

## ELEMENTARY SCHOOL TEACHER TRAINING MODEL WITH AN INSTRUCTIONAL DESIGN APPROACH THROUGH ADAPTATION OF THE KEMP MODEL: A DEVELOPMENT STUDY AT UPTD SDN 3 BATU TUNGKU

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### Abstract

*Teacher training at the elementary school level plays a strategic role in supporting the improvement of learning quality. However, many teacher training programs are still not designed using a systematic instructional design approach and often do not sufficiently reflect teachers' actual needs. This study aims to develop an elementary school teacher training model using an instructional design approach through a simplified adaptation of the Kemp Model, making it more operational and applicable in school contexts. The study employed a Research and Development (R&D) approach and was conducted at UPTD SDN 3 Batu Tungku, involving the school principal and elementary school teachers as participants. The development procedures included training needs analysis, model design, expert validation, limited field testing, and model evaluation and refinement. Data were collected through observations, interviews, questionnaires, document analysis, as well as pre-test and post-test instruments. The expert validation results indicated that the developed training model, training modules, and evaluation instruments were feasible and relevant for implementation in elementary school settings. The results of the limited trial showed that the training model based on the adapted Kemp Model assisted teachers in developing more systematic lesson planning, applying more varied instructional strategies, using learning media more effectively, and conducting assessment and reflection activities in a more structured manner.*

**Keywords:** teacher training model, instructional design, Kemp Model adaptation, elementary school

### Abstrak

*Pelatihan guru sekolah dasar memiliki peran strategis dalam mendukung peningkatan kualitas proses pembelajaran. Namun, pelaksanaan pelatihan guru di sekolah dasar masih sering belum dirancang secara sistematis berdasarkan pendekatan desain instruksional yang kontekstual dan sesuai dengan kebutuhan nyata guru. Penelitian ini bertujuan mengembangkan model pelatihan guru sekolah dasar dengan pendekatan desain instruksional melalui adaptasi Model Kemp yang disederhanakan agar lebih operasional dan mudah diterapkan. Penelitian menggunakan pendekatan penelitian dan pengembangan (Research and Development) yang dilaksanakan di UPTD SDN 3 Batu Tungku dengan melibatkan kepala sekolah dan guru sebagai partisipan. Tahapan pengembangan meliputi analisis kebutuhan pelatihan, perancangan model, validasi ahli, uji coba terbatas, serta evaluasi dan penyempurnaan model. Pengumpulan data dilakukan melalui observasi, wawancara, angket, studi dokumentasi, serta tes awal dan tes akhir. Hasil validasi ahli menunjukkan bahwa model pelatihan, modul pelatihan, dan instrumen evaluasi dinilai layak dan relevan untuk digunakan dalam konteks sekolah dasar. Hasil uji coba terbatas menunjukkan bahwa penerapan model pelatihan berbasis adaptasi Model Kemp membantu guru dalam menyusun perencanaan pembelajaran yang lebih sistematis, menerapkan strategi pembelajaran yang lebih variatif, memanfaatkan media pembelajaran secara lebih efektif, serta melaksanakan asesmen dan refleksi pembelajaran secara terstruktur.*

**Kata kunci:** model pelatihan guru, desain instruksional, adaptasi Model Kemp, sekolah dasar



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## INTRODUCTION

Basic education is the primary foundation for developing quality human resources. At the elementary school level, the learning process is not only oriented toward achieving academic competencies, but also toward developing students' character, learning attitudes, and thinking skills.<sup>1</sup> Therefore, the quality of learning in elementary schools is a determining factor for success at the next level of education. In this context, elementary school teachers play a strategic role as the primary actors in designing and implementing learning.<sup>2</sup>

The quality of learning is greatly influenced by the teacher's ability to design learning systematically.<sup>3</sup> Teachers are not only required to deliver material, but also to be able to formulate clear learning objectives, choose learning strategies that suit the characteristics of students, and design assessments that reflect the learning process and outcomes.<sup>4</sup> However, various studies show that many elementary school teachers still struggle to align objectives, learning activities, and assessments. The learning they implement tends to be routine and lacks variety, thus failing to provide meaningful learning experiences for students.

These issues demonstrate that the primary challenge to learning in elementary schools lies not only in classroom implementation but also in teacher competency in lesson planning. Efforts to improve teacher competency have generally been conducted through training and professional development programs. Teacher training is expected to serve as a means to update knowledge, improve pedagogical skills, and encourage changes in learning practices.<sup>5</sup> However, in practice, the implementation of teacher training is often not designed based on the real needs of teachers and does not use a clear instructional design framework.

Current teacher training tends to be one-way, focused on delivering material, with minimal practice and follow-up. As a result, the training has not had a significant impact on changing teachers' teaching behavior in the classroom. Teachers often struggle to apply the training material to real-life learning contexts.<sup>6</sup> This condition shows that the problem of teacher training is not solely in the intensity of the training, but in the models and approaches used in designing the training.

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<sup>1</sup> Agung, *Penerapan Dasar Dan Tujuan Pendidikan Untuk Meningkatkan Kualitas Pembelajaran Di Sekolah*, 2024.

<sup>2</sup> F. Dewi Ixfina and S. Nur Rohma, "Dasar-Dasar Pendidikan Sebagai Pembentuk Moral Dan Intelektual Peserta Didik Di Sekolah Dasar," *Jurnal Cendekia Ilmiah* 4, no. 2 (2025).

<sup>3</sup> Sri Putrianingsih, *Peran Perencanaan Pembelajaran Terhadap Kualitas Pengajaran*, 2021.

<sup>4</sup> M. U. Hoesny et al., *Permasalahan Dan Solusi Untuk Meningkatkan Kompetensi Dan Kualitas Guru: Sebuah Kajian Pustaka*, 2021.

<sup>5</sup> Hoesny et al., *Permasalahan Dan Solusi Untuk Meningkatkan Kompetensi Dan Kualitas Guru: Sebuah Kajian Pustaka*.

<sup>6</sup> J. Rohimat et al., "Dampak Model Pelatihan Partisipatif Berbasis Komunitas Belajar Terhadap Kinerja Guru SMAN 1 Gunungsindur," *Jurnal Ilmiah Global Education* 6, no. 2 (2025): 1018–34, <https://doi.org/10.55681/jige.v6i2.3722>.

The instructional design approach offers a systematic framework for designing training to achieve stated objectives effectively and efficiently. In the context of teacher training, instructional design serves to ensure alignment between training objectives, materials, implementation strategies, and evaluation. Training designed using an instructional design approach not only imparts knowledge but also provides structured and meaningful learning experiences for teachers.<sup>7</sup> Thus, this approach is relevant to be used as a basis for developing an elementary school teacher training model.

Various instructional design models have been developed, such as ADDIE, Dick and Carey, and ASSURE.<sup>8</sup> While these models provide clear design steps, some are linear and relatively rigid. In the context of elementary school teacher training, which faces limited time, resources, and heterogeneity in teacher abilities, overly rigid instructional design models are often difficult to implement optimally. Therefore, flexible and adaptive instructional design models are needed.

The Kemp Model is an instructional design model characterized by flexibility and non-linearity. This model emphasizes the interrelationships between learning design components and allows developers to begin designing from any component as needed.<sup>9</sup> The flexibility of the Kemp Model makes it relevant for use in teacher training involving participants with diverse backgrounds and needs. Furthermore, the Kemp Model places participant characteristics as a critical component in learning design, thus aligning with adult learning principles in teacher training.

Despite these advantages, implementing the full Kemp Model is often considered complex in the elementary school context. The numerous components and technical terms in the Kemp Model can be a barrier for teachers unfamiliar with instructional design. Furthermore, limited training time and school resources make implementing the full model impractical. Therefore, adapting and simplifying the Kemp Model is a strategic step to ensure its effective implementation in elementary school teacher training.

The adaptation of the Kemp Model in this study was carried out by focusing on the core components that are most relevant to teacher training, namely needs analysis, formulation of training objectives, design of training activities, implementation, and evaluation.<sup>10</sup> This simplification aims to maintain the essence of instructional design without burdening teachers with

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<sup>7</sup> E. Priawasana and M. Pd, *Desain Teknologi Pembelajaran* (Penerbit Litnus, 2025), <http://www.penerbitlitnus.co.id>.

<sup>8</sup> Anggraeni, "Konsep Dasar Perencanaan Pembelajaran," *Karimah Tauhid* 3, no. 5 (2024): 5548–62, <https://doi.org/10.30997/karimahtauhid.v3i5.13204>.

<sup>9</sup> R. Teguh Handalani and H. Soesanto, *Training Evaluation Based On The Kirkpatrick Model And Kemp Model Using SEM-PLS: A Case Study Of Expenditure Treasure Training In DKI Jakarta Province*, 4, no. 2 (2022): 453–67.

<sup>10</sup> Guntur, *Buku Sistem Model Dan Desain Pembelajaran* (2022).

complex procedures. This makes the developed training model more practical, easy to understand, and easy to implement in an elementary school context.

The empirical context of this research is at the UPTD SDN 3 Batu Tungku. Teachers at the school still require guidance in designing systematic learning that aligns objectives, activities, and assessments. Previous training sessions have not been fully based on teacher needs and have provided insufficient ongoing follow-up. This situation demonstrates a real need for a contextual and applicable teacher training model.

The development of a teacher training model with an instructional design approach through adaptation of the Kemp Model is expected to be a solution to this problem.<sup>11</sup> This training model not only helps teachers understand instructional design principles but also trains them to systematically plan lessons. Improving teachers' ability in lesson planning has the potential to positively impact learning quality as a result of improved teacher competency.

Based on the description, this study aims to develop an elementary school teacher training model with an instructional design approach through an adaptation of the Kemp Model that is appropriate to the context of the UPTD SDN 3 Batu Tungku. This study is expected to provide theoretical contributions in the development of adaptive instructional design studies as well as practical contributions in the form of an applicable and sustainable teacher training model to support the improvement of learning quality in elementary schools.

## LITERATURE REVIEW

### Elementary School Teacher Training as Professional Development

Teacher training is an essential part of ongoing professional development aimed at improving teachers' pedagogical and professional competence. At the elementary school level, teacher training plays a strategic role because teachers are responsible for multiple subjects and play a role in developing the foundation of students' cognitive, affective, and psychomotor skills.<sup>12</sup> Therefore, elementary school teacher training needs to be designed systematically to be able to answer increasingly complex learning challenges.

Teacher professional development cannot be done incidentally or solely administratively. Effective training must be oriented to teachers' real needs, provide meaningful learning experiences, and encourage changes in classroom teaching practices.<sup>13</sup> Various studies show that teacher training that is not needs-based and lacks practical experience tends to have little impact on improving

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<sup>11</sup> P. Fayrus et al., *Model Penelitian Pengembangan (R&D)* (2022).

<sup>12</sup> Sulastris, *Kompetensi Profesional Guru Dalam Meningkatkan Mutu Pendidikan*, 2020.

<sup>13</sup> I. Anggraheni et al., *Pengembangan Profesional Guru Di Sekolah Dasar Indonesia Dalam Konteks Kebijakan Nasional*, 4 (2025), <https://jurnalp4i.com/index.php/paedagogy>.

teacher competency. Teachers often acquire new knowledge but struggle to apply it in real-life learning contexts.

In the elementary school context, teachers' high workloads and limited time demand practical, structured, and relevant training models. Therefore, developing elementary school teacher training models requires an approach that accommodates these conditions, one of which is through the application of instructional design.

### **Instructional Design Approach in Teacher Training**

Instructional design is a systematic approach to designing learning and training to achieve stated objectives effectively and efficiently. In the context of teacher training, instructional design serves as a conceptual framework that ensures alignment between training objectives, materials, implementation strategies, and evaluation of training outcomes. Training designed without a clear instructional design risks being directionless and struggling to achieve sustainable impact.

The instructional design approach in teacher training also has pedagogical value because teachers learn not only from the training materials, but also from the experience of participating in systematically designed training.<sup>14</sup> Thus, instructional design serves a dual role as both a training design tool and a learning model for teachers. Teachers are expected to reflect on their training experiences and apply them to classroom lesson planning.

Various instructional design models have been developed, such as ADDIE, Dick and Carey, and ASSURE. These models provide a clear design structure, but some are linear and relatively rigid. In the dynamic context of elementary school teacher training, which faces limited time and resources, overly rigid instructional design models often lack flexibility. Therefore, an adaptive and contextual instructional design approach is needed.

### **Kemp's Model as a Flexible Instructional Design Framework**

The Kemp Model is an instructional design model that emphasizes flexibility and integration between learning design components. This model includes needs analysis, participant characteristic identification, learning objective formulation, strategy and media selection, and evaluation. Unlike linear instructional design models, the Kemp Model allows users to begin designing from any component as needed.

The flexibility of the Kemp Model makes it relevant in the context of training elementary school teachers with diverse backgrounds and needs. This model allows trainers to customize the

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<sup>14</sup> Rohimat et al., "Dampak Model Pelatihan Partisipatif Berbasis Komunitas Belajar Terhadap Kinerja Guru SMAN 1 Gunungsindur."

training focus without having to follow a rigid sequence. Furthermore, the Kemp Model places participant characteristics as a critical component in learning design, thus aligning with adult learning principles that emphasize participant experience and needs.<sup>15</sup>

In the context of teacher training, the Kemp Model serves not only as a technical framework but also as a holistic approach that positions teachers as active participants in the training process. Therefore, the Kemp Model has great potential to be used as a basis for developing elementary school teacher training models.

### **Adaptation and Simplification of the Kemp Model in Teacher Training**

While the Kemp Model offers flexibility, its full implementation often faces challenges in elementary school settings. The numerous components and technical terms in the Kemp Model can be a barrier for teachers unfamiliar with instructional design. Furthermore, limited training time and school resources require simplification to ensure the model's effective implementation.

The Kemp Model adaptation is a relevant approach to bridge the gap between instructional design theory and teacher training practice in elementary schools. The adaptation maintains core principles of instructional design, such as needs analysis, goal formulation, activity design, and evaluation, while simplifying the steps for greater practicality.<sup>16</sup> This approach aims to increase the applicability of the model without losing its scientific essence.

Theoretically, adapting an instructional design model is seen as a strategy to increase the model's relevance and practicality in a specific context. In elementary school teacher training, adapting the Kemp Model allows for more efficient, understandable, and tailored training to teachers' real-world situations. Thus, adapting the Kemp Model provides a strong conceptual foundation for developing elementary school teacher training models.

### **Teacher Training and Its Relation to Learning Quality**

The quality of learning in elementary schools is greatly influenced by teachers' competence in designing and implementing instruction. Teachers who have a good understanding of instructional design tend to be able to develop lessons that are focused, relevant, and tailored to students' needs.<sup>17</sup> Therefore, systematically designed teacher training has the potential to have a positive impact on the quality of learning.

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<sup>15</sup> Hoesny et al., *Permasalahan Dan Solusi Untuk Meningkatkan Kompetensi Dan Kualitas Guru: Sebuah Kajian Pustaka*.

<sup>16</sup> M. Inayati and A. Nurhadi, "Model Desain Program Diklat Dalam Meningkatkan Kompetensi Guru PAI," *Journal for Islamic Studies* 7, no. 1 (2024), <https://doi.org/10.31943/afkarjournal.v7i1.880>.

<sup>17</sup> Sulastrri, *Kompetensi Profesional Guru Dalam Meningkatkan Mutu Pendidikan*.

In the context of this research, the quality of learning is understood as an indirect implication of increasing teacher competence through training.<sup>18</sup> Instructional design-based teacher training helps teachers understand the relationship between learning objectives, learning strategies, and assessment. This understanding empowers teachers to design more structured and meaningful lessons, thereby improving the quality of the learning process.

Thus, the discussion of learning quality in this literature review serves to strengthen the argument that the development of teacher training models has relevance to improving the quality of learning, without making learning quality the main focus of the research.

### **Research Position in Theoretical Studies**

Based on the literature review, it can be concluded that extensive research has been conducted on instructional design-based teacher training. However, research specifically developing elementary school teacher training models using an instructional design approach through adaptations of the Kemp Model remains relatively limited. Most research on the Kemp Model focuses on the development of learning tools, not on teacher training.

This research occupies a strategic position by integrating instructional design and adaptation of the Kemp Model in the context of elementary school teacher training. Theoretically, this research expands the study of the flexibility of the Kemp Model through contextual adaptation.<sup>19</sup> Practically, this research produces an applicable and sustainable teacher training model to support the improvement of teacher competency and the quality of learning in elementary schools.

### **RESEARCH METHODS**

This research uses a Research and Development (R&D) approach.(Fayrus et al., 2022) which aims to develop an elementary school teacher training model with an instructional design approach through a simplified adaptation of the Kemp Model. The R&D approach was chosen because this research not only aims to describe learning conditions or phenomena, but also produces development products in the form of teacher training models and modules that can be validated, tested on a limited basis, and evaluated for their applicability in the elementary school context.

The Kemp Model adaptation was chosen as the basis for development because it is flexible, non-linear, and cyclical, allowing for adjustments to user needs and the training context. In the elementary school context, the Kemp Model is considered relevant because it can accommodate

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<sup>18</sup> Priawasana and Pd, *Desain Teknologi Pembelajaran*.

<sup>19</sup> Erwin et al., *Media Development Theory and Learning Resources for MI/SD Level* (2025).

teacher needs analysis, instructional objective formulation, training material design, learning strategy selection, and ongoing evaluation.<sup>20</sup> However, the complexity of the Kemp Model stages as a whole is considered less practical if applied directly, so it is necessary to simplify it into more concise operational stages without eliminating the main principles of instructional design.

This research was conducted at the UPTD SDN 3 Batu Tungku and involved 12 participants, consisting of the principal, class teachers, and subject teachers. Participants were selected using a purposive sampling technique, considering the teachers' direct involvement in the training process and the relevance of their experience to the development of the model being studied. Furthermore, this study involved three expert validators with expertise in elementary education, pedagogy, and instructional design. The validators assessed the feasibility of the content, model structure, instrument suitability, and applicability of the developed training module.

The research instruments were compiled based on the research and development stages that refer to the adaptation of the Kemp Model. The instruments used included: a training needs analysis questionnaire, semi-structured interview guidelines, expert validation sheets, training implementation observation sheets, training participant response and reflection questionnaires, and a model practicality evaluation instrument. In addition, pre-test and post-test instruments were developed to measure changes in teacher pedagogical competence based on six main indicators, namely: (1) learning planning, (2) learning implementation, (3) learning assessment, (4) understanding of student characteristics, (5) utilization of media and learning resources, and (6) curriculum development through learning reflection. The pedagogical competence assessment instrument adapted the APKG-2 structure which has been widely used in the context of basic education.

The data collection procedure was carried out in stages according to the Kemp Model adaptation stages, which were simplified into five main steps: needs analysis, model design, validation and revision, limited trials, and model evaluation and refinement. The needs analysis stage was conducted through questionnaires, interviews, and observations to identify gaps in teachers' pedagogical competencies. The results of this stage were used as the basis for formulating objectives and developing training materials. The model design stage was carried out by developing the training structure, learning strategies, and training support tools. Next, the model was validated by experts using the Content Validity Ratio (CVR) technique, and the validation results were used as the basis for model revision.

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<sup>20</sup> P. K. Halimaini et al., "Model-Model Desain Pembelajaran," *Jurnal Cendekia Ilmiah* 4, no. 2 (2025).



A limited trial phase was conducted by implementing the training model for teachers at the research site. Data were collected through observations of the training implementation, participant response questionnaires, teacher reflections, and measurement of changes in pedagogical competency through pre- and post-tests. Quantitative data were analyzed using descriptive statistics and paired t-tests to determine the effectiveness of the training, while qualitative data were analyzed using thematic analysis to explore experiences, perceptions of the model's practicality, and obstacles to training implementation. The final stage of the research was evaluation and refinement of the model based on the integration of quantitative and qualitative findings, resulting in a feasible, practical, and contextualized elementary school teacher training model based on an adaptation of the Kemp Model.

## **RESULTS AND DISCUSSION**

### **Learning Problem Identification Stage and Training Participant Characteristics**

The problem identification stage is the main foundation in developing an elementary school teacher training model using an instructional design approach, because instructional design requires a deep understanding of the participants' initial conditions and the learning context. At this stage, researchers sought to identify gaps between ongoing learning practices and systematically designed learning principles. The study involved 12 participants consisting of 1 principal and 11 active teachers (6 class teachers and 5 subject teachers) at the UPTD SDN 3 Batu Tungku. The principal and two senior teachers were interviewed in depth to obtain a macro overview of school policies, support for teacher development, and challenges in learning implementation. Meanwhile, all teachers completed a needs analysis questionnaire compiled based on the main components of instructional design, namely learning planning, learning strategies and methods, media use, learning assessment, reflection, and classroom management.

In addition to questionnaires and interviews, researchers also conducted a document analysis of the teaching modules and assessment tools used by teachers over the past two semesters. This approach aimed to ensure that the data obtained was not only perceptual but also supported by empirical evidence from actual learning practices. Qualitative data were analyzed using thematic analysis, while quantitative data were processed descriptively. A summary of the needs analysis results is presented in Table 1.

Table 1. Analysis of Elementary School Teacher Learning Needs at UPTD SDN 3 Batu Tungku (N = 11)

| Learning Problems                         | Instructional Design Components     | Frequency | Percentage | Field Findings                              |
|-------------------------------------------|-------------------------------------|-----------|------------|---------------------------------------------|
| The teaching module is not yet systematic | Instructional Objectives & Planning | 8         | 73%        | Learning objectives are not specific enough |
| Limited learning media                    | Instructional Strategies & Media    | 9         | 82%        | Blackboard dominance                        |
| Monotonous learning strategies            | Instructional Methods               | 7         | 64%        | Lectures dominate                           |
| Unstructured assessment                   | Instructional Evaluation            | 7         | 64%        | Final test without rubric                   |
| Reflection is not consistent              | Feedback & Revisions                | 6         | 55%        | There is no post-teaching reflection        |
| Class management is less than optimal     | Instructional Environment           | 5         | 45%        | Class rules are inconsistent                |

The results in Table 1 indicate that the dominant problem faced by teachers lies not in mastery of subject content, but rather in the lack of structured instructional design. This finding confirms that learning tends to occur routinely and intuitively, without clear and continuous instructional planning. This condition results in a low variety of learning strategies, minimal use of media, and assessments that do not comprehensively reflect students' learning processes.

From an instructional design perspective, this situation indicates that teachers need training that focuses not only on teaching techniques but also on how to systematically design learning. Therefore, the results of this phase provide a strong foundation for developing a teacher training model using an instructional design approach through an adaptation of the Kemp Model.

### Instructional Task Analysis and Training Objective Formulation Stage

The instructional task analysis stage is conducted to determine which competencies need to be developed through training and how these competencies are formulated into measurable training objectives. In the instructional design approach, this stage serves as a bridge between needs analysis and learning solution design.<sup>21</sup> The analysis was conducted through a literature review of instructional design, elementary school teacher competency standards, and focused discussions with teachers. The results indicate that training needs to be directed at teachers' abilities to design

<sup>21</sup> Juwita Novalia, *Meningkatkan Kualitas Pembelajaran: Peran Strategis Pelatihan Guru*, 3, no. 1 (2024): 13–24, <https://doi.org/10.52060/jpvs.v2i1>.

comprehensive learning, from setting learning objectives and selecting strategies and media to designing evaluations and reflections.

Based on the results of the analysis, training objectives were formulated that were aligned with the core components of instructional design.

Table 2. Objectives of Instructional Design-Based Teacher Training

| Instructional Design Components | Training Objectives                                      |
|---------------------------------|----------------------------------------------------------|
| Instructional Planning          | Teachers are able to compile systematic teaching modules |
| Strategy and Methods            | Teachers are able to apply active learning strategies    |
| Media and Learning Resources    | Teachers are able to utilize contextual learning media   |
| Instructional Evaluation        | Teachers are able to design authentic assessments        |
| Feedback and Revisions          | Teachers are able to reflect on learning                 |

This stage demonstrates that the training objectives were not formulated generally, but were specifically linked to instructional design components. Thus, the training developed had a clear and measurable direction and was relevant to the actual needs of teachers at the UPTD SDN 3 Batu Tungku.

**Training Model Design Stage**

The design stage is a core part in developing an elementary school teacher training model with an instructional design approach through an adaptation of the Kemp Model, which was developed in the context of a development study at the UPTD SDN 3 Batu Tungku. At this stage, the structure of the training model is systematically designed by adapting the Kemp Model's instructional design principles to ensure integration between instructional objectives, training processes, learning strategies, and the achievement of elementary school teachers' pedagogical competencies.<sup>22</sup> The Kemp Model was adapted in this study by simplifying the instructional design structure into a more operational and easily understood format for teachers, without eliminating the fundamental principle of interconnectedness between learning components. This simplification is intended to ensure the training model can be effectively applied in elementary school contexts and support the practical implementation of the Independent Curriculum.

In the design stage, training needs were analyzed based on teacher characteristics, school conditions, and existing learning practices, then organized into interconnected model components. The training model design included developing a training flow, formulating learning activities, selecting learning strategies based on andragogical principles, and determining media and learning

<sup>22</sup> I. Meyvita et al., *Membangun Kompetensi Profesional Guru Sekolah Dasar Dalam Menyambut Pendidikan Berkualitas*, 2025.

resources that support authentic learning practices. Furthermore, researchers developed learning tools in the form of training modules and learning practice guidelines designed to strengthen teachers' abilities in planning, implementing, and evaluating learning.<sup>23</sup> To ensure the measurability of the training, evaluation instruments were also developed which included a pedagogical competency assessment rubric, training implementation observation sheets, and training effectiveness questionnaires, so that the entire training process could be controlled and evaluated systematically.

The final structure of the developed training model consists of six main, interconnected components: input, core processes, training strategies and practices, output, outcomes, and dissemination and feedback. The input component serves as the basis for designing training that reflects the characteristics of elementary school teachers, school profiles, and the availability of teaching materials, so that training is tailored to the contextual needs and initial abilities of participants.<sup>24</sup> The core process is the center of the main intervention in the training, which focuses on developing teachers' pedagogical competencies through planning and developing teaching modules, implementing learning, utilizing learning media, implementing authentic assessments, reflecting on learning, and managing the classroom. This process represents the application of the Kemp Model's adapted instructional design principles, which place objectives, strategies, materials, and evaluation as a unified learning system.

The implementation of the core process is supported by components of training strategies and practices that provide direct learning experiences to teachers through learning planning simulation activities, microteaching, role-play, reflective discussions, and practices in the use of learning media and authentic assessments.<sup>25</sup> Through this strategy, teachers not only understand the concept of instructional design theoretically but are also able to apply it in real-life learning practices. The direct results of the training are reflected in the output components, namely increased teacher ability to develop teaching modules, select and implement learning strategies, use learning media effectively, conduct authentic assessments, and systematically reflect on learning.

The long-term impact of the training model implementation is reflected in the outcomes component, which includes continuous improvement in teachers' pedagogical competence, increased teacher readiness in implementing active, creative, and reflective learning, and improvements in the quality of classroom learning planning and implementation. Thus, the

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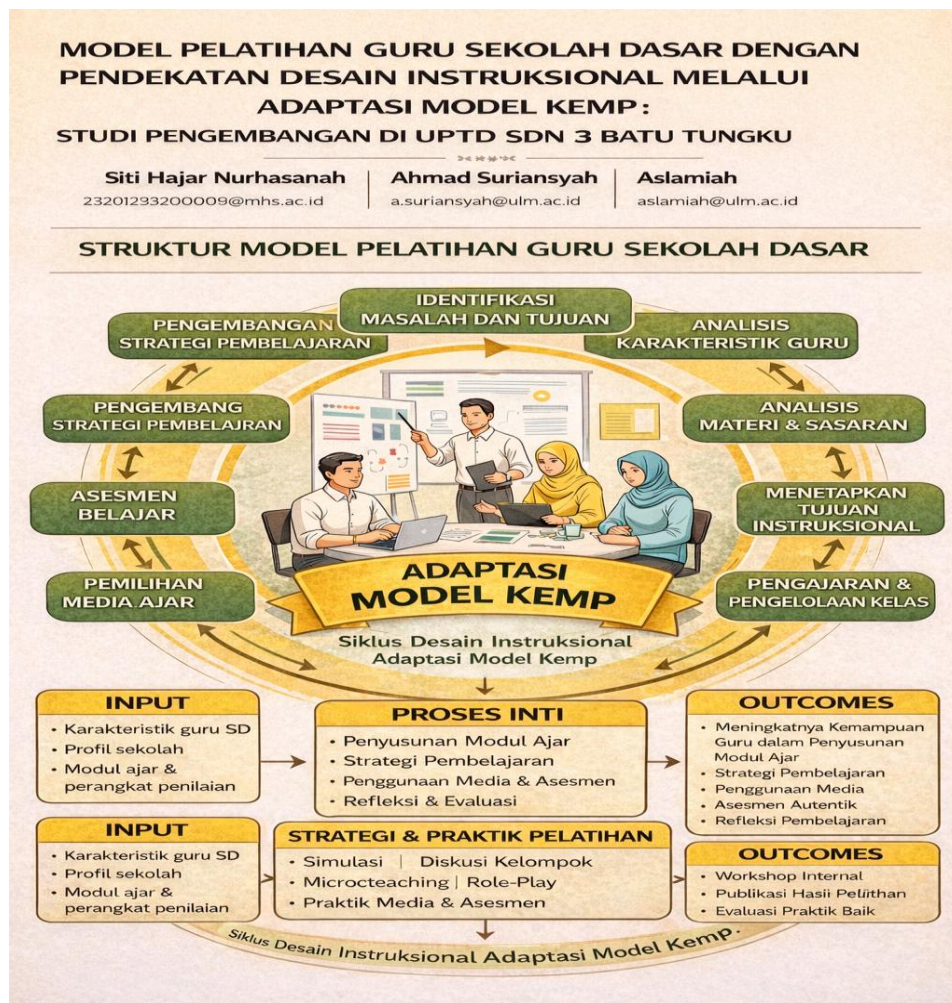
<sup>23</sup> R. Adien et al., *Transformasi Pendidikan Berkualitas: Faktor Pendukung Dan Strategi Peningkatan Mutu*, 2025, <http://journal.iaingorontalo.ac.id/index.php/ir>.

<sup>24</sup> I. Gusmana et al., "Tantangan Dan Solusi Dalam Peningkatan Kualitas Guru Madrasah Ibtidaiyah Di Era Digital," *Islamic Education Journal* 2 (2025): 1–12.

<sup>25</sup> R. Adi Sarjono Owon et al., *Pengantar Ilmu Pendidikan Teori Dan Inovasi Peningkatan SDM* (2024).

developed training model is not only oriented towards improving teacher competence but also contributes to improving the quality of learning in elementary schools. The final component, dissemination and feedback, serves to ensure the sustainability of the model's implementation through workshops, publication of training results, and periodic evaluations as a basis for refining training modules and strategies.<sup>26</sup> Overall, the simplified adaptation of the Kemp Model in this study resulted in a training model that is operational, adaptive, and contextual, and relevant to the needs of elementary school teachers at UPTD SDN 3 Batu Tungku.

Figure 3. Structure of the Elementary School Teacher Training Model with an Instructional Design Approach through Adaptation of the Kemp Model



The elementary school teacher training model developed in this study is based on an instructional design approach through a systematic and cyclical adaptation of the Kemp Model. The model structure is visualized as interconnected circles to demonstrate that the training process is not linear, but rather flexible and subject to continuous revision based on evaluation results. The

<sup>26</sup> Novalia, *Meningkatkan Kualitas Pembelajaran: Peran Strategis Pelatihan Guru*.

Kemp Model adaptation was carried out by simplifying the instructional design components to make them more operational and contextual to the needs of elementary school teachers in implementing the Independent Curriculum, without eliminating the main principle of interconnectedness between learning components.

This model begins with input components that form the basis for training design, including elementary school teacher characteristics, school profiles, and the availability of teaching modules and assessment tools. Input components ensure that training is designed based on real-world conditions and teachers' actual needs, ensuring contextual and relevant training design. Information from this stage is used to identify learning issues, analyze teacher characteristics, and determine appropriate training materials and objectives.

Based on this input, the training process enters the core process phase, which is the center of intervention for developing teachers' pedagogical competencies. At this stage, teachers design and strengthen their abilities to set instructional objectives, develop teaching modules, develop learning strategies, use media and learning resources, conduct authentic assessments, and manage classes effectively. This core process reflects the application of the Kemp Model's instructional design principles, which emphasize the integration of objectives, strategies, materials, media, and assessments within a unified learning system.

The implementation of the core process is supported by training strategies and practices oriented towards andragogy principles, where teachers gain direct learning experiences through simulations, group discussions, microteaching, role-play, and the use of learning media and authentic assessments. Through these strategies, teachers not only understand the concepts of learning design theoretically but also apply them in real-life learning contexts, thereby strengthening pedagogical competence practically and reflectively.

The direct results of the training are reflected in the output components, namely, improved teacher skills in developing systematic teaching modules, implementing active and creative learning strategies, utilizing learning media effectively, conducting authentic assessments, and reflecting on learning practices. These outputs are short-term and measurable as indicators of the training's success.

Furthermore, the outcomes component describes the long-term impact of the implementation of the training model, in the form of continuous improvement of teachers' pedagogical competence, teacher readiness in implementing active, creative, and reflective learning, and improvement of the quality of learning and classroom management in elementary schools. All components in this model are interconnected and continuously evaluated through the Kemp Model's adaptive instructional design cycle, so that the developed training model serves not

only as an operational guide for teacher training, but also as an evaluative framework that is adaptive, contextual, and relevant to the needs of elementary school teachers.

### **Product Development and Validation Stage**

The product development and validation stage is a follow-up stage in the research of the elementary school teacher training model using an instructional design approach through an adaptation of the Kemp Model, which aims to refine the training model after its initial implementation on a limited scale. At this stage, the designed and implemented training model is further developed to ensure that all model components, training modules, and evaluation instruments have academic quality, integrated instructional design, and strong applicability in the elementary school context. Product development is carried out while remaining based on the simplified Kemp Model instructional design principles, so that the relationship between objectives, strategies, media, and assessments is maintained systematically and operationally.

Product validation was conducted to ensure that the developed training model was truly relevant to the needs of improving the pedagogical competence of elementary school teachers and aligned with the context of the Independent Curriculum implementation. The validated products included a simplified Kemp Model-based training model structure, a teacher training module, and evaluation instruments including training implementation observation instruments, a teacher pedagogical competence assessment rubric, and a training effectiveness questionnaire. This validation process aimed to ensure that each indicator in the product was clear, relevant, and meaningful both theoretically and practically.

The validation process is carried out using the Content Validity Ratio (CVR) method based on the framework.<sup>27</sup> The validation involved three expert validators with expertise in learning model development, teacher competency improvement, and basic education curriculum. The validators were asked to assess each product indicator based on the categories of essential, useful but not essential, and not necessary. The assessment results were analyzed quantitatively using the CVR formula to determine the validity of each item, while the experts' qualitative suggestions and input were analyzed thematically as a basis for product improvement.

The validation results showed that all product indicators achieved a CVR score of 1.00, indicating that all items were deemed highly relevant and essential by the validators. This indicates that the developed training model, modules, and evaluation instruments have a very high level of content validity and are suitable for use in the implementation phase. Nevertheless, the validators still provided suggestions for technical improvements, such as simplifying academic terms to make

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<sup>27</sup> C. H. Lawshe, *A Quantitative Approach To Content Validity*, 28 (1975).

them easier for teachers to understand, adding practical worksheets to strengthen the application aspect of the training, and adjusting learning examples to be more contextualized to elementary school conditions. All of this input has been integrated into the product revision as part of improving the quality of the training model after its initial implementation.

#### Product Validation Results Table Using CVR

Table 3. Results of Validation of Models, Modules, and Evaluation Instruments for Elementary School Teacher Training

| No                                          | Validation Item                                                                           | CVR Value | Decision |
|---------------------------------------------|-------------------------------------------------------------------------------------------|-----------|----------|
| <b>Training Model Validation</b>            |                                                                                           |           |          |
| 1                                           | Suitability of the model to the elementary school context                                 | 1.00      | Valid    |
| 2                                           | Consistency of model components with a simplified adaptation of the Kemp Model            | 1.00      | Valid    |
| 3                                           | aspects of pedagogical competence in the model structure                                  | 1.00      | Valid    |
| 4                                           | Clarity of relationships between components (input–process–output–outcomes)               | 1.00      | Valid    |
| 5                                           | Applicability of the model in teacher training practice                                   | 1.00      | Valid    |
| <b>Training Module Validation</b>           |                                                                                           |           |          |
| 6                                           | Clarity of learning objectives in the module                                              | 1.00      | Valid    |
| 7                                           | Alignment of module material with the needs of improving teachers' pedagogical competence | 1.00      | Valid    |
| 8                                           | Depth and integration of training materials                                               | 1.00      | Valid    |
| 9                                           | Adequacy of examples of learning practices                                                | 1.00      | Valid    |
| 10                                          | Clarity of training implementation flow                                                   | 1.00      | Valid    |
| 11                                          | Accuracy of language, format, and module structure                                        | 1.00      | Valid    |
| <b>Validation of Evaluation Instruments</b> |                                                                                           |           |          |
| 12                                          | Relevance of teacher pedagogical competency rubric indicators                             | 1.00      | Valid    |
| 13                                          | Clarity of assessment items in the rubric                                                 | 1.00      | Valid    |
| 14                                          | Adequacy of training implementation observation instruments                               | 1.00      | Valid    |
| 15                                          | Validity of the training effectiveness questionnaire                                      | 1.00      | Valid    |
| 16                                          | Its use in the field context                                                              | 1.00      | Valid    |
| 17                                          | Consistency between evaluation instrument items                                           | 1.00      | Valid    |
| <b>Field Implementation Aspects</b>         |                                                                                           |           |          |



|                    |                                                                                |             |              |
|--------------------|--------------------------------------------------------------------------------|-------------|--------------|
| 18                 | Clarity of the model implementation flow for training participants             | 1.00        | Valid        |
| 19                 | Suitability of time allocation with training duration                          | 1.00        | Valid        |
| 20                 | Relevance of training activities to the conditions of the participant's school | 1.00        | Valid        |
| 21                 | Availability of training device support                                        | 1.00        | Valid        |
| 22                 | Potential for replication and adaptation of the model in other schools         | 1.00        | Valid        |
| <b>Average CVR</b> |                                                                                | <b>1.00</b> | <b>Valid</b> |

### Interpretation of Validation Results

Based on the Content Validity Ratio (CVR) calculation, all validation items obtained a CVR value of 1.00, meaning all indicators were deemed essential by the validators. These results indicate that the developed training model, training module, and evaluation instrument have a very high level of content validity and do not require substantive revision. Therefore, the developed product is declared suitable for use in the limited implementation phase and testing the effectiveness of the elementary school teacher training model through an instructional design approach adapted from the Kemp Model.

### Limited Implementation and Data Collection Phase

The limited implementation phase is the initial trial phase of the elementary school teacher training model using an instructional design approach through an adaptation of the Kemp Model, which has been declared valid by experts. This implementation aims to test the applicability, practicality, and potential effectiveness of the training model in the real context of elementary schools, specifically at the UPTD SDN 3 Batu Tungku. The limited implementation was carried out after all model components, training modules, and evaluation instruments were declared feasible and met the content validity criteria.

The training was conducted for a group of elementary school teachers using a developed module based on the Kemp Model's adapted instructional design flow. The training scenario was systematically and applicably designed, encompassing intensive workshops, microteaching, peer-teaching, reflective discussions, observations of teaching practices, and the use of media and learning assessments. The entire training series aimed to strengthen teachers' pedagogical competencies, particularly in lesson planning, student-centered learning implementation, media utilization, and the application of authentic assessments.

After participating in the training, participating teachers were asked to implement the acquired pedagogical competencies into their classroom teaching practices. This classroom implementation phase is crucial in testing the effectiveness of the training model, as it demonstrates the extent to which the training materials and strategies can be applied in real-world settings. Implementation took place over a specific period of time with limited guidance and monitoring by the researchers.

Data collection was conducted to evaluate the impact of the training model on improving teachers' pedagogical competence and to obtain a comprehensive picture of the process and results of model implementation. Data were collected through three main sources, namely: (1) classroom observations to see changes in teachers' teaching practices before and after training, (2) teacher reflection questionnaires to explore teachers' perceptions, experiences, and assessments of the usefulness of the training, and (3) pedagogical competence tests given before training (pre-test) and after training and implementation in class (post-test).

### **Evaluation and Refinement Stage of the Training Model**

The evaluation and refinement stage is the final stage in the process of developing an elementary school teacher training model with an instructional design approach through the adaptation of the Kemp Model. This stage is carried out after limited implementation with the aim of comprehensively assessing the effectiveness of the training model in improving the pedagogical competence of elementary school teachers, while also testing the suitability of the Kemp Model adaptation as a contextual and applicable instructional design framework in the UPTD SDN 3 Batu Tungku environment.

Model evaluation was conducted by integrating quantitative and qualitative findings obtained during the implementation phase. Quantitative data, in the form of differences in pre-test and post-test scores on teachers' pedagogical competencies, were used to assess the level of teacher improvement after the training. Meanwhile, qualitative data derived from observations of classroom learning practices, teacher reflection questionnaires, and notes on obstacles and feedback during the training were analyzed to illustrate the model's implementation, participant responses, and the training's relevance to the actual needs of elementary school teachers.

Based on the evaluation results, researchers identified the strengths and limitations of the training model, as well as contextual aspects that required adjustment. The evaluated aspects included the appropriateness of training time allocation to teachers' workloads, the completeness and clarity of the training module material, the accuracy of the pedagogical competency assessment instruments, the effectiveness of the training's learning strategies, and the form of post-training support that supported the continued implementation of training outcomes in the classroom.

The training model was refined through revisions to the training module, including material, activity scenarios, and clarity of implementation instructions, oriented toward the Kemp Model's adapted instructional design principles. Furthermore, evaluation instruments were refined and adjusted, including a pedagogical competency assessment rubric, a learning practice observation sheet, and a teacher reflection questionnaire, to make them more accurate, practical, and easy to use in an elementary school context. Researchers also developed more operational guidelines for the implementation and dissemination of the model, allowing the training model to be independently implemented and replicated in other elementary schools with similar characteristics.

By going through these evaluation and refinement stages, the final model produced has gone through a systematic development cycle, including needs analysis, design, expert validation, limited implementation, evaluation, and revision. The resulting elementary school teacher training model based on an instructional design approach through adaptation of the Kemp Model is declared valid, contextual, and applicable, and is worthy of being recommended as an alternative training model to improve the pedagogical competence of elementary school teachers in the context of basic education in Indonesia.

### **Limitations and Implications for Further Research**

Although the elementary school teacher training model using an instructional design approach through an adaptation of the Kemp Model developed in this study demonstrated a high level of validity, practicality, and effectiveness during the limited implementation phase at the UPTD SDN 3 Batu Tungku, there are several limitations that need to be considered as a basis for further research development. These limitations do not diminish the value of the research findings, but rather serve as a foundation for expanding and deepening the contribution of the developed training model.

First, this research was conducted within a limited geographic scope, namely in one elementary school with specific social, cultural, and resource characteristics. This condition has the potential to limit the generalizability of the research findings to other elementary schools with different contexts. Therefore, further research is recommended to replicate and implement the training model in various elementary school contexts with more diverse characteristics, both in terms of region, school status, and level of availability of learning resources, to test the stability and adaptability of the training model based on the Kemp Model adaptation instructional design.

Second, the duration of the training model implementation in this study was relatively short and did not include systematic follow-up monitoring to assess the sustainability of the training's impact on teachers' pedagogical practices. Further research with a longitudinal design is needed to

assess the retention of teachers' pedagogical competencies, the consistency of the training outcomes in the classroom, and changes in teachers' teaching behavior in the medium and long term. This approach is crucial to ensure that the training model is not only effective in the short term but also contributes sustainably to improving the quality of learning.

Third, the number of training participants in the limited trial was relatively small, so the data obtained did not fully represent the broader population of elementary school teachers. Future research is recommended to use a quasi-experimental or experimental design with a larger sample size and involving more than one school (multi-site study). This way, the effectiveness of the training model can be tested inferentially with greater statistical power, and the research results will have stronger generalizability.

Fourth, the evaluation of the effectiveness of the training model in this study still focuses on improving teachers' pedagogical competence as the primary outcome. The subsequent impact on student learning outcomes has not been directly measured. However, within the framework of competency-based instructional design and teacher training, improvements in learning quality are ideally reflected in student learning outcomes. Therefore, future research should incorporate indicators of student learning outcomes, authentic assessments, and student learning behaviors as part of a comprehensive evaluation to strengthen the relationship between teacher training, instructional practices, and the quality of learning outcomes.

Fifth, the simplification of the Kemp Model conducted in this study has been proven to support the implementation and practicality of the training model in elementary schools. However, this simplification has the potential to reduce the depth of learning system analysis that is characteristic of the Kemp Model as a whole, such as learning resource analysis, implementation management, and multi-layered learning evaluation. Future research can develop variants of the training model by considering a more comprehensive integration of Kemp Model adaptations or combining it with other instructional design approaches, such as ADDIE or the TPACK framework, to enrich the theoretical foundation and increase the flexibility of the training model's implementation.

Taking these limitations into account, further research has the opportunity to expand, retest, and refine the elementary school teacher training model with an instructional design approach through adaptation of the Kemp Model in order to produce a stronger, more comprehensive, and more applicable contribution to the development of teachers' pedagogical competence and improving the quality of learning in elementary schools.

## CONCLUSION

This study successfully developed and tested an elementary school teacher training model with an instructional design approach through the adaptation of the Kemp Model in the context of a development study at the UPTD SDN 3 Batu Tungku. The results showed that the developed training model met the criteria of being valid, practical, and effective in improving the pedagogical competence of elementary school teachers. Validation by experts showed that all components of the model, including the training model structure, training modules, pedagogical competence assessment instruments, and training implementation guidelines, had high theoretical and implementative feasibility and were relevant to the learning needs in elementary schools.

The results of a limited implementation trial indicate that the application of an instructional design-based training model adapted from the Kemp Model has a positive impact on improving teachers' pedagogical competence. Teachers who participated in the training experienced significant improvements in aspects of lesson planning, implementation of learning strategies, utilization of learning media, implementation of authentic assessments, and classroom management. This finding is supported by the results of quantitative data analysis through a comparison of pre-test and post-test scores, and reinforced by the results of observations of classroom learning practices that showed positive changes in the quality of learning implementation.

In addition to improving pedagogical competence, the research results also showed that the training model was well-received by participants. Teachers rated the training modules and instruments as easy to understand, relevant to classroom learning needs, and applicable to elementary school contexts. This indicates that the developed training model is not only conceptually robust but also has a high level of feasibility in everyday learning practices.

Overall, this research provides important contributions both academically and practically. Academically, this research enriches the study of developing a teacher training model based on an instructional design approach through the adaptation of the Kemp Model in the context of elementary education. Practically, the resulting training model can be used as an alternative program to improve the pedagogical competence of elementary school teachers that is contextual and applicable. This model has the potential to be replicated and further developed in other elementary schools with contextual adjustments, thereby supporting the continuous improvement of learning quality in elementary education environments.

## Research Implications

The results of this study have theoretical and practical implications for the development of educational quality in elementary schools, particularly in improving teachers' pedagogical competence through the application of a training model designed with an instructional design

approach through the adaptation of the Kemp Model. Theoretically, this study enriches the study of learning design and teacher professional development by showing that the Kemp Model can be adapted and simplified contextually to the needs of elementary school teacher training, without eliminating its main principles such as needs analysis, formulation of learning objectives, material development, training strategies, and continuous evaluation. These findings confirm that the instructional design model is not only relevant for the development of learning tools, but is also effective for use as a conceptual framework in systematically developing teachers' pedagogical capacity. Practically, the results of this study can be used as a reference for schools, UPTD, and education offices in designing more structured, contextual, and applicable elementary school teacher training programs, particularly in improving teachers' abilities in lesson planning, media use, application of authentic assessment, learning reflection, and classroom management. The implementation of the Kemp Model adaptation-based training model allows for a clear link between training activities and classroom learning practices, thus contributing directly to improving the quality of the learning process and the quality of education in elementary schools, and has the potential to be replicated and adapted to other elementary school contexts.

### **Limitations**

This developmental research has several limitations that need to be considered in interpreting the results. First, this research was conducted within the framework of developing an elementary school teacher training model using an instructional design approach through an adaptation of the Kemp Model in a single educational unit, namely the UPTD SDN 3 Batu Tungku. The focus on a single school context makes the research results contextual, so generalizing the training model to other elementary schools requires caution, taking into account differences in teacher characteristics, school culture, and learning needs and policies in each educational unit. Second, the training model trial was conducted on a limited scale, focusing on improving teachers' pedagogical competencies. Therefore, this study does not fully examine the long-term impact of the training on the sustainability of teaching practices or improving student learning outcomes. Third, the adaptation and simplification of the Kemp Model to suit elementary school conditions potentially limit the exploration of more complex aspects of instructional design, such as comprehensive learning system management and multi-layered evaluation. Furthermore, the model's effectiveness is strongly influenced by contextual factors, such as teacher readiness, school management support, and the availability of training resources. Therefore, further research needs to be conducted through trials on a wider scale, involving various characteristics of elementary schools, and using a longitudinal approach to test the sustainability and contribution of the Kemp

Model adaptation-based training model to improving the quality of learning and professionalism of elementary school teachers more comprehensively.

### **Suggestion**

Based on the results of the research on the development of an elementary school teacher training model using an instructional design approach through the adaptation of the Kemp Model and the limitations found, it is recommended that efforts to improve teachers' pedagogical competence be carried out sustainably through structured, systematic training programs based on an analysis of the real needs of teachers in elementary schools. Schools, principals, and training program managers are expected to utilize this model as an operational framework in designing training that integrates learning planning, media selection and use, the application of authentic assessments, learning reflection, and integrated classroom management, so that improving the quality of learning is not partial, but touches on strengthening teacher professionalism as a whole.

Furthermore, further research is recommended to develop and test this Kemp Model-based adaptation training model on a broader and more diverse scale, encompassing school characteristics, teacher backgrounds, and resource and managerial support. Further research should also utilize a longitudinal approach to assess the sustainability of the training's impact on teachers' pedagogical practices and its implications for the quality of the learning process and outcomes of students in elementary schools. This will further strengthen the model's external validity and flexibility.

Furthermore, collaborative efforts are needed between academics, educational units, UPTD (Regional Technical Implementation Units), and education offices so that the developed training model is not only a research product but can be integrated into teacher professional development programs at the regional level. This collaboration is expected to ensure the sustainability of the implementation of instructional design-based training models through the adaptation of the Kemp Model as a strategy for improving teachers' pedagogical competence, as well as a systematic effort to support the improvement of learning quality and the achievement of National Education Standards in elementary schools.

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