

The 7 Habits of Highly Effective People Training Development Model to Improve Elementary School Teachers' Competence

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Abstract

Background - Enhancing elementary school teachers' proficiency is crucial for improving the quality of basic education in Indonesia. However, developing an effective and sustainable training model that integrates character-based professional development, particularly through The 7 Habits of Highly Effective People framework, remains a significant challenge.

Purpose - This study aims to examine the process of designing a training development model that supports the implementation of the 7 Habits framework in strengthening elementary school teachers' competencies.

Method/Approach - This study employed a literature review method. Data sources consisted of ten scholarly articles selected from an initial pool of 178 publications indexed in reputable international databases, including SpringerLink, Emerald Insight, Taylor & Francis Online, SAGE Journals, and ScienceDirect, published between 2020 and 2025. The selection process followed a multi-stage screening procedure, including identification, screening, and eligibility, based on predetermined inclusion and exclusion criteria.

Findings - The findings reveal several key components that support effective training development: (1) systematic and structured program design, (2) integrative competency-based workshops, (3) sustained coaching and mentoring mechanisms, (4) professional learning community engagement, (5) technology-supported learning platforms, and (6) continuous evaluation and reflective practice. Balanced integration of these components is essential to promote meaningful habit formation and long-term professional development.

Conclusions - An integrated and well-structured training model significantly contributes to strengthening teachers' competencies and fostering sustainable professional habits. Institutional commitment and continuous support are critical factors in ensuring the effectiveness of such training programs.

Novelty/Originality/Value - This study offers a conceptual framework for character-based teacher training development grounded in the 7 Habits approach, providing a holistic and adaptive model that integrates professional competence and personal habit formation. It contributes to the advancement of teacher professional development models in the context of contemporary educational transformation.

Keywords: teacher training; teacher competency; the 7 habits of highly effective people

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INTRODUCTION

The contemporary educational landscape is defined by curriculum modifications and a call for enhanced learning quality. The competency of elementary school teachers is a critical issue that necessitates urgent attention. Research conducted by Susanto et al. (2022) indicates that the implementation of lesson study within the Merdeka Belajar curriculum in various elementary schools in Sukoharjo Regency has enhanced elementary school teacher competency from its initial state, although it has not yet achieved optimal levels. A study by Amir et al. (2023) investigated the pedagogical competency of elementary school teachers applying the Merdeka Curriculum at Muhammadiyah Elementary Schools. The findings indicated that, despite advancements, numerous teachers continue to encounter difficulties in creating active learning experiences tailored to student characteristics. A national survey by Susanto et al. (2023) among elementary school teachers in DKI Jakarta indicated that educational management strategies and transformational leadership significantly enhance teacher competency, highlighting the uneven current levels of competency and the necessity for structured training interventions. The current circumstances reveal that elementary school teachers in Indonesia require extensive training to enhance their overall competencies—pedagogical, professional, social, and personal—to effectively meet the demands of 21st-century education and contextual challenges in the field.

Insufficient teacher competency, if not swiftly rectified, can result in numerous significant issues within the school system. Research conducted by Sriyanti et al. (2021) shown a substantial correlation between teacher pedagogical ability and student learning outcomes in primary schools in Tabanan, Bali, with school infrastructure and career expectations serving as moderating factors. A meta-analysis by Zhou et al. (2023) on STEM teacher professional training revealed that such training considerably enhances teacher self-efficacy, which, if not bolstered, adversely affects teaching practices and learning creativity. Research conducted by Mulyalana et al. (2023) at distant elementary schools in Indonesia indicated that insufficient teacher competency directly affected student learning results, accounting for nearly all the variance in the study's findings. Consequently, if teacher competency is not promptly enhanced, both the learning process and student outcomes, as well as the overall quality of national education, will be threaten.

The significance of addressing teacher competency inadequacies in elementary schools is escalating, since these institutions serve as the foundational stage of formal education, when character, fundamental abilities, and learning habits are established. A study by Ramadhani & Anggraeni (2023) shown that teacher pedagogical competency in Indonesian language instruction connected with student discipline in third-grade elementary school, hence influencing the learning environment. A study by Widodo & Cross (2024) investigating the fundamental musical competencies of primary school instructors revealed that those with inadequate skills encountered challenges in delivering relevant and engaging instruction, which adversely affected student interest and engagement. Moreover, a study conducted by Mulyalana et al. (2023) at Donggobolo Elementary School shown that students' evaluations of teacher ability accounted for a substantial variance in their learning results ($R^2 = 0.9999$). These findings indicate that teacher ability is not merely an internal concern but substantially influences student learning outcomes. If the ability of primary school teachers is not promptly enhanced, the quality of pupils' foundational learning may be jeopardized. This will ultimately influence the intellectual development and character of future generations.

A prevalent approach to enhancing teacher competency is via organized and contextual training or professional development initiatives. A meta-analysis by Zhou et al. (2023) determined that professional development programs for STEM educators significantly enhanced teacher self-efficacy ($g = 0.64$), with active learning, role-playing observations, reflection, and feedback being essential components. A comparable meta-analysis conducted by Liu et al. (2025) demonstrated a substantial correlation between teacher training and enhancements in teacher knowledge, skills, and confidence in data-driven decision-making ($g = 0.57$) within the K-12 framework. Susanto et al. (2022) shown at the

national level that including lesson study into elementary school teacher professional development can substantially enhance teacher competency. Training and professional development are essential and successful techniques for enhancing teacher competency.

This study aims to conduct a literature review on the suitable training development model for elementary school teachers, specifically the 7 Habits of Highly Effective People, referencing evidence that teacher training enhances pedagogical, professional, social, and personal competencies (Yoon & Goddard, 2023; Zhou et al., 2023; Susanto et al., 2022). Stephen R. Covey's (1989) theory underscores the development of effective habits—namely, Be Proactive, Begin with the End in Mind, Put First Things First, Think Win-Win, Seek First to Understand, Then to Be Understood, Synergize, and Sharpen the Saw—which are comprehensive and can cultivate educators who excel in teaching, self-leadership, and collaboration. A training model grounded in this framework is deemed to possess a robust conceptual basis for developing programs that holistically enhance elementary school teachers' competencies, including educational, professional, social, and personal dimensions. Currently, while studies exist regarding the application of the 7 Habits to school leaders (Ahmad et al., 2020) and physical education instructors (Martin, 2004), there is a notable absence of research specifically addressing the competencies of elementary school teachers, indicating a research gap that this literature review aims to address.

In the framework of systematic and evidence-based training development, a training development model must be evaluated prior to its design and implementation. The training model functions as a conceptual framework that directs every phase of the training process, from planning to evaluation, ensuring alignment with instructor requirements and the objectives of educational institutions. Wulandari et al. (2022) asserted that the congruence between training design and participant attributes is crucial for the efficacy of teacher competency enhancement. Moreover, Egbo (2011) emphasized that a training model formed from literature studies and practical requirements might yield pertinent, efficient, and durable training outcomes. Ilyas et al. (2023) shown that transitioning from a cascade training approach to school-based training in Indonesia enhanced the efficacy of teacher capacity development due to the program's improved contextuality and collaboration.

In the educational sector, many training development approaches have been extensively employed to enhance teacher professionalism and competency. The cascade training model is a prevalent method wherein primary educators receive instruction initially then subsequently instruct their colleagues inside their schools, hence amplifying the training's impact in a hierarchical fashion (Ilyas et al., 2023). The mentoring and coaching model underscores the significance of continuous assistance for educators via reflective practice and personalized feedback (Zhou et al., 2023). The community of practice concept highlights the collaboration among educators to exchange experiences and effective teaching strategies (Novariza, 2023). These three methods exemplify a paradigm shift in training from a unilateral approach to interactive professional learning focused on self-development.

Numerous research indicate that teacher training enhances educators' educational, professional, social, and personal competences (Zhou et al., 2023; Novariza, 2023; Donath et al., 2023). This study does a literature evaluation on the training development model, The 7 Habits of Highly Effective People, pertinent to primary school educators. Stephen R. Covey's (1989) theory delineates seven effective habits—Be Proactive, begin with the End in Mind, Put First Things First, Think Win-Win, Seek First to Understand, Then to Be Understood, Synergize, and Sharpen the Saw—that cultivate self-leadership, collaboration, and enhanced personal effectiveness. These ideas are comprehensive and can serve as a basis for enhancing teacher training to bolster their overall competencies.

Numerous prior studies have applied the principles of the 7 Habits of Highly Effective People within an educational framework; however, none have explicitly focused on enhancing the proficiency of elementary school educators. Ahmad et al. (2020) investigated the implementation of the 7 Habits inside a principal leadership program in Malaysia and identified notable enhancements in leadership efficacy; however, the study did not concentrate on elementary-level educators. Likewise, Martin (2004) and Luther (2010) investigated the use of this notion in physical education and literacy instruction, although

they failed to systematically associate it with a framework for the development of elementary school teacher training. This study aims to fill the identified gap in the literature by performing a comprehensive review of the training development model of the 7 Habits of Highly Effective People, pertinent to enhancing the competencies of primary school teachers in Indonesia.

METHODS

Research Design

This study utilized a qualitative methodology, primarily relying on a literature analysis for data collecting and the formulation of a conceptual framework for the 7 Habits of Highly Effective People training model aimed at elementary school educators. The qualitative technique was selected as it corresponds with the research aims, emphasizing a profound comprehension of concepts, settings, and patterns derived from scientific literature, rather than just statistical quantification. Denzin and Lincoln (2017) assert that qualitative research enables researchers to evaluate social phenomena in a naturalistic, meaning-focused, and contextualized way. The literature review method is employed to uncover, analyze, and integrate pertinent empirical findings from diverse prior investigations. Snyder (2019) asserts that a thorough literature review integrates prior research findings to cultivate new theoretical insights and guide future research directions.

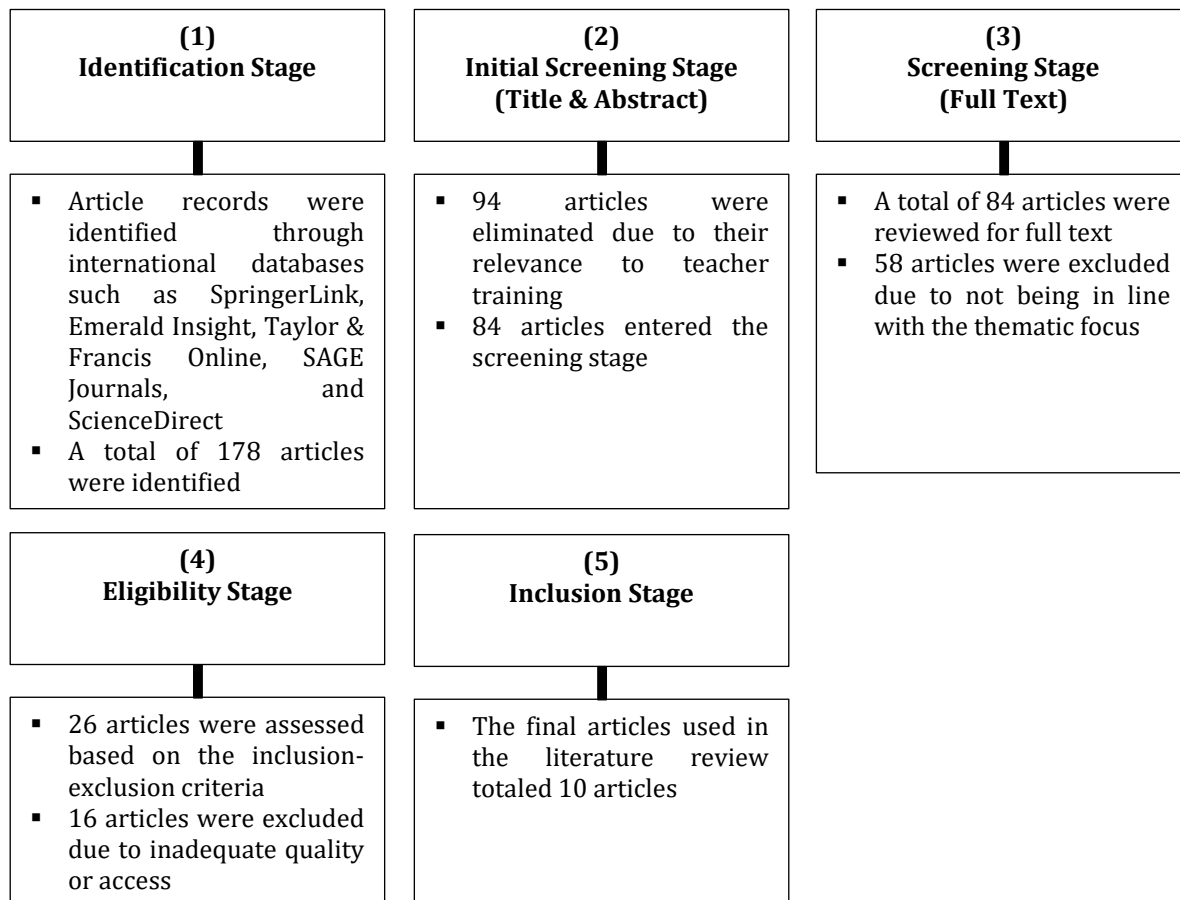
Research Participants

A total of 178 scholarly publications pertinent to the research issue were gathered from the initial search results across five databases. Following the completion of all selection and data reduction phases, 10 final articles were identified that satisfied all criteria and were considered the most pertinent for comprehensive study.

Data Collection Technique

The article search was performed using several esteemed international scientific databases, specifically SpringerLink, Emerald Insight, Taylor & Francis Online, SAGE Journals, and ScienceDirect, which are commonly utilized in research publications related to teacher education and professional development. The inquiry utilized a mix of the phrases "teacher training model," "teacher competence development," "professional development," and "The 7 Habits of Highly Effective People." The search results initially yielded 178 scholarly publications relevant to the research topic across the five databases. To ensure the currency and contextual relevance of the findings, the selected articles were limited to publications from the past five years (2020–2025), reflecting recent developments in contemporary educational policies and practices. The article selection procedure adheres to the guidelines of the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) and is illustrated in the data selection step chart (refer to Figure 1). All selected articles were documented systematically using the documentation method. This process included downloading full-text articles, recording essential metadata (author, year of publication, article title, journal name, and DOI), and organizing references using Mendeley software to ensure traceability, transparency, and consistency of reference management.

Figure 1. Article Data Selection Stages



Data Validity Technique

The integrity of the analysis results is upheld by employing the trustworthiness standards established by Lincoln & Guba (1985), which encompass credibility, dependability, confirmability, and transferability. To guarantee transparency and accountability in the analysis process, researchers established an audit trail and employed triangulation of literature sources, so ensuring that the resultant synthesis of findings possesses scientific reliability and can be academically justified.

Data Analysis Technique

The article selection phase was conducted systematically using a data reduction approach until 10 final publications were identified as the primary sources of research data. The procedure followed a three-stage selection process. The first stage was the identification phase, which involved reviewing titles and abstracts to assess their relevance to the research focus. At this stage, 94 articles were excluded because they did not explicitly address teacher training or merely referred to professional development without presenting a definitive model framework. The second stage was the screening phase, which consisted of a comprehensive evaluation of the remaining 84 articles through full-text reading. This stage aimed to ensure alignment with the three primary research focuses: (1) models of teacher training development, (2) enhancement of teacher competencies, and (3) methodologies for professional habit formation or relevant self-development programs. During this phase, 58 articles were excluded due to a lack of thematic alignment. The third stage was the eligibility phase, which involved assessing the methodological and conceptual quality of the articles through the rigorous application of inclusion and exclusion criteria (see Table 1). Upon completion of all selection and reduction stages, 10 articles met all criteria and were deemed most relevant for in-depth analysis.

Table 1. Article Inclusion and Exclusion Criteria

Aspect	Inclusion Criteria	Exclusion Criteria
Year Range	Year Range Articles published 2020–2025	Articles published before 2020
Publication Type	Scientific journal article (peer-reviewed)	Proceedings, technical reports, books, dissertations
Journal Reputation	Reputable international journal (indexed by Scopus or Web of Science)	Unindexed or predatory journal
Study Focus	Teacher training development model and/or teacher professional development	Does not substantively discuss teacher training
Content Relevance	Contains framework, stages, or training model design	Only discusses policies without models
Accessibility	Full text accessible	Abstract only or limited access
Language	English	Other than English

Content analysis and thematic analysis were employed to interpret conceptual trends from the ten selected articles. The analytical process comprised: (1) comprehensive examination of all articles, (2) thematic coding encompassing categories such as model training, competency enhancement strategies, training efficacy, and principles of professional habit formation, (3) delineation of primary themes and subthemes from the literature synthesis, and (4) aggregation of findings into a conceptual framework for a training development model pertinent to elementary school educators. Ritchie et al. (2022) elucidate that thematic analysis in qualitative research seeks to uncover patterns and significant connections among textual data, whereas content analysis is employed to systematically organize and understand information.

RESULTS AND DISCUSSION

To identify the most suitable teacher training development model for The 7 Habits of Highly Effective People aimed at enhancing primary school teacher competency, a review of the current international literature (2020–2025) reveals consistent emerging model patterns: (1) online/blended professional development integrating synchronous and asynchronous components, (2) classroom-based mentoring/coaching that offers immediate feedback, (3) collaborative frameworks such as Professional Learning Communities (PLC) and Professional Learning Networks (PLN), (4) multi-tiered models providing differentiated interventions based on needs, and (5) cross-institutional or technology-enabled models (e.g., online platforms, VR) for simulation and practice reinforcement. The subsequent table enumerates the 10 validated articles examined to identify the best suitable teacher training development model for the 7 Habits of Highly Effective People to enhance primary school teacher proficiency.

According to Table 2 below, the models derived from the 10 articles collectively present benefits pertinent to training objectives: habit formation, facilitation of transfer to classroom practice, and assurance of sustained influence. Mentoring, coaching, and content-centric professional development offer specific feedback that expedites changes in practice and improves teacher self-efficacy (Zhou et al., 2023; Ventista & Brown, 2023). Collaborative models (PLN/CoP) facilitate the internalization of habits by collective reflection, social learning, and contextual adaptation, ensuring that new habits are comprehended and integrated into everyday practice (Poortman et al., 2022; Simmie et al., 2024). Online and blended components enhance accessibility, facilitate material repetition, and enable consistent follow-up, ensuring that learning continues beyond the workshop (Lay et al., 2020; Stavermann, 2025). Multi-tiered methods enhance resource efficiency by distributing various assistance based on necessity, facilitating more precise interventions (Bloomfield et al., 2024). Ultimately, simulation technologies like virtual reality can enhance the acquisition of procedural or interpersonal

skills in educational settings when combined with coaching (Han et al., 2025). The amalgamation of features (coaching + community + online + tiered + simulation) renders the integrative approach exceptionally effective for establishing and sustaining habits, a primary objective of 7 Habits training.

Notwithstanding their efficacy, these models possess practical constraints that must be acknowledged when implementing them in elementary school settings. Initially, online or blended professional development necessitates infrastructure and digital literacy; in their absence, both participation and the quality of content retention diminish (Lay et al., 2020; Stavermann, 2025). Secondly, mentoring and coaching necessitate skilled personnel (coaches) and sufficient time for observation and feedback; without the backing of school leaders, the sustainability of coaching practices is challenging (Zhou et al., 2023; Ventista & Brown, 2023). Third, PLN/CoP are efficacious when a culture of cooperation is already developed; in less supportive or labor-intensive contexts, collaborative activities may impose an additional load (Poortman et al., 2022; Simmie et al., 2024). Fourth, multi-tiered professional development necessitates diagnostic and management systems to assign teachers to the suitable tier; deficiencies in management diminish the efficacy of treatments (Bloomfield et al., 2024). Ultimately, advanced technologies such as virtual reality pose financial and scalability challenges, hindering their widespread implementation in resource-limited environments (Han et al., 2025). Consequently, contextual adaptability, leadership endorsement, and resource allocation are critical prerequisites.

Through a critical synthesis of ten validated international articles, the optimal model identified is a structured integrative framework that encompasses: (a) intensive content-driven workshops (introduction to the 7 Habits concept and fundamental practices), (b) continuous mentoring/coaching (classroom observations and scheduled feedback), (c) the establishment of a Professional Learning Community/Professional Learning Network (regular meetings for reflection and practice modification), and (d) an online/blended platform for follow-up, resource access, and progress documentation. A multi-tiered structure can be employed operationally (Tier 1 for large workshops; Tier 2 for coaching groups; Tier 3 for individual interventions) to optimize resource allocation and address teacher demands effectively (Bloomfield et al., 2024; Zhou et al., 2023; Lay et al., 2020). This methodology integrates behavioral reinforcement (habit formation) via repeated practice (coaching), social support (PLN/CoP), and continuity (online), so optimizing the potential for establishing effective habits in primary school teachers in accordance with Covey's ideas.

Integrating Covey's (1989) theory of the 7 Habits of Highly Effective People with a teacher training development model necessitates a design focused not just on information acquisition but also on the cultivation of enduring professional habits. Covey asserted that successful behavioral transformation arises from the confluence of information, skills, and motivation, which must be cultivated through a systematic and thoughtful approach. The literature review indicates that the optimal training model for enhancing elementary school teacher competency is a structured integrative model comprising four components: (a) intensive content-based workshops, (b) continuous mentoring/coaching, (c) the establishment of a Professional Learning Community/Network (PLC/PLN), and (d) support from online or blended learning platforms to reinforce learning continuity. Intensive workshops serve as the preliminary stage for introducing fundamental principles and essential practices of effective habits, including Be Proactive and Begin with the End in Mind. Zhou et al. (2023) established that targeted content-specific training enhances teacher self-efficacy and motivation. The subsequent phase, mentoring and coaching, facilitates the internalization of habits by consistent practice. Ventista and Brown (2023) observed that continuous post-training feedback markedly influences the uniformity of instructional conduct. Han et al. (2025) asserted that organized reflective simulations expedite the development of instructors' professional habits, rendering this phase essential for the habit formation process, as highlighted by Covey.

Table 2. Article Inclusion and Exclusion Criteria

Title	Author and Year of Publication	Journal	Citation
Examining a Decade of Research in Online Teacher Professional Development	Lay, C. D., Allman, B., Cutri, R. M., & Kimmons, R. (2020)	<i>Frontiers in Education</i> , 5, 573129. https://doi.org/10.3389/feduc.2020.573129	Online/blended PD combined with synchronous-asynchronous phases, collaborative activities, and facilitator support increases teacher engagement and transfer of practices to the classroom.
Teachers' Professional Development in Formal Online Communities: A Scoping Review	Dille, K. B., & Røkenes, F. M. (2021)	<i>Teaching and Teacher Education</i> , 105, 103431. https://doi.org/10.1016/j.tate.2021.103431	Formal online community-based development allows for ongoing reflection and sharing of good practices among teachers across educational contexts.
Professional Learning Networks: A Conceptual Model and Research Opportunities	Poortman, C. L., Brown, C., & Schildkamp, K. (2022)	<i>Educational Research</i> , 64(1), 95–112. https://doi.org/10.1080/00131881.2021.1985398	The formation of Professional Learning Networks (PLN) based on reflective collaboration effectively increases the improvement of teaching practices and teacher innovation.
The Effect of Professional Development on In-Service STEM Teachers' Self-Efficacy: A Meta-Analysis of Experimental Studies	Zhou, X., Shu, L., Xu, Z., & Padrón, Y. (2023)	<i>International Journal of STEM Education</i> , 10, 37. https://doi.org/10.1186/s40594-023-00422-x	Targeted training with a focus on practice and empirical feedback has been shown to improve teachers' self-efficacy and pedagogical skills.
Teachers' Professional Learning and Its Impact on Students' Learning Outcomes: Findings from a Systematic Review	Ventista, O. M., & Brown, C. (2023)	<i>Social Sciences & Humanities Open</i> , 8, 100565. https://doi.org/10.1016/j.ssaho.2023.100565	PD programs that combine personal reflection and long-term coaching have a significant impact on the effectiveness of student learning.
Online Professional Development Across Institutions and Borders	Rienties, B., Divjak, B., Eichhorn, M., Iniesto, F., et al. (2023)	<i>International Journal of Educational Technology in Higher Education</i> , 20, 30. https://doi.org/10.1186/s41239-023-00399-1	Cross-institutional collaboration through online platforms enables resource exchange, cross-border mentoring, and increased adaptability of teacher training.
Towards a Model of Teachers' Continuing	Mooney Simmie, G., O'Meara, N.,	<i>Professional Development in Education</i> ,	The reflective CPD model based on professional ethics encourages a change in teachers' mindset from

Professional Development (CPD): A Border Crossing Journey with Embedded Contradictions	Forster, A., Ryan, V., & Ryan, T. (2024)	50(1), 46–58. https://doi.org/10.1080/19415257.2023.2283420	administrative compliance to professional autonomy and responsibility.
Multi-Tiered Systems of Educator Professional Development: A Systematic Literature Review of Responsive, Tiered Professional Development Models	Bloomfield, B. S., Allday, R. A., & White, J. L. (2024)	<i>Journal of Positive Behavior Interventions</i> , 26(2), 85–102. https://doi.org/10.1177/10983007231224028	The multi-tiered system model (Tiers 1–3) allows for differentiation of support and efficiency of training resources according to the level of teacher need.
Online Teacher Professional Development: A Research Synthesis on Effectiveness and Evaluation	Stavermann, K. (2025)	<i>Tech Know Learn</i> 30, 203–240. https://doi.org/10.1007/s10758-024-09792-9	Online-based PD design with layered evaluation and periodic follow-up has been proven to increase the consistency of the implementation of teacher training results.
Using Virtual Reality for Teacher Education: A Systematic Review and Meta-Analysis (2014–2024)	Han, X., Luo, H., Wang, Z., & Zhang, D. (2025)	<i>Frontiers in Virtual Reality</i> , 6, 1620905. https://doi.org/10.3389/frvir.2025.1620905	The integration of virtual reality simulations in teacher training supports reflective practice and faster formation of instructional habits.

Source: Processed by the author (2025)

The final element of this concept, the Professional Learning Community or Professional Learning Network, functions as a platform for social and collaborative empowerment. Poortman et al. (2022) highlighted that teacher participation in Professional Learning Communities (PLCs) promotes collaboration and collective reflection, hence enhancing modifications in teaching practices. Dille & Røkenes (2021) discovered that online communities for educators significantly contribute to the sustainability of professionalism and the sharing of effective practices among schools. Mooney Simmie et al. (2024) asserted that teacher participation in reflective learning communities augments ethical awareness and professional accountability. Within the framework of 7 Habits training, the presence of Professional Learning Communities (PLCs) or Personal Learning Networks (PLNs) will enhance the application of the Synergize and Seek First to Understand, Then to Be Understood principles via empathetic communication and collaborative engagement among peers. Simultaneously, the utilization of online platforms or blended learning integrates all training elements, guaranteeing an uninterrupted and recorded educational experience. Lay et al. (2020) asserted that online professional development, including synchronous and asynchronous sessions, can effectively prolong teachers' learning duration. Rienties et al. (2023) established that cross-institutional collaboration via digital platforms enhances resource accessibility and promotes self-directed learning. Bloomfield et al. (2024) highlighted that a multi-tiered system-based professional development architecture enhances the program's adaptability to teacher requirements while ensuring resource efficiency.

This structured integrative methodology can be operationalized through a multi-tiered

framework, comprising Tier 1 (content-focused mass workshops), Tier 2 (continuous coaching groups), and Tier 3 (individual interventions as required). This stratified method enables the differentiation of support: beginner educators receive comprehensive mentoring, whilst seasoned educators may serve as mentors or community facilitators. Bloomfield et al. (2024), Zhou et al. (2023), and Lay et al. (2020) assert that a tiered structure enhances training efficacy and facilitates the efficient allocation of training resources. This strategy promotes habit formation through repeated practice (coaching), cultivates social support via PLC/PLN, and guarantees continuation of learning through online platforms. This model possesses the highest potential to cultivate effective habits in accordance with Covey's ideas, while concurrently improving primary school teachers' educational, professional, social, and personal competencies. This study successfully addresses a gap in the literature by systematically reviewing the pertinent training development model for implementing the 7 Habits of Highly Effective People in Indonesian elementary schools, while also offering a conceptual and practical foundation for developing teacher training programs focused on character development and professional efficacy.

CONCLUSION

This study, derived from a systematic literature review of ten esteemed international articles, concludes that the optimal teacher training development model to facilitate the implementation of the 7 Habits of Highly Effective People for enhancing elementary school teacher competency is a structured, integrative model grounded in a multi-tiered system. This model integrates four primary elements: rigorous content-focused workshops, constant mentorship and coaching, a Professional Learning Community or Network, and online or blended platform assistance to facilitate ongoing learning and recording of teacher advancement. The tiered method (Tiers 1–3) facilitates differentiated support, optimizes resource utilization, and addresses unique instructor requirements, while promoting the development of effective habits, as highlighted by Covey (1989), through the amalgamation of knowledge, skills, and motivation. The summary results demonstrate that this model effectively enhances the educational, professional, social, and personal competences of elementary school teachers via a reflective, collaborative, and sustainable learning process. This research effectively addresses the literature gap by presenting a conceptual framework for the development of effective habit-based training relevant to basic education in Indonesia, while also supplying an empirical foundation for the creation of teacher training programs that adapt to 21st-century challenges.

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