations, competency assessments, and performance data. Without these instruments, the identified training needs tend to be subjective¹⁴.

Additionally, the research results reveal a phenomenon of training mismatch. Some educational staff attended training that was not entirely relevant to their tasks, especially training organized by the education office. This occurs because the education office often determines participants based on certain administrative criteria, rather than based on a real needs analysis. This finding aligns with Sari's research, which states that many training programs for educational staff in public schools are not based on in-depth TNA, making the training less effective in meeting job requirements.

This mismatch situation leads to a training gap, which is a condition where the required competencies do not align with the training received. A training gap occurs when needs analysis is inaccurate or when training is provided without considering individual needs¹⁵. At MAS Muhammadiyah Songing, the training gap is evident when some staff who should have received specific technical training did not have the opportunity, while others attended training that was less relevant to their tasks.

However, the interviews conducted by the researcher showed that educational staff have intrinsic motivation to learn. Informants acknowledged that even though the training they received was not fully relevant to their tasks, they still tried to internalize the new

¹³ Jon M. Werner dan Randy L. DeSimone, *Human Resource Development* (Boston: Cengage Learning, 2012).

¹⁴ Mubshar Hussain et al., "Boron Application Improves Growth, Yield and Net Economic Return of Rice," *Rice Science* 19, no. 3 (2012): 259–62, [https://doi.org/10.1016/S1672-6308\(12\)60049-3](https://doi.org/10.1016/S1672-6308(12)60049-3).

¹⁵ Faustino Cardoso Gomes, *Manajemen Sumber Daya Manusia* (Yogyakarta: Andi, 2013).

knowledge and apply it to improve the quality of services. This finding is consistent with Wijayanti's research, which found that individual motivation influences the effectiveness of training, even if the needs identification process is not ideal. This motivation becomes an internal strength for the school, but it cannot replace the importance of having a comprehensive needs identification system¹⁶.

From the school's policy perspective, the head of the administration (TU) and the coordinator of educational staff stated that the training needs identification process is usually carried out at the beginning of each academic year. However, this process is not documented in the form of Standard Operating Procedures (SOP), leading to variation in its implementation. Sometimes identification is done rigorously, but in the following year, it may become more relaxed, depending on curriculum changes or administrative demands from the education office. Referring to Kirkpatrick's theory, the identification stage is a crucial foundation before training implementation, as errors at this stage can affect the entire training cycle, including evaluation¹⁷. In the context of MAS Muhammadiyah Songing, although needs identification is in place, it is still not fully aligned with the maturity level recommended by this theory.

Overall, the research findings indicate that the needs identification process at MAS Muhammadiyah Songing is on the right track, but there is still room for significant improvement. The use of HCD (Human Capital Development) is a step forward, but the school needs to complement it with measurable competency analysis, individual performance testing, work observations, and alignment between school needs and training provided by the education office. If this needs identification system is improved, future training will be much more effective and targeted.

Needs-Based Training Planning

Training planning for educational staff is an important part of human resource development management because it determines the effectiveness, relevance, and sustainability of employee competency improvement. Training planning must be based on needs analysis, clear objectives, budget availability, and the organization's readiness to provide supporting facilities¹⁸. Needs analysis is an essential foundation to ensure that training is tailored to the competencies required and can address the challenges of the continuously evolving job demands.

At MAS Muhammadiyah Songing, the practice of training planning for educational staff is still limited, with a greater focus on teacher training, leaving administrative staff not fully accommodated. The school principal explained that training for educational staff is rarely planned internally and is more reliant on programs organized by the Education Office. This shows that, although the school's organizational structure supports training planning, budget allocation and financial priorities are the main limiting factors in its implementation¹⁹.

¹⁶ Devie Putri Wijayanti, "Pengaruh Motivasi Terhadap Kepuasan Kerja Pada Karyawan KPRI 'PERTAGUMA' Kota Madiun," *EQUILIBRIUM Jurnal Ilmiah Ekonomi dan Pembelajarannya* 1, no. 2 (2013): 199–206, <https://doi.org/10.25273/equilibrium.v1i2.608>.

¹⁷ Donald L. Kirkpatrick dan James D. Kirkpatrick, *Evaluating Training Programs: The Four Levels*, 3rd ed (San Francisco: Berrett-Koehler, 2006).

¹⁸ Sondang P. Siagian, *Manajemen Sumber Daya Manusia* (Jakarta: Bumi Aksara, 2020).

¹⁹ M Syaikhudin, "Peran Kepala Sekolah dalam Meningkatkan Manajemen Tenaga Kependidikan," *Jurnal Inovatif*

The limited school budget causes internal training to be focused more on teachers, while educational staff only receive socialization or informal mentoring from colleagues. This situation is in line with Dessler's theory, which states that without adequate resource allocation, training planning will not be effective²⁰. This finding is also supported by research by Nurhattati, which shows that the management and training of educational staff significantly affect the quality of school administration²¹.

The formal planning mechanism through the School Development Team (TPS) provides space for discussion regarding training needs for all school members. TPS discusses the results of the Education Report, quality indicators, and recommendations for human resource development. However, discussions on training for educational staff are still limited because most quality indicators focus more on learning. This indicates that formal procedures alone are not enough if the organizational priorities do not equally address all employees.

From the perspective of educational staff, training needs are clear, especially in technical skills and digital application proficiency. Administrative staff require skills in managing school information systems, correspondence administration, and data processing. This competency gap reflects the disparity between actual abilities and the increasing demand for digital-based job requirements²².

Furthermore, Gomes emphasizes that training needs analysis should include technical aspects, individual performance, and technological development²³. This systematic needs identification helps organizations prioritize the most relevant training. The management of educational staff, including needs-based internal training, significantly enhances the effectiveness of services in vocational schools²⁴. These findings are relevant to strengthen the argument that training at MAS Muhammadiyah Songing needs to be conducted systematically and continuously.

Additionally, follow-up after training is a crucial element to assess the success of the program. Kirkpatrick emphasizes that effective training should be followed by monitoring, feedback, and follow-up to ensure that the acquired competencies are applied effectively in the field²⁵. At MAS Muhammadiyah Songing, post-training evaluation for educational staff is still minimal, making it difficult to assess the real impact on improving administrative service quality.

In response to this, the Vice Principal for Curriculum, Mr. Takdir, explained that training recommendations are now easier to determine thanks to data from the Education Report and national assessments. This approach aligns with the principle of data-driven

Manajemen Pendidikan Islam 03, no. 01 (2024): 1–10, <https://doi.org/10.38073/jimpi.v3i1.1130>.

²⁰ Gary Dessler, *Human Resource Management*, 15th ed. (Boston: Pearson, 2013).

²¹ Nurhattati, Fadhilah, dan Gelar Gelora\ Mustika, "Pelatihan Manajemen Berbasis Sekolah di Madrasah Ibtidaiyah Kecamatan Klari, Karawang, Jawa Barat," *BAKTIMAS Jurnal Pengabdian pada Masyarakat* 1, no. 4 (2019): 170–79, <https://doi.org/10.32672/btm.v1i4.1671>.

²² Dessler, *Human Resource Management*, 15th ed.

²³ Gomes, *Manajemen Sumber Daya Manusia*.

²⁴ Darwin Siregar, "Peningkatan Kemampuan Guru dalam Perencanaan dan Pelaksanaan Pembelajaran Matematika Melalui Supervisi Akademik Dengan Teknik Kunjungan Kelas," *Aksioma Jurnal Pendidikan Matematika* 8, no. 1 (2019): 1–12, <https://doi.org/10.22487/aksioma.v8i1.198>.

²⁵ Kirkpatrick dan Kirkpatrick, *Evaluating Training Programs: The Four Levels*, 3rd ed.

needs assessment, which uses organizational assessment results to determine training priorities objectively. The importance of utilizing organizational data in competency development planning for educational staff ensures that the training provided is targeted²⁶.

Moreover, educational staff show high motivation to participate in training, especially those supporting the acceleration of digital-based administrative services. The need for skills in mastering applications, managing networks, and digital document management is a top priority. This strengthens the argument that training planning should be tailored to the actual needs faced by employees.

A critical view from one of the educational staff, Mrs. Rifka Amalia, emphasized that relying solely on programs from the Education Office is insufficient. Specific and continuous internal training is needed so that employees can consistently improve their skills, not just during external activities.

The role of the SDT (School Development Team) as a planning platform is crucial to balance priorities between teachers and educational staff. By involving employee representatives in discussions, the school can more easily identify relevant training needs and design targeted programs, while also strengthening employees' sense of ownership in their professional development.

Overall, the findings at MAS Muhammadiyah Songing indicate that training planning for educational staff already has the basic elements, particularly in administration and curriculum areas, but needs to be expanded and strengthened. Strengthening internal policies, allocating specific budgets, involving staff, and implementing clear evaluation mechanisms are key to ensuring that training can improve competencies, close competency gaps, and support better school administration quality.

Implementation of Needs-Based Training

The implementation of training for educational staff at MAS Muhammadiyah Songing occurs through external channels from the Education Office and internal technical assistance. Based on interview results, this implementation pattern has not been independently arranged by the school but rather follows the directions and needs set by external agencies. As a result, the training for educational staff is more part of the programs determined by the education office or relevant agencies. Furthermore, the Vice Principal for Curriculum explained that training proposals are collected every year through the Human Capital Development (HCD) form provided by the Education Office. Teachers and educational staff fill out the training themes they wish to attend, and then the Education Office follows up by determining the relevant training. This mechanism shows that the implementation of training relies more on external programs than on the school's internal initiatives²⁷.

Siagian emphasizes that training should be tailored to the needs of the organization and individuals to achieve optimal results²⁸. The situation at MAS Muhammadiyah Songing

²⁶ Mislia, "Hubungan Pendidikan dan Pelatihan Terhadap Efektivitas Kerja Tenaga Kependidikan di SMA Negeri 12 Makassar," *Jurnal Publikasi Pendidikan* 10, no. 1 (2020): 55–58.

²⁷ Yusri M Daud, "Strategi Kepala Tenaga Administrasi dalam Peningkatan Kinerja Tenaga Kependidikan di MAN 1 Aceh Besar," *Konstruktivisme: Jurnal Pendidikan dan Pembelajaran* 16, no. 2 (2024): 394–403, <https://doi.org/10.35457/konstruk.v16i2.3697>.

²⁸ Siagian, *Manajemen Sumber Daya Manusia*.

shows that although training needs have been input by staff, the control of implementation remains with the education office, limiting the school's flexibility in organizing internal programs. In addition to teachers, all educational staff also require training to ensure that the school's competency development objectives are achieved comprehensively. The Vice Principal for Curriculum emphasized the importance of involving all staff so that everyone understands the school's vision, mission, and programs uniformly. Training that involves all staff can enhance organizational cohesion and strengthen collective understanding of the work direction²⁹. This practice reflects the concept of peer learning, where staff share skills as part of informal training supporting the development of technical competencies.

Formal training has also been attended by library and administration staff, such as certification and personnel training organized by the office. The material provided is specific to their field of work, although the frequency of training remains limited. This aligns with Raymond A. Noe's human resource development theory, which states that ongoing training tailored to job requirements improves staff competency effectiveness³⁰. A needs-based training approach emphasizes that effective training must align with job demands, not just administrative appointments. The situation at MAS Muhammadiyah Songing shows that some training participants are directly appointed by the school principal, meaning the training is not always relevant to each staff member's field, particularly in administration and technology.

In practice, educational staff face challenges due to rapid changes in digital systems. External training such as Dapodik Bimtek, PIP, and Puspresnas help staff keep up with these changes, but internal training has not kept pace with technological advancements. This situation aligns with Warner Burke's organizational development theory, which mentions the risk of a skill gap if training does not align with technological progress³¹.

Moreover, joint training with teachers, such as In-House Training (IHT), has been conducted for administrative staff, but its implementation is not regular. The material usually relates to personnel and school administration. This shows that while some training materials are relevant to the field of work, their distribution is uneven and the training lacks intensity.

This finding shows that the implementation of training at MAS Muhammadiyah Songing includes both external and internal channels, but internal training is limited, unstructured, and uneven. The available training focuses more on technical aspects related to the field of work, while the need for technological proficiency is increasing with the digitalization of administration.

Overall, the implementation of training for educational staff shows that the success of the program depends on a combination of existing external training and the strengthening of systematic, scheduled internal training based on specific staff needs. Integrating both is crucial to closing competency gaps, improving performance effectiveness, and supporting the quality of administrative services in the school.

²⁹ Gomes, *Manajemen Sumber Daya Manusia*.

³⁰ Raymond A. Noe, *Employee Training and Development*, 8 ed. (New York: McGraw-Hill, 2020).

³¹ W. Warner Burke, *Organizational Change: Teori and Practice*, 5th ed (Thousand Oaks: Sage Publications, Inc., 2018).

Follow-Up of Needs-Based Training

Based on findings at MAS Muhammadiyah Songing, the follow-up to training is conducted through structured supervision. The Vice Principal for Curriculum explained that teachers, counselors (BK), and educational staff are supervised according to their main duties and functions. Supervision is conducted in the classroom for teachers, during counseling sessions for BK, and during administrative tasks for educational staff. This mechanism ensures that the results of training are not only limited to implementation but are also consistently applied in the work environment.

This supervisory approach aligns with Siagian's training management theory, which emphasizes that post-training control is essential to ensure effective competency application³². Supervision also provides direct feedback, allowing staff to adjust their practices to meet the standards expected by the school.

In addition to formal supervision, follow-up is also evident in the direct application of training results in the field. IT staff, Mr. Difi Irfansyah, stated that the material learned during training is directly applied, such as in the implementation of National Assessments or TKA. This step ensures that the transfer of knowledge from training to real practice runs smoothly³³.

Self-development also becomes part of the follow-up. Mr. Difi exemplifies how he developed the CBT system independently based on the training results. This highlights the importance of personal initiative in deepening the competencies gained. Individuals need to continue developing after training to make their skills more refined³⁴.

Mrs. Nurlina Hayati also emphasized that follow-up is crucial in improving work performance and service quality. Training that is well implemented can expedite administrative completion, improve document accuracy, and enhance service quality for students, teachers, and the community. Management support and staff training significantly impact the effectiveness of educational quality improvement³⁵. This finding is consistent with human resource development theory, which states that the results of training must impact the improvement of daily work quality.

In addition to direct application and self-development, field assignments are also an important mechanism in follow-up. Mrs. Maghfurah explained that staff are asked to complete tasks according to their respective duties after attending training. This approach aligns with the concept of transfer of training, where the knowledge and skills gained from training are applied directly in the work environment.

The implementation of post-training assignments also helps educational staff realize the relevance of training material to real jobs, strengthen practical skills, and reduce the skill

³² Siagian, *Manajemen Sumber Daya Manusia*.

³³ Siu Cheung dan Wenxi Hu, "Computers and Education: Artificial Intelligence A study of developing administrative Staff 's conceptual understanding of generative artificial intelligence through professional Development: Evaluation of a course using tests , surveys and thematic analysis of reflective writings," *Computers and Education: Artificial Intelligence* 9, no. July (2025): 100444, <https://doi.org/10.1016/j.caeai.2025.100444>.

³⁴ Gomes, *Manajemen Sumber Daya Manusia*.

³⁵ Shahzaf Iqbal, Kamran Moosa, dan Che Azlan Bin Taib, "Optimizing quality enhancement cells in higher education institutions: analyzing management support, quality infrastructure and staff training," *International Journal of Quality & Reliability Management* 41, no. 6 (2024), <https://doi.org/10.1108/IJQRM-01-2021-0007>.

gap between theory learned and practice applied. Moreover, Donald L. Kirkpatrick & James emphasize the importance of follow-up to ensure the sustainability of competencies, which is part of the evaluation process that not only assesses training outcomes but also how those skills are applied and continue to develop in the workplace³⁶.

Additionally, follow-up through regular monitoring helps the school evaluate the impact of training on performance. Data obtained from supervision results are used to plan future training, making the human resource development program more adaptive and based on real needs. Mrs. Maghfurah stated that the training results can accelerate administrative processes, improve document management, and provide quicker responses to requests from teachers and students.

Overall, the follow-up of training at MAS Muhammadiyah Songing shows an integrative pattern, which includes structured supervision, direct application, self-development, improved administrative services, and assignments according to duties. This shows that the follow-up already implemented is heading towards strengthening the competencies of educational staff. However, consistency, measurable planning, and more structured evaluation mechanisms are still needed to ensure that the impact of training is not temporary but truly leads to sustainable performance improvement.

CONCLUSION

Management of needs-based training for educational staff at MAS Muhammadiyah Songing includes needs identification, planning, implementation, and follow-up. However, the current system requires significant improvement to be more structured and data-driven. The study found that while identification exists through the Human Capital Development (HCD) system, it lacks systematic individual performance analysis. Planning remains constrained by budget priorities that favor teachers, leaving educational staff largely dependent on external programs from the education office. While follow-up through supervision is in place, the school still lacks a structured evaluation mechanism to measure the long-term impact on administrative service quality.

This study has several limitations that should be acknowledged. First, the research was conducted exclusively at a single private madrasah (MAS Muhammadiyah Songing) with a relatively small number of educational staff (5 individuals). Consequently, the findings and training dynamics observed may not be directly generalizable to public schools or larger educational institutions with more complex administrative structures and different funding scales. Additionally, the analysis relied heavily on qualitative perceptions, which may involve subjective biases from the informants. Future researchers are encouraged to expand the scope of this study by involving a larger and more diverse sample of schools to provide a broader perspective on training management. Furthermore, there is a significant opportunity for future research to develop and test a computerized training needs assessment model or digital tools specifically designed for educational staff. Such innovations would help educational institutions conduct more objective, efficient, and systematic assessments to bridge the existing competency gaps in the era of digital administration.

³⁶ Kirkpatrick dan Kirkpatrick, *Evaluating Training Programs: The Four Levels*, 3rd ed.

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