

The Effect of Super Coach Change Projects on the Quality of Education and Training at the Center for the Development of Quality Assurance in Vocational Education in the Fields of Business and Tourism : A Narrative-Systematic Literature Review

(Pengaruh Proyek Perubahan Super Coach terhadap Kualitas Pendidikan dan Pelatihan di Pusat Pengembangan Penjaminan Mutu Pendidikan Vokasi Bidang Bisnis dan Pariwisata : Tinjauan Pustaka Naratif-Sistematis)

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Sejarah Revisi Artikel :
Received on 14 July 2026
1st Revision on 15 July 2026
Accepted on 18 July 2026

Doi :
<https://doi.org/10.61597/jbe-ogzrp.v4i3.266>

Abstract : The change project is a core instrument in the leadership training of the State Civil Apparatus (ASN) which requires participants to design and implement real innovations in their work units. The success of a change project is largely determined by the quality of coaching mentoring, and in its development a number of educational institutions have developed a layered mentoring model known as "Super Coach".

Objective : This article aims to synthesize the current literature on the relationship between Super Coach-based change projects and quality factors of education and training (diklat), as well as build a conceptual framework that is relevant to the context of the Center for the Development of Vocational Education Quality Assurance (BBPPMPV) in the Business and Tourism Sector.

Methodology : The method used is a narrative-systematic literature review with the principle of reporting transparency referring to PRISMA 2020, tracing sources from Scopus Q1/Q2, SINTA 1, and SINTA 2 indexed journals, as well as official regulatory documents. The results of the synthesis show that the effectiveness of executive coaching is determined by the characteristics of the coach, the characteristics of the coachee, the quality of the mentoring relationship, the coaching approach, organizational support, and the use of digital technology, while the quality of the

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training can be captured through the framework of the four levels of Kirkpatrick and the SERVQUAL dimension.

Research Results : This article proposes a conceptual framework that positions Super Coach-based change projects as an antecedence, learning transfer and leadership self-efficacy as intermediate variables, organizational support and digitalization as moderation, and training quality as outcome variables, along with three propositions that can be empirically tested in follow-up research.

Keywords : Change Projects, Leadership Coaching, Super Coaches, Quality Education And Training, Literature Review.

1. Introduction

Bureaucratic reform and governance transformation of the State Civil Apparatus (ASN) in Indonesia places the development of leadership competencies as one of the main pillars of improving the quality of public services. One of the instruments that is consistently used in structural training for ASN leadership, both Administrator Leadership Training (PKA) and National Leadership Training (PKN), is the change project, which requires participants to design, implement, and report a tangible innovation within their work unit as evidence of strategic, adaptive, and transformative leadership competencies. Change projects position trainees not merely as recipients of knowledge but as agents of change who are expected to solve organizational problems concretely within a relatively short training period (Suryanto 2018).

The success of a change project depends heavily on the quality of guidance received by participants, both from mentors within their home institutions and from coaches appointed by training providers. Recent studies indicate that coaching is among the most consistent leadership development interventions, producing positive effects on leaders' behaviors, attitudes, and personal characteristics (Nicolau et al. 2023).

A randomized controlled trial meta-analysis by de Haan and Nilsson demonstrates that executive coaching significantly enhances individual performance and capacity

to cope with uncertainty, although the magnitude of these effects varies depending on the characteristics of the coach, the coachee, and the quality of their relationship (de Haan and Nilsson 2023). Likewise, a systematic literature review by Plotkina and Sri Ramalu identifies six major determinants of effective post-pandemic executive coaching: coach characteristics, coachee attributes, the quality of the coach coachee relationship, coaching approaches, organizational support, and the integration of digital technologies into the coaching process (Plotkina and Sri Ramalu 2024).

Within the context of government education and training, several training institutions have developed more structured and intensive mentoring systems that extend beyond conventional coaching practices. One such innovation is the "Super Coach" model, generally initiated through change projects conducted by *widyaiswara* (government trainers) or training managers. This model incorporates a layered mentoring structure involving a primary coach, co-coach, and supporting mentor, complemented by information technology based monitoring systems to ensure sustained participant development after formal training. Such an approach is consistent with empirical findings indicating that coaching effectiveness in the post-pandemic era is increasingly influenced by digitalization and the sustainability of mentoring (Plotkina and Sri Ramalu 2024). Similarly, research by Megasari Zam reports that online coaching implemented in the Administrator Leadership Training at the Human Resources Development Agency (BPSDM) of Riau Province significantly contributes to participants' managerial competencies despite continuing technical and interaction-related challenges (Megasari Zam 2022).

Ultimately, both the effectiveness of coaching and the success of change projects should contribute to the overall quality of education and training outcomes. Training quality is commonly evaluated using Kirkpatrick's four-level evaluation framework reaction, learning, behavior, and results which has recently been operationalized quantitatively by Islam, Jilani, and Karim through a combination of fuzzy-set qualitative comparative analysis and artificial neural networks in evaluating civil servant training in Bangladesh (Islam, Jilani, and Karim 2024). From a service quality perspective, training effectiveness is also frequently assessed using the SERVQUAL

dimensions of tangibles, reliability, responsiveness, assurance, and empathy, which have been widely adapted in studies measuring the satisfaction of ASN training participants in Indonesia ([Parasuraman, Zeithaml, and Berry 1988](#)).

As a technical implementation unit under the Directorate General of Vocational Education, the Center for the Development and Quality Assurance of Vocational Education (BBPPMPV) for Business and Tourism is mandated to provide competency development programs for vocational education personnel while simultaneously ensuring the quality assurance of vocational education in the business and tourism sectors nationwide ([RMOL 2024](#)). This dual mandate makes the examination of how Super Coach-based change projects influence training quality particularly relevant from both academic and managerial perspectives. However, based on the existing literature, relatively few studies have explicitly integrated research on ASN leadership change projects, executive coaching effectiveness, and education and training quality into a single coherent analytical framework, particularly within the context of vocational education quality assurance institutions.

Based on this research gap, this article aims to (1) map and synthesize recent literature concerning change projects in ASN leadership training, Super Coach and coaching models, and dimensions of training quality; (2) develop a conceptual framework explaining the mechanisms through which Super Coach-based change projects influence training quality; and (3) formulate a future empirical research agenda relevant to BBPPMPV for Business and Tourism as well as similar vocational education institutions. Accordingly, this article is expected to contribute theoretically by proposing a conceptual model that can be empirically tested and practically by providing guidance for training managers in designing and evaluating mentoring models based on change projects.

2. Research Method

This article is prepared using a narrative-systematic literature review approach, which combines the procedural rigor of a systematic review with the interpretive flexibility of a narrative review to build a conceptual synthesis on a multidisciplinary

topic. The principle of reporting transparency refers to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) 2020 framework (Page et al. 2021), particularly in the aspects of the formulation of search strategies, inclusion-exclusion criteria, and documentation of the source selection process, although this article does not conduct statistical meta-analysis given the heterogeneity of the study design reviewed.

Literature searches are conducted through reputable international databases indexed by SCImago Journal Rank (including *PLOS*, *Frontiers*, *SpringerLink*, *BMJ*, and *AOM Journals databases*), the Ministry of Higher Education, Science, and Technology's National Science and Technology Index (SINTA) database, and academic search engines (Google Scholar, Crossref, and DOAJ). The keywords used include a combination of terms in Indonesian and English, including: "change project", "ASN leadership training", "leadership coaching", "executive coaching effectiveness", "Kirkpatrick training evaluation", "service quality training", and "quality of education and training". Table 1 presents the inclusion and exclusion criteria used in source screening.

Table 1. Inclusion and Exclusion Criteria for Literature Sources

Criteria	Inclusions	Exclusion
Publication period	2018–2025 for empirical studies; No age limit for foundational theory (e.g. Kirkpatrick, SERVQUAL, Kotter)	Popular/non-scientific studies without a peer review process
Indexation	Scopus Q1/Q2, SINTA 1/SINTA 2 indexed journals, or reputable academic publishers (Springer, Elsevier, Frontiers, PLOS, BMJ, AOM)	Journals without clear indexing metadata or are predatory in nature
Relevance of the theme	Leadership change projects, executive coaching/mentoring, evaluation/quality of training, vocational education	Studies that do not address leadership development, training, or quality assurance of education
Language	Indonesia and the UK	Other languages without official translations

Document type	Journal articles, reviews/meta-analyses, regulations, official modules	systematic official education	Blogs, opinions without scientific references, commercial promotional materials
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From the initial search results, the author identified more than a hundred potentially relevant documents. After the process of filtering titles and abstracts, checking for duplication, and assessing conformity to the criteria in Table 1, core sources were obtained that became the basis for the synthesis in the Results and Discussion section, including five articles from international journals indexed by Scopus Q1/Q2, two articles from national journals accredited by SINTA 1 and SINTA 2, several supporting articles from national journals of education and training, as well as regulatory documents and official modules of ASN education and training as a policy context (see indexation mapping in Table 3). The analysis is carried out through thematic synthesis, which is the grouping of findings into the major themes of change projects, coaching/Super Coaching, and training quality which are then integrated into a conceptual framework.

3. Result and Discussion

3.1 Change Projects in ASN Leadership Training

The change project constitutes the core component of the curriculum for National Leadership Training (PKN) Levels I and II and Administrator Leadership Training (PKA), in accordance with Law Number 5 of 2014 concerning the State Civil Apparatus and Government Regulation Number 11 of 2017 concerning Civil Servant Management, as amended by Government Regulation Number 17 of 2020. Conceptually, the change project requires participants to formulate innovation initiatives consisting of short-, medium-, and long-term milestones, obtain approval from supervisors and mentors, engage both internal and external stakeholders, and implement and report the outcomes during the leadership laboratory stage ([State Administration Institute of the Republic of Indonesia 2019](#)). The assessment weight assigned to the change project is generally the highest among all evaluation components, accounting for up to 40 percent of the overall graduation score in PKN

Level II, thereby confirming its role as the principal indicator of participants' strategic leadership competencies.

Suryanto concludes that the effectiveness of leadership training should not end with the presentation of the change project but must continue through sustained post-training mentoring and monitoring to ensure that participants consistently implement and report the progress of their initiatives. Without such continuity, investments in training risk failing to translate into meaningful organizational performance improvements (Suryanto 2018). These findings are consistent with the well-established concept of training transfer in the human resource development literature, which concerns the extent to which knowledge and skills acquired during training are effectively applied in the workplace (Noe 2017). Within the context of change projects, mentors from participants' home institutions and coaches from training providers function as complementary actors bridging the gap between project design and implementation. Their roles closely align with the change management framework proposed by Kotter, particularly in creating a sense of urgency, building a guiding coalition, and institutionalizing change within organizational culture (Kotter 1996).

3.2 Coaching, Mentoring, and the "Super Coach" Model as a Leadership Development Strategy

Coaching is conceptually distinguished from mentoring and counseling primarily through its objective. Coaching emphasizes the achievement of specific performance goals through a dialogical process that promotes self-awareness and personal responsibility, whereas mentoring focuses on transferring experience and professional networks from senior practitioners, and counseling addresses psychological and personal issues (Lindriani, Nugroho, and Surya 2024). In ASN leadership training, these three approaches are frequently integrated. For example, online coaching implemented in the Administrator Leadership Training at the Human Resources Development Agency (BPSDM) of Riau Province combined video conferencing and instant messaging to support participants in designing and

implementing workplace innovations, although several limitations regarding nonverbal communication remained ([Megasari Zam 2022](#)).

Scientific evidence supporting the effectiveness of executive coaching has expanded considerably during the past decade. A meta-analysis of twenty randomized controlled trials found that executive coaching exerts significant positive effects on leaders' behaviors, attitudes, and personal characteristics, although the magnitude of these effects varies according to the outcomes being measured ([Nicolau et al. 2023](#)). Likewise, de Haan and Nilsson concluded that while the overall effect size of executive coaching is moderate, its benefits are consistently observed across different organizational settings, including among non-managerial employees ([de Haan and Nilsson 2023](#)). Furthermore, a systematic literature review identified six principal determinants of successful executive coaching in the post-pandemic era: coach characteristics, coachee characteristics, the quality of the coach-coachee relationship, coaching methods, organizational support, and the use of digital technologies, with particular emphasis on the growing importance of e-coaching ([Plotkina and Sri Ramalu 2024](#)).

These six determinants provide a useful framework for interpreting the "Super Coach" innovation commonly introduced through change projects undertaken by *widyaiswara* or training managers across Indonesian government training institutions. Based on documented implementation practices, the Super Coach model generally incorporates (a) coach capacity development and certification to strengthen coach competence; (b) layered coaching teams consisting of lead coaches, co-coaches, and supporting mentors to enhance coach-coachee interactions; (c) structured coaching aligned with change project milestones; (d) stronger involvement of organizational leaders to reinforce institutional support; and (e) digital platforms, including online discussion forums, monitoring applications, and performance dashboards, to facilitate continuous mentoring and post-training reporting. Consequently, the Super Coach model may be understood as an operationalization of the determinants of executive coaching effectiveness identified

in the literature within the specific context of change project-based ASN leadership training.

3.3 Concept and Dimensions of Education and Training Quality

The quality of education and training is generally assessed through two complementary perspectives. The first is Kirkpatrick's four-level evaluation model, which includes reaction, learning, behavior, and results ([Kirkpatrick and Kirkpatrick 2006](#)). This framework remains the dominant model for evaluating public sector training programs. For example, Islam, Jilani, and Karim operationalized all four levels using a combination of fuzzy-set qualitative comparative analysis and artificial neural networks to evaluate post-training performance agreements among Bangladeshi civil servants. Their findings revealed nonlinear relationships among the four levels, with learning emerging as the strongest predictor of overall training success, followed by behavior, results, and reactions ([Islam, Jilani, and Karim 2024](#)). These findings suggest that training quality should not be evaluated solely on participants' satisfaction but should also encompass behavioral changes and organizational outcomes.

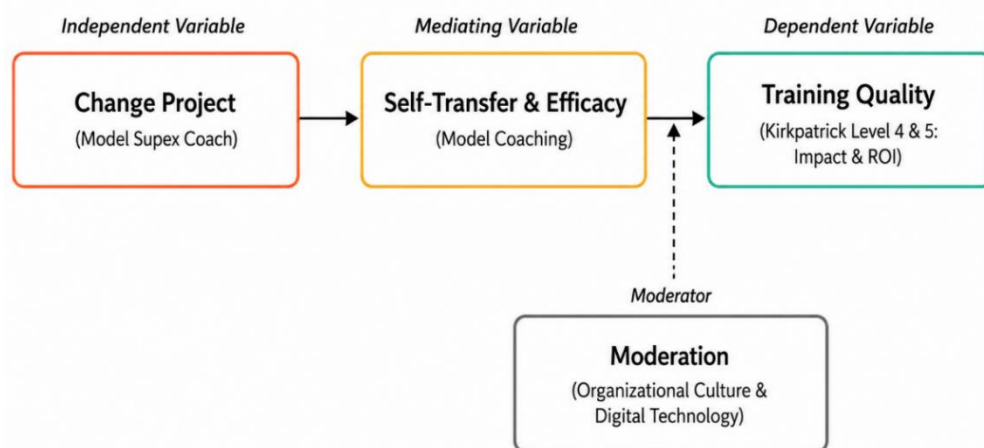
The second perspective adopts the SERVQUAL model, which evaluates service quality through five dimensions: tangibles, reliability, responsiveness, assurance, and empathy ([Parasuraman, Zeithaml, and Berry 1988](#)). This framework has been widely applied in studies examining the satisfaction of ASN training participants in Indonesia, particularly in evaluating the quality of trainers, facilities, and administrative services. Empirical evidence generally indicates that empathy and tangible facilities remain the weakest dimensions, whereas reliability and assurance tend to perform more consistently.

These two perspectives are complementary rather than competing. The reaction level within Kirkpatrick's framework essentially reflects participants' perceptions of service quality and therefore can be operationalized using the SERVQUAL dimensions. In contrast, the learning, behavior, and results levels require competency-based and impact-oriented evaluation instruments. For institutions such

as BBPPMPV for Business and Tourism, which are mandated to ensure educational quality, integrating these two frameworks enables comprehensive evaluation of both training implementation processes and their organizational impacts.

3.4 Theoretical Synthesis: A Conceptual Framework Linking Super Coach-Based Change Projects and Training Quality

Synthesizing the three streams of literature reviewed above, this article proposes a conceptual framework positioning Super Coach-based change projects as the antecedent variable and education and training quality operationalized through the Kirkpatrick evaluation levels and SERVQUAL dimensions as the outcome variable. Several mediating and moderating variables are proposed based on the existing literature. Potential mediators include training transfer, the sustainability of change project implementation, leadership self-efficacy, and the quality of the coach-coachee relationship established throughout the coaching process (Suryanto 2018; Noe 2017; Nicolau et al. 2023; de Haan and Nilsson 2023). Meanwhile, organizational support, leadership commitment within participants' work units, and the extent of digital technology utilization during the mentoring process are expected to function as moderating variables (Plotkina and Sri Ramalu 2024).



Source: synthesized from Suryanto (2018), Nicolau et al. (2023), de Haan & Nilsson (2023), Plotkina & Sri Ramalu (2024), Islam et al. (2024), and Parasuraman et al. (1988).

Figure 1. Conceptual Framework of the Relationship of Super Coach-Based Change Projects with Quality of Education and Training

Based on this framework, this article formulates three propositions that can be empirically tested in follow-up research :

P1: The intensity and quality of Super Coach-based change projects have a positive effect on the quality of education and training at the reaction and learning levels.

P2: The effect of Super Coach-based change projects on the quality of training at the behavioral level and outcomes is mediated by the transfer of training and the self-efficacy of participant leadership.

P3: The relationship between Super Coach-based change projects and the quality of training is strengthened by the support of the organization/work unit leaders and the degree of digitalization of mentoring.

3.5 Mapping of Previous Empirical Studies

Table 2 presents a concise mapping of the principal empirical and conceptual studies synthesized in this review, highlighting their research focus, methodological approaches, key findings, and publication indexation.

Table 2. Mapping of Previous Empirical and Conceptual Studies

Author (Year)	Study Focus	Method	Key Findings	Indexation
Suryanto (2018)	Effectiveness of leadership training and change projects	Theoretical–empirical analysis	Post-training mentoring determines the sustainability of change projects and their impact on organizational performance.	SINTA 2
Megasari Zam (2022)	Effectiveness of online coaching in Administrator Leadership Training	Qualitative, quasi-experimental	Online coaching improves managerial competence, although nonverbal interaction remains limited.	National Journal

Nicolau et al. (2023)	Effectiveness of executive coaching	Meta-analysis of 20 randomized controlled trials	Executive coaching significantly improves leaders' behaviors, attitudes, and personal characteristics.	Scopus Q1
de Haan and Nilsson (2023)	Effectiveness of executive coaching	Meta-analysis of 37 randomized controlled trials	Coaching demonstrates moderate but consistent effects across organizational contexts, including non-managerial employees.	Scopus Q1
Plotkina and Sri Ramalu (2024)	Determinants of post-pandemic executive coaching	Systematic literature review (71 studies)	Six determinants of coaching effectiveness were identified, with digitalization and e-coaching emerging as increasingly important.	Scopus Q2
Islam, Jilani, and Karim (2024)	Kirkpatrick-based post-training evaluation of civil servants	fsQCA and ANN, survey of 71 civil servants	Nonlinear relationships exist among Kirkpatrick levels, with learning identified as the strongest predictor of training success.	Scopus Q1/Q2
Simatupang, Pratiwi, and Praselia (2023)	Competency-based teacher training management at BBPPMPV BBL	Mixed methods, survey of 85 participants	Competency-based training management was implemented effectively, with 60.74% of participants reporting satisfaction at the Kirkpatrick reaction level.	National Journal
Nurdiyanto, Hernandes, Hammad, and	Artificial intelligence framework for	Conceptual framework development	The integration of industrial informatics	SINTA 1

Kindiasari (2025)	vocational education learning analytics	engineering supports the optimization of vocational education operations.
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3.6 Institutional Context: BBPPMPV for Business and Tourism

BBPPMPV for Business and Tourism is a technical implementation unit under the Directorate General of Vocational Education located in Depok, West Java. The institution has a dual mandate: to enhance the competencies of vocational education instructors and personnel in business, tourism, and culinary fields, and to ensure the quality of vocational education in these sectors at the national level. As an illustration, the center regularly conducts competency development programs, including industrial internships and competency certification in culinary education in collaboration with industry partners, with the objective of ensuring that instructors' competencies remain aligned with labor market demands (RMOL 2024).

The dual role of BBPPMPV as both a training provider and a quality assurance institution implies that innovations generated through employees' change projects have the potential to create two complementary impacts. First, they contribute to improving the quality of internal education and training services. Second, they can serve as models of good practice for vocational education institutions participating in the national quality assurance system. Within this context, the Super Coach innovation, when developed through change projects at BBPPMPV for Business and Tourism, should be evaluated not only in terms of participant satisfaction but also regarding its contribution to strengthening the institution's quality assurance capacity. This perspective is supported by findings from a study conducted in a comparable institution BBPPMPV for Building and Electricity which demonstrated that competency-based training management encompassing planning, implementation, monitoring, and evaluation was positively associated with participants' satisfaction at the Kirkpatrick reaction level (Simatupang, Pratiwi, and Prasetya 2023). This institutional relevance is further reinforced by the proposed technology-based learning analytics framework for vocational education, which

emphasizes data-driven operational optimization as a prerequisite for improving the quality of vocational education institutions ([Nurdiyanto et al. 2025](#)).

3.7 Research Gaps and Future Research Agenda

The synthesis of previous literature reveals several important research gaps. First, most empirical evidence regarding executive coaching effectiveness originates from corporate or private-sector settings in developed countries ([Nicolau et al. 2023](#); [de Haan and Nilsson 2023](#); [Plotkina and Sri Ramalu 2024](#)). Studies specifically examining layered mentoring models such as Super Coach within Indonesian ASN change projects remain scarce and are largely limited to technical reports rather than peer-reviewed empirical research.

Second, research evaluating training quality using the Kirkpatrick framework at the behavior and results levels has predominantly been conducted outside Indonesia ([Islam, Jilani, and Karim 2024](#)). Within the Indonesian public sector, evaluations of ASN leadership training generally remain concentrated at the reaction level through SERVQUAL-based participant satisfaction assessments.

Third, no previous study has explicitly integrated the three key constructs change projects, coaching or Super Coach models, and education and training quality within a single conceptual or empirical framework, particularly in the context of vocational education quality assurance institutions such as BBPPMPV for Business and Tourism.

Based on these identified gaps, several directions for future research are proposed. First, explanatory quantitative studies should empirically test the propositions presented in Section 4 using survey data collected from leadership training alumni who have participated in Super Coach mentoring programs. Second, mixed-methods research combining quantitative analyses of participant satisfaction and organizational performance with qualitative case studies of multi-layered mentoring processes would provide a deeper understanding of the mechanisms linking change projects and training quality. Third, longitudinal studies following participants for two to three years after training completion are needed to assess the sustainability of

change project implementation, thereby addressing one of the longstanding limitations of training evaluation research. Finally, replication studies across vocational education quality assurance centers representing different fields of expertise would help establish the external validity and generalizability of the proposed conceptual framework.

4. Conclusion

This narrative-systematic literature review concludes that the implementation of change projects in ASN leadership training, supported by the Super Coach mentoring model, has a strategic role in improving the quality of education and training. The Super Coach model strengthens not only service quality during the training process but also learning outcomes, behavioral change, and organizational performance. The findings indicate that effective coaching and mentoring are influenced by several interconnected factors, including the competencies of coaches and participants, the quality of mentoring relationships, the coaching methods applied, organizational support, and the integration of digital technology.

These factors collectively contribute to the successful implementation of change projects and the achievement of training objectives. Furthermore, the review highlights that the effectiveness of education and training should be evaluated comprehensively by considering participant satisfaction, knowledge acquisition, behavioral change, and organizational impact rather than focusing solely on immediate learning outcomes.

Based on these findings, this study proposes a conceptual framework in which Super Coach-based change projects serve as the primary driver of training quality, supported by training transfer and leadership self-efficacy as mediating variables, while organizational support and digitalization function as moderating factors. This framework provides a theoretical foundation for future empirical studies and offers practical guidance for strengthening the quality of leadership training, particularly at the Center for the Development of Quality Assurance of Vocational Education in the

Business and Tourism Sector, which carries out the dual mandate of vocational education quality assurance and leadership training development.

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