

Pedagogical Perspectives: About the Meaning of Education, Teaching, and Training

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Abstract

Education is often mistaken for teaching or training, so its holistic aspects are neglected. The curriculum in Indonesia emphasizes more cognition than application and character. This study examines a pedagogic perspective to improve the understanding of holistic education, so that the learning process is more effective and produces individuals who are competent in theory, practice, and morals. This research uses a literature method with a qualitative descriptive approach. The data was analysed through content analysis to understand the concepts of education, teaching, and training holistically to improve the quality of learning. The results of the discussion were that education shapes students' character mentally, socially, morally, and religiously, while teaching transfers knowledge, and training focuses on job skills. The three are interrelated, but differ in their nature, orientation, and duration of the process. The conclusion that education is the process of humanizing human beings throughout their lives through formal and informal education. Teaching supports education with knowledge, while training develops individual skills. The three are interrelated and become a shared responsibility between the government, society, and family in forming competent individuals.

Keywords: Pedagogical Perspective, Education, Teaching, Training



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Introduction

Education is defined as a conscious and planned effort to actively develop students' self-potential. This definition includes the spiritual aspects, personality, intelligence, noble character, and skills that individuals need to play a role in society, nation, and state. Early education is obtained in the family, continued in schools, colleges, and community environments. Therefore, education plays an important role in shaping holistically competent individuals.

One of the main problems in the world of education is the weak learning process. Learning in the classroom tends to only teach information memorization without connecting it to applications in daily life. School graduates often excel only theoretically but are less able to apply their knowledge in real-life situations. Thus, the learning process that only focuses on memorization needs to be changed so that students are able to think critically and applicatively.

Not everyone understands the meaning of education holistically, often equated with teaching and training. This mistake causes educators to emphasize more on the teaching aspect without paying attention to the development of students' potential holistically. In Indonesia, the curriculum at the unit level tends to focus on mastering the material, without paying attention to other aspects such as application and character development. Therefore, it is important to straighten out the understanding of education, teaching, and training so that educational goals are optimally achieved.

The educational curriculum in Indonesia still has weaknesses in balancing cognitive, affective, and psychomotor aspects. The main focus is still on mastery of material (cognitive aspect) or technical skills (psychomotor aspect) only. Education often neglects character development and the deep understanding that underpin real applications in everyday life. Therefore, education needs to be understood and applied with a holistic goal to produce individuals who are balanced in theory, application, and character.

Education, teaching, and training are the three main concepts in pedagogy that are often misinterpreted or interchanged in meaning. This misunderstanding causes the focus in the teaching and learning process to be limited to only certain aspects, such as material teaching (cognitive) or skill training (psychomotor), thus ignoring character development and holistic understanding. For example, education systems in some countries, including Indonesia, often focus on material-based curricula that do not integrate the development of moral, spiritual, and applicative values. Therefore, this research is important to explore a variety of pedagogic perspectives that can provide a comprehensive understanding of the true meaning of education, teaching, and training to improve the overall quality of education.

Methods

This research uses the library research method, which aims to collect and analyze data from various literature sources. This method relies on the use of relevant written materials to understand and answer research problems. The approach used in this study is qualitative descriptive, namely describing data obtained from literature in depth and systematically to explain the phenomenon or concept being studied.

Data sources in this study include: Books, scientific journals, research articles, official documents, or other written works relevant to the topic. Supporting literature such as research reports, popular articles, or data from mass media that enrich the analysis. Data collection is carried out through the following steps: Searching and identifying relevant literature using keywords according to the focus of the research. Read, understand, and record important information from multiple sources. Group data by theme or category according to analysis needs.

The data was analyzed using content analysis techniques which included the following steps: Data reduction: Filtering important information relevant to the research question. Data categorization: Grouping data based on the theme or aspect being studied. Data interpretation: Interpreting the information obtained to answer the research objectives. Synthesis of findings: Drawing conclusions based on relationships between concepts or phenomena found in the literature.

Results and Discussions

1. Pedagogic Perspective

The Great Indonesian Dictionary defines pedagogy as pedagogy, namely education; teaching science, pedagogic means pedagogical; educational, orthodox means educational science that aims to cure psychological disorders, the object of education, especially the mentally retarded (Diana Widhi Rachmawati, et al., 2021).

According to Suwarno, educational pedagogy that emphasizes pedagogical practices in this case is closely related to educational activities and child guidance. Meanwhile, the sense of pedagogy according to Sarwono is a comprehensive, objective and firm theory in order to develop the concept of human nature, the substance of children, the substance of children and the nature of the educational goals themselves (Diana Widhi Rachmawati, et al., 2021).

The terms pedagogy and pedagogic by some people are often equated and sometimes misplaced. It is indeed a bit difficult to distinguish between pedagogy and pedagogic, because between pedagogy and pedagogic it is like a piece of currency that is difficult to separate and impossible to separate. Pedagogy or the science of education is a science that not only studies the

object to find out what the state or essence of the object is, but also learns how to act (Hafsah et al., 2023).

Educational experts also sometimes equate pedagogy with pedagogic. This statement shows that the term pedagogy has a different meaning from pedagogic. Explain the understanding of the difference between pedagogy and pedagogic, as seen in table 1.1 below (Sukarman Purba, et all., 2021).

Table 1.
Difference Between Pedagogy and Pedagogic

No.	Pedagogy	Pedagogic
1	Pedagogy as art is a person's talent. Everyone has different arts and styles in teaching. Therefore, it is a bit difficult to force an educator to imitate the art of educating others. Let every educator, educate with his own art and style. This style or art can be maximized through teaching.	Pedagogy as a teaching science can be studied by everyone. As a teaching science, pedagogical will continue to develop. People who have a talent for teaching (pedagogy) must understand pedagogy, so that the learning goals are achieved. Teaching talent or art alone is not enough without being accompanied by pedagogical mastery.
2	Education that emphasizes practice, concerns educational and guiding activities carried out by adults.	Educational science (theory) that focuses on contemplative thinking about education. A thought on how to educate and guide children

Refer to Poerwadarminta's statement in (Sukarman Purba, et all., 2021), that pedagogy is defined as the science of teaching or education. Meanwhile, Suwarno in (Sukarman Purba, et all., 2021), stated that pedagogic is education that emphasizes educational practices, in this case closely related to the activities of educating and guiding children. Thus, it can be stated that pedagogic is the art or science of how to become a teacher, in this case it is very closely related to teaching. Pedagogy is a science that must be mastered by educators or teaching staff, because in pedagogy there is a study of the learning process, the interaction of teachers with students, and how to manage the teaching and learning process.

Poerwadarminta inside (Sukarman Purba, et all., 2021) Explaining the meaning from perspective has two meanings, the first is the way of describing an object on a flat surface as seen by the eye with three dimensions (length, width, and height), and the second is 'point of view; view. Perspective

If interpreted in English is a perspective and is a word from Latin *perspicere* which means "to see through/ to see". Sumaatmadja and Winardit inside (Sukarman Purba, et all., 2021), expressing the meaning of perspective is a way of looking at and behaving towards a problem or event from the perspective of global interests. Meanwhile, Suhanadji and Waspada in the (Sukarman Purba, et all., 2021), states that the meaning of perspective is a way of looking at the world that is influenced by several points of view, namely politics, economics, and culture that connect globalization.

Based on the description above, the meaning of the pedagogic perspective is a way of looking at education that concerns educational activities, how to teach, train and guide students so that there is a change in behavior from ignorance to knowledge.

2. Pedagogic Perspectives on the Meaning of Education

Etymologically, education comes from the word "*paedagogie*" from Greek, consisting of the word "paes" meaning child and "agogos" means guiding. So *paedagogie* means the guidance given to the child (Hidayat et al., 2019). In English, the term education uses the word *Education*, experts who specialize in education and training as a profession.

Education is all learning activities that take place throughout the ages in all situations of life activities, or education is a system of change processes towards maturity, intelligence, and self-maturation. Good education contributes to the growth of all aspects of potential, both intellectual (intellectual), psychological, social, as well as spiritual and moral of students (Suhartono, 2009, Kurniati, 2018 Sukarman Purba, *et all.*, 2021). In simple and general terms, the meaning of education is a human effort to grow and develop physical and spiritual abilities in accordance with the values that prevail in society and culture (Ferdinan *et al.*, 2024).

Based on this statement, education will lead a person out of ignorance about something to know. Or, education is a process of changing the behavior of students from ignorance to ignorance, from unskilled to skilled and as members of society in the environment in which the student is located.

Education is a very important activity for preparing children to face their future lives. In fact, the symptoms of this educational process have existed since humans existed, even though the implementation process is still very simple. However, this is a phenomenon that the educational process has existed since ancient times, because the educational process in ancient times was so simple, it was felt that people did not realize that what was done was an educational process (Citriadin, 2019).

Education is an effort that is consciously carried out by the family, community or government, through guidance, teaching, learning and training that takes place, both in school and outside of school throughout life to prepare students to be able to carry out their role in the environment for the future. Education is any situation in life that affects a person's growth. Education does not take place within a certain age limit, but lasts throughout life from birth to death (Muhammad Hasan, *et all.*, 1999).

Ki Hajar Dewantara put forward the meaning of education by formulating the following definition: "education is to guide all the natural forces that exist in the children, so that they as human beings and as members of society can get the highest safety and happiness". Judging from its aspect, "education means the power of efforts to advance the development of ethics such as (inner strength), mind (intellect) and body of children" (Citriadin, 2019).

The intention is so that we can advance in harmony with nature and society. If it is related to the system of Taman Siswa, which is the motto that has been popularized: *Ing ngarso sung tulodo, ing madyo mangun karso, tut wuri handayani*, then the effort to advance children means responding to the subject of education as a person (persona) who has the potential to stand and advance on his own strength, this also means that Taman Siswa views (assess) education as an effort to provide a situation, conditions and facilities that can provide a learning experience that is relevant to the future. This shows that Ki Hajar Dewantara is forward-looking in thinking about education.

Education is a human activity or effort to grow and develop innate potentials, both physical and spiritual, to obtain results and achievements (Kurniawan *et al.*, 2022). Education for human life is an absolute need that must be fulfilled throughout life. Without education, it is completely impossible for a group of people to live and develop in line with their inspiration (ideals) to progress, prosper and be happy according to the concept of their outlook on life. In a broader sense, all experiences can be said to be educational (Kosim, 2021).

Education is an activity to improve the mastery of theory and decision-making skills on issues related to activities to achieve the goals of an organization. This effort is made to improve the productive contribution of the workforce in facing all possibilities that occur due to environmental changes (Nurhayati, 2018). Langeveld (Wasitohadi, 2014) Interpreting education as a guidance provided by adults to immature children to achieve their goals, namely maturity. Meanwhile, Crow (Wasitohadi, 2014) defines education as a process that contains a wide variety of activities that are suitable for individuals for their social life and help pass on customs and culture as well as social institutions from generation to generation.

The function of education is to develop abilities, form character, personality, so that students become dignified individuals. According to Popenoe (Citriadin, 2019), The functions of education include: a). To transfer or transfer culture from one generation to the next, b). To select and educate people about social roles c). Ensuring social integration in society d). Educational institutions teach personality traits e. Become sources of social innovation in society.

Based on the above opinion, it can be concluded that education is a conscious and planned effort to provide guidance or assistance in developing the physical and spiritual potential given by adults to children to reach maturity and achieve goals so that children are able to carry out their life tasks independently. In other words, education is a conscious effort carried out by families, communities and the government, through guidance, teaching or training activities that take place in school and outside of school throughout life to prepare students to be able to play a role in various environments appropriately in the future. The most popular word used in calling education is "tarbiah" (Yasin et al., 2011).

3. Pedagogic Perspectives on the Meaning of Teaching

Teaching in English is called *teaching*, from the root word *to teach*, meaning to teach. Teaching is a central activity in the world of education, both formal, non-formal, and informal education. Teaching as a teacher's activity to convey theoretical information, scientific knowledge, and practical experience to students or students so that students have skills in the cognitive, affective, and psychomotor domains in accordance with educational goals (Sukarman Purba, et all., 2021).

The terms teaching and education are indeed difficult to separate, because both have the same object, namely students. This means that teaching is part of education. Teaching without education will produce a society that is smart but morally damaged. In teaching, two different activities occur between teachers and students. Teacher activity is teaching that plays a role in striving for harmonious communication or interaction between learning activities carried out by students. Thus, teaching emphasizes more on the aspect of knowledge, or the mastery of a certain insight or field.

Teaching is a process that contains a series of actions of teachers and students on the basis of a mutual relationship that takes place in an educational situation to achieve certain goals (Ramaliya, 2018). interpreting teaching as student interaction with the learning environment that is designed in such a way to achieve teaching objectives, namely the abilities that students are expected to have after completing their learning experience (Sukarman Purba, et all., 2021).

Purwadinata (Sukarman Purba, et all., 2021) states that teaching has the meaning of teaching or teaching. Thus, teaching is interpreted as the same as the act of learning (by students) and teaching (by teachers). Teaching and learning activities are a unity of two activities in the same direction. which is intended to occur optimally activities. Based on this statement, it can be stated that teaching is an activity carried out by teachers in conveying knowledge to students, learning and teaching interaction takes place so that there is a process that affects each other between teachers and students.

Dariyanto (Sukarman Purba, et all., 2021) states that teaching is the process, act, way of teaching or teaching about teaching, everything about teaching, warning (about experiences, events experienced or seen). Teaching is a learning process or the process of seeking knowledge. There are teachers who teach or convey knowledge to students who learn so that they produce students who are smart and knowledgeable. Education is an educational process that involves the application of values.

Thus, teaching must be designed systematically and carefully so that in its implementation they can use appropriate teaching techniques, guide, direct and motivate students to have the initiative to be ready to learn to acquire knowledge and master the knowledge taught. Implementation in the implementation of teaching is influenced by various factors, including background, knowledge, environment, learning situation and psychological condition of students.

4. Pedagogic Perspectives on the Meaning of Training

Demands on educational organizations and the public want to improve services, because the development of science and technology requires employees to have the skills to be able to utilize technology in their work. Institutions or institutions that want to continue to survive are required to develop strategies to be able to maximize the potential of their human resources. Human resources must be developed through training.

Through training, organizations or institutions are expected to improve the skills of their employees and sharpen their capacity in facing new demands in the scope of work they face. Robinson (Sukarman Purba, *et all.*, 2021) explained that training is usually carried out by organizations, both profit-oriented work organizations and not, with the aim of meeting the needs of the organization. Training is said to be the acquisition of knowledge, skills, and competencies (Sulila *et al.*, 2023).

Training is part of an educational process whose purpose is to improve the special abilities or skills of a person or a group of people. In an orientation training or its emphasis on the tasks that must be carried out (*job orientation*). Training generally emphasizes psychomotor skills, even though they are based on knowledge and attitudes while education in these three areas of ability (cognitive, affective, and psychomotor) receives balanced attention (Sukarman Purba, *et all.*, 2021). Meanwhile, Shah (Sukarman Purba, *et all.*, 2021) stated that the training is actually still within the scope of teaching. This means that training is one of the elements of the implementation of the teaching process, especially in the teaching of the karsa domain.

Sadulloh, *et al* (Sukarman Purba, *et all.*, 2021) revealed that training is an effort to acquire skills by practicing something repeatedly, so that there is a mechanism or habituation and acquisition of certain skills. Sicle (Sukarman Purba, *et all.*, 2021) Interpreting training as a short-term educational process that uses systematic and organized methods and procedures. The trainees will learn knowledge and skills that are practical for a specific purpose.

Based on this statement, the importance of training carried out in an organization is to be able to face new challenges and ensure that the staff have the knowledge, skills, abilities and other characteristics needed to face change. Wukir (Sukarman Purba, *et all.*, 2021) stated that the training was conducted to help employees learn specific skills in new jobs, improve performance and change employee behavior. Thus, training is provided so that employees know and are ready to face future situations so that they are expected to be able to handle new tasks.

Nawawi (Sukarman Purba, *et all.*, 2021) states that training is basically the process of providing assistance for workers to master special skills or help to correct their shortcomings in carrying out work. The focus of the activity is to improve work ability in meeting the needs of the most effective way of working today. The statement implies that the training is carried out to improve the knowledge and skills of an individual or person so that they can carry out their work well.

Thus, it can be stated that the ultimate goal of training is to make a significant contribution to the effectiveness and efficiency and performance of an organization or agency. Training is an activity that focuses on improving the skills and abilities needed for a job. Training is needed because new skills and experience are needed due to new demands or new positions. Training for librarians is carried out to improve the performance or work achievements of librarians in the organization to achieve the goals that have been compiled from the library (Nurhayati, 2018).

Training in an organization has a very meaningful role and wants to ensure the survival of the organization itself. From any form and level of training, in essence, it will lead to a change in attitude, either individually or in groups (Herwina, 2021).

5. Objectives and Benefits of Education, Teaching, and Training

Education is a conscious effort made to gain knowledge and knowledge through the teaching and learning process, both formal and informal. The general purpose of education is to make human resources intelligent, skilled, moral and become good citizens.

Teaching is a process of transferring knowledge from teachers to students through teaching and learning activities that aim to expand insight and knowledge into certain fields. Sudjana (Sukarman Purba, *et al.*, 2021) stated that the purpose of teaching, basically, is to obtain a form of behavior change in a broad sense, as stated by Gagne which includes intellectual skills, cognitive strategies, verbal information, attitudes and skills. Meanwhile, Benjamin Bloom (Sukarman Purba, *et al.*, 2021) It is distinguished in three domains, namely the cognitive realm (intellectual aspect), the affective realm (attitude) and the psychomotor realm (skills).

Training is part of an educational process whose purpose is to improve the special abilities or skills of a person or a group of people. The purpose of training is not only to improve knowledge, skills and attitudes, but also to develop a person's talents, so that they can do the work as required. The purpose of the training is to change abilities that are part of behavior (Notoatmodjo, 2015).

Sadulloh, *et al.* (2015) stated that the purpose of education is to achieve maturity. The purpose of teaching is so that children as adults will have the ability to think, as expected of adults ideally, namely being able to think abstractly, logically, objectively, critically, systematically analytically, synthetically, integratively and innovatively. While the purpose of training is to acquire skills about something.

Moekijat (1993) explained the general objectives of the training as follows:

- a. To develop expertise, so that work can be completed more quickly and more effectively,
- b. To develop knowledge, so that work can be completed rationally, and
- c. To develop attitudes, so as to create a willingness to cooperate with colleagues and with management (leadership).

Amis (2015) states that in general, the objectives of the training are:

- a. Improving performance, upgrading the expertise of employees in line with the advancement of science, skills and technology;
- b. Reduce learning time for new employees to become competent at work;
- c. Helping to solve operational problems;
- d. Preparing employees for promotional purposes;
- e. Meet the needs of personal growth.

Notoatmodjo (2015) stated that the objectives of the training are divided into two, namely:

- a. The general objective is a formulation of the general abilities that will be achieved by the training. For example: after this training, trainees are able to carry out early detection of risky pregnancies.
- b. Special objectives, namely the details of abilities formulated in general objectives into special abilities. For example: the general purpose in the example into special abilities, namely: the ability to recognize the signs of a risky pregnancy, the ability to diagnose a risky pregnancy.

Based on this statement, it can be stated that the ultimate goal of training is to make a significant contribution to the effectiveness and efficiency of an organization or agency. According to Ainun (2020), the benefits of education in general are knowing a science, learning to do something, learning to solve problems, developing oneself and the environment, learning to work together, creating the next generation of a superior nation, getting a degree for a career, learning about cause and effect, and forming a character with dignity and noble ethics.

Teaching is an educational process that is previously planned and directed to achieve goals and is designed to make learning easier. Before teaching by teachers to their students, a plan is carried out, including the goals to be achieved, the activities to be carried out, the techniques or strategies that will be carried out in learning and the evaluation that will be carried out.

Imran (2009) stated that the benefits obtained from teaching when well planned include:

- a. as a guide to the direction of activities in achieving the learning objectives carried out;
- b. as a model in regulating duties and authorities for each element involved in learning activities;

- c. as a work guideline for every element, both teachers and students; 4. as a measuring tool for the effectiveness of a learning process so that at any time the accuracy and inertia of work can be known;
- d. for data preparation materials so that there is a work balance;
- e. to save time, effort, tools, and costs.

Tjiptono & Diana (2003) stated that the benefits of training are reducing production errors, increasing productivity, improving quality, increasing employee flexibility, better response to change; improve communication, better teamwork, and more harmonious employee relationships. Meanwhile, Amins (2010) stated that the benefits of training are to improve quality and productivity, create more profitable attitudes, loyalty, and cooperation, meet the needs of human resource planning, and so on.

6. Differences in Education, Teaching, and Training

Education in general is related to preparing the necessary human resources. Teaching is related to the learning process in providing knowledge to human resources so that these human resources can become known from previously unknown. Meanwhile, training is more related to improving the abilities and skills of human resources who have been working. There is a relationship between education, teaching and training, namely teaching is a learning process or a process of seeking knowledge, so that other people or educators are needed to teach or convey knowledge to students who are learning. As a result, students become smart, and knowledgeable. Education is an educational process that involves the application of values. In education, there is a process of understanding, appreciation, soul, and practice. The knowledge that has been obtained must be understood and lived until it is embedded in the heart and can be practiced in daily life.

Meanwhile, training is an improvement in abilities or expertise based on the competencies possessed. Hasbullahkabasan, (2015) stated that education, teaching and training, although related, have differences in their orientation. Furthermore, the differences in education, teaching and training are explained in table 1.2 as follows.

Table 2.
Difference in Education, Teaching and Training

No.	Criteria for Difference	Education	Teaching	Training
1	Scope of activities	It includes three elements, namely: education/guidance activities, teaching and training.	There is only one element, teaching activities.	There is only one element, training activities.
2	Aspects of the personality that are developed.	Covers all aspects of personality (intellectual, attitude and skills).	Emphasize on the intellectual aspect (scientific thinking ability).	Emphasis on psychomotor aspects (skills).
3	Goals to be achieved.	Reaching maturity Humanizing human beings Increasing human dignity and dignity	Have the ability to think scientifically. Relative	Acquire skills / certain skills .
4	Duration	Lifelong and longer education	Relatively shorter.	Relatively shorter.
5	Materials provided.	<i>Transfer of Values</i>	<i>Transfer of knowledges.</i>	<i>Transfer of skills.</i>

Based on table 1.2, it can be seen that there is a difference between education, teaching and training, namely the concept of education has a broader meaning, teaching is often referred to as intellectual education and training is a habituation process to acquire skills, and has a narrower meaning than education. Activities in education include educational activities (developing all aspects of personality which include their intellectual life, attitudes and skills), teaching activities, namely the process of conveying knowledge (developing their thinking/intellectual skills), and training activities, namely completing their abilities or potentials (developing their psychomotor abilities).

Notoatmodjo (2015) stated that the difference between education and training is explained in the following table 3:

Table 3.
Difference in Education and Training

No.	Description	Education	Training
1	Capability development	Overall	Specialize (specific)
2	Areas of capability	<i>Cognitive, affective, psychomotor</i>	Psychomotor and Skills
3	Implementation period	Long <i>tram</i>	Short term
4	Materials provided	More general	More specific
5	Approach to the use of teaching and learning methods	<i>conventional</i>	Unconventional (interactive)
6	End-of-process awards	Degree	Certificate (nondegree)

Education actually focuses on emphasizing the formation of students' character, which includes the formation of mental, social, moral, and religious values. Education attaches importance to a change, namely a change in the life process experienced by a person, in this case students from the ignorant to the knowing. Meanwhile, training helps in providing job-related skills to employees so that they can do their jobs efficiently and effectively. Education and training are closely related, only these two terms differ in their nature and orientation. The obvious difference with education is that education in general is philosophical, theoretical, general, and has a relatively long learning time span compared to a training.

Conclusion

Based on the study of the meaning of education, teaching and training, it can be concluded: Education is a process of humanizing human beings that lasts a lifetime. Education can be experienced by anyone, anytime and anywhere. Education can be obtained through formal (school) and informal education (family and community environment). Education is not the responsibility of the government alone, but is the responsibility of the community and family. Teaching is an aspect closely related to education, which can provide more value in the educational process, especially in the field of knowledge. Training is an aspect that supports education and teaching. Because training can train and develop an individual's skills.

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