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Analysis of the Knowledge Gap and Its Fulfillment Strategies at Course Institutions with Limited Instructor Resources

Andre Pratama Siregar[1], Arya Dikta Pratama[2], Bayu Pratama[3], Diaz Nurhadi[4], Muhammad Yoga Khodani[5], Rifky Fakhri Maulana Srg[6]

[1]Ilmu Komputer, Sistem Informasi, Universitas Royal, Kisaran, Indonesia
Email:[1]andrepratama8421@gmail.com, [2]aryadiktapratama7@gmail.com,[3]bayup8248@gmail.com,
[4]DiazNurhadi@gmail.com, [5]MYogaKhodani@gmail.com, [6]Rifkyfakhri123@gmail.com

Abstract−The Course and Training Institute (Lembaga Kursus dan Pelatihan, LKP) GTC.com Genius Technology Course is a training institution with limited instructor resources, with only one instructor teaching all areas of training. This condition has the potential to create a knowledge gap between the competencies possessed by the instructor and the needs of participants and the market. This study aims to identify the knowledge gap that occurs and to formulate strategies for fulfilling it. The method used is a qualitative approach with a case study, encompassing in-depth interviews, document analysis, and a questionnaire administered to 12 respondents who were former internship (PKL) students. The results of the study show that the instructor has high competence in Microsoft Office and basic web design, but experiences critical gaps in graphic design, web programming frameworks, JavaScript, and computer networks. The impact of these gaps is participant dissatisfaction and low graduate competence. The recommended strategies, referring to the SECI model, include the addition of assistant instructors (socialization), improvement of instructor competence through training (externalization & internalization), the development of comprehensive teaching modules (combination), and the use of online learning platforms as supplements (internalization).

Keywords: Knowledge gap, single instructor, course institution, gap analysis, fulfillment strategy

Abstract−Genius Technology Course is a training institution with limited instructional resources, having only one instructor who teaches all training fields. This condition has the potential to create a knowledge gap between the instructor's competencies and the needs of participants and the market. This study aims to identify the knowledge gap that occurs and formulate strategies to address it. The method used is a qualitative approach with a case study, including in-depth interviews, observation, document analysis, and questionnaires to 12 former internship students. The results showed that the instructor has high competence in Microsoft Office and basic web design, but experiences critical gaps in graphic design, web programming frameworks, JavaScript, and computer networking. The impact of this gap causes participant dissatisfaction and low graduate competence. Recommended strategies referring to the SECI model include adding assistant instructors (socialization), improving instructor competency through training (externalization & internalization), developing comprehensive teaching modules (combination), and utilizing online learning platforms as supplements (internalization).

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1. INTRODUCTION

Non-formal education such as Course and Training Institutions (Lembaga Kursus dan Pelatihan, LKP) plays a strategic role in producing work-ready human resources in Indonesia. Through practical training, participants are educated to possess skills that accord with industry needs. Naturally, whether or not this target is achieved depends greatly on how capable the qualifications and competencies of the instructors teaching at the institution are [1].

The real conditions in this regard can be observed at GTC.com Genius Technology Course (GTC), an LKP in Asahan Regency, North Sumatra, which focuses on the field of information technology. GTC runs an internship program (PKL) lasting four months with a fairly dense schedule of material. Participants are required to learn Microsoft Office in the first month, then graphic design, then web design, and finally web programming. The main problem is that, with such a large

and complex volume of material, GTC in fact relies on only one instructor to cover all areas of training.

Theoretically, knowledge management plays a vital role in vocational institutions. Well-executed knowledge management has been shown to boost both the motivation and the teaching performance of educators [1]. Other research also confirms that management commitment and knowledge governance have a very strong relationship in predicting the quality of a teacher [2]. In other words, the quality of graduates depends heavily on a strong foundation of instructor knowledge management.

The mismatch between the abilities currently possessed by instructors and what is needed by learners or the market is referred to as a *knowledge gap*. Several previous studies have in fact demonstrated the benefits of mapping this *knowledge gap*. For instance, research on a cooperative proved that knowledge gaps can be measured and then used as a basis for formulating performance improvement strategies [3]. A similar approach was also applied in the IT *helpdesk* division through the *knowledge mapping* method [4], and to analyze training needs within a company so that knowledge sharing activities are better targeted [5].

Unfortunately, not many studies have specifically highlighted *knowledge gap* in small-scale LKPs, particularly those with only a single instructor. Yet LKPs of this kind face highly distinctive challenges. Given that organizational structure and facility limitations strongly influence the knowledge management process [6], single-instructor LKPs clearly struggle. They have no routine mechanism for exchanging knowledge among instructors because, indeed, there are no fellow instructors.

In view of this gap in the literature, this study offers three scientific novelties (*novelty*): (1) it raises the issue of *knowledge gap* in small, single-instructor LKPs, which has rarely been studied; (2) it employs a data triangulation method (a combination of interviews, documents, and questionnaires) so that the identification of the *gap* is more comprehensive; and (3) it designs solutions to close the gap by referring to the SECI model of knowledge transfer framework.

2. METHODS

2.1 Research Approach

Following on from the exposition of the problem in Chapter 1, this study was designed using a qualitative approach with a case study method. The choice of this method is not without reason. In order to truly unravel the complex phenomenon of *knowledge gap* in single-instructor LKPs, the researcher needs an analytical tool capable of dissecting the situation in depth. A case study provides the researcher with room to explore the dynamics and the highly specific and unique context in the field [7]. This step also reflects the success of previous studies that employed case studies to map knowledge gaps within educational institutions [5].

2.2 Research Subjects and Location

Data collection was focused at GTC.com Genius Technology Course, located in Asahan Regency, North Sumatra. Given that the root of the problem lies in the limited number of teaching staff, the determination of research subjects was divided among several parties so that the information would be balanced:

1. Mr. Tama (22 years old), the sole instructor at GTC, who has served and has 3 years of teaching experience.
2. 4 (four) representatives of former internship (PKL) students of the class of 2025 who were involved in the interview sessions.

3. 12 (twelve) other internship (PKL) student alumni who served as questionnaire respondents.

2.3 Data Collection Techniques

The process of collecting data in the field was carried out through four instruments so that the portrait of the *knowledge gap* obtained would be more complete:

In-Depth Interviews The question-and-answer sessions were designed to be semi-structured, for both the instructor and former students. With the permission of the informants, all conversations were recorded and then typed out into transcripts. The interview questions were directed at exploring the instructor's mastery of the material, the real obstacles in the classroom, and how these affected the learners. This method was adapted from the *knowledge gap* identification method, which commonly combines semi-structured interviews when gathering data from key informants or experts [5].

1. Document Analysis Written documents such as training syllabi, class handbook modules, and draft examination questions were also examined. The objective is simple: to check the extent of the synchronization or alignment between the curriculum plan on paper and its actual execution in the field [3].
2. Questionnaire The questionnaire was distributed online through *Google Forms* to 12 former internship (PKL) students. This instrument, which uses a Likert scale of 1-5, aims to capture numerical perceptions regarding the level of participant satisfaction, their assessment of the competence of the instructor, and which parts of the material were felt to be less than optimally taught.

2.4 Data Analysis Techniques

The raw data collected from the field were then processed using an interactive analysis flow [8], which encompasses three main stages:

1. Data reduction: Sorting, summarizing, and discarding information that is irrelevant to the *knowledge gap*.
2. Data presentation: Arranging the data summaries in the form of narratives, matrices, or tables so that the flow is easy to understand.
3. Conclusion drawing: Interpreting the data findings in order to answer the research questions.

Technically, the researcher applied *thematic coding* when reading the interview transcripts so that the location of problem patterns or gaps would be clearly visible. Meanwhile, the numerical data obtained from the questionnaire were processed only descriptively—namely, by finding the average (*mean*), the middle value (*median*), and the frequency—as supporting data to validate the qualitative findings [4].

2.5 Data Validity

In order for the results of this research to be valid and free from the bias of subjectivity, the researcher employed triangulation techniques. Two types of cross-checking were used: source triangulation and method triangulation [7]. Source triangulation was carried out by comparing the claims of the instructor with the accounts of students and the written evidence in documents. Method triangulation, meanwhile, was carried out by matching the common threads among the interview results, notes, and questionnaire scores.

3. RESULTS

3.1 Identification of the Knowledge Gap

Based on the results of the interviews and the questionnaire, the *knowledge gap* at GTC can be identified as follows:

3.1.1 Results of the Instructor Interview

Based on the interview with the instructor Mr. Tama, it is known that the competence of the instructor across various fields is as follows:

"I am most proficient in Office. I have been teaching Word, Excel, and PowerPoint for 3 years. I can also do web design, but only HTML, CSS, and basic Bootstrap. For web programming, I know basic PHP and MySQL, but when it comes to frameworks like Laravel or CodeIgniter, I have never used them."

"To be honest, my graphic design skills are only very basic. I can open Photoshop, move images, crop, resize, things like that. For logo design, illustrations, or complicated photo editing, I am not very capable. For computer networks, I only know the basic theory, such as IP addresses and network topology."

This statement indicates that the instructor has varying levels of mastery in each field, with strengths in Office and weaknesses in graphic design and computer networks.

3.1.2 Results of the Former Student Interviews

Interviews with 4 former students confirmed the findings from the instructor:

Rafly (18 years old, SMK RPL):

"The best one is Office. Mr. Tama is really great at Excel. To this day I still use the formulas he taught me. Basic web was also decent. But graphic design was awful. The second month was just theory after theory. We were only taught how to open Photoshop, crop, and resize."

Siti (18 years old, SMK RPL):

"I was disappointed. I really wanted to learn graphic design more deeply. But Mr. Tama only gave the basic material. I asked to be taught how to make logos and posters, and he said 'just look it up on YouTube'."

Nisa (18 years old, SMK RPL):

"For HTML and CSS, Mr. Tama is quite good. But when it came to PHP, it was lacking. We were only taught basic connections and simple CRUD. I asked about Laravel; he said he could not do it yet. There was no framework."

Zaki (18 years old, SMK RPL):

"I like Office; Mr. Tama is really great at Excel. But I cannot do graphic design at all. In the second month, we only learned cropping and resizing. Now in my work, I need design for presentations, so I ended up learning on my own from Canva."

3.1.3 Questionnaire Results

The questionnaire completed by 12 former students yielded the following data:

Table 1. Recapitulation of Instructor Competence Assessment

Variable	Mean	Median	Min	Max	Interpretation
Office Competence	4.3	4.5	3	5	High (No Gap)
Graphic Design Competence	1.67	2	1	3	Low (CRITICAL GAP)
Web Design Competence	3.58	4	2	5	Moderate (Moderate Gap)
Web Programming Competence	2.25	2	1	3	Low (CRITICAL GAP)
Instructor finds it difficult to answer	4.08	4	3	5	High (No Gap)
Participant satisfaction level	3	3	2	4	Moderate (Moderate Gap)

Source: Primary data processed, 2026

3.1.4 Knowledge Gap Matrix

Based on the triangulation of all data sources, a *knowledge gap* matrix was compiled as follows:

Table 2. Knowledge Gap Matrix of GTC.com

Knowledge Domain	Instructor Competence	Market Needs	Student Demand	Gap Status	Priority
Microsoft Office	5	5	4.33	No Gap	-
HTML & CSS	4	5	4	Moderate Gap	Moderate

Bootstrap	4	5	3.75	Moderate Gap	Moderate
Basic PHP & MySQL	3	5	3.5	Moderate Gap	Moderate
Graphic Design (basic)	2	5	4	CRITICAL Gap	High
Graphic Design (advanced)	1	5	4.5	CRITICAL Gap	High
Framework (Laravel/React)	1	5	4	CRITICAL Gap	High
JavaScript	2	5	4	CRITICAL Gap	High
Computer Networks	1	4	3	CRITICAL Gap	High
CSS Grid/Responsive	3	5	4	Moderate Gap	Moderate

Source: Primary data processed, 2026

3.2 Factors Causing the Knowledge Gap

Based on the research results, the factors causing the *knowledge gap* at GTC are:

1. **Limited Instructor Resources**
   GTC has only one instructor, who must cover 4 different areas of training. The instructor acknowledged that his abilities are limited to certain fields.
   "I would like to take part in training or online courses. But my time is limited, and so are the costs." (Mr. Tama, Instructor)
2. **Lack of Knowledge Documentation**
   Most of the knowledge of the instructor is still *tacit* (stored in his head) and not yet well documented. The available teaching modules are still simple and do not cover all the material that should be taught.
3. **Absence of Knowledge Sharing among Instructors**
   Because there is only one instructor, there is no process of knowledge sharing among instructors. The instructor has no peers with whom to discuss or exchange teaching experiences.
4. **An Overly Ambitious Curriculum**
   The 4-month curriculum covers 4 major fields that ought to be taught by different instructors. This causes the instructor difficulty in delving deeply into each field.

3.3 Impacts of the Knowledge Gap

The knowledge gap at GTC has an impact on several aspects:

1. **Low Participant Satisfaction**
   The average level of participant satisfaction was only 3.00 (on a scale of 1-5), with many participants stating that they were disappointed, particularly with the graphic design material.
   "I was somewhat disappointed, because I only learned the basics." (Rafli, questionnaire respondent)
2. **Suboptimal Graduate Competence**
   Graduates felt less competent in several fields and had to learn autodidactically after graduating.
   "I ended up less confident. Luckily there is YouTube, so I could learn on my own." (nisa)
3. **Potential Loss of Market Trust**
   If graduates are not competent, this may lower the reputation of GTC in the eyes of schools and the world of work.
   " so I had to take extra lessons again." (Siti)
4. **High Instructor Burden**
   The instructor feels burdened because he must teach fields that he does not master well.

4. DISCUSSION

4.1 *Knowledge Gap* as a Critical Phenomenon in Small-Scale LKPs

From the field data collected, it is clear that the critical points of the *knowledge gap* at GTC are concentrated in four subject areas: graphic design, web programming *framework*s, JavaScript, and computer networks. This condition in fact confirms previous studies indicating that a knowledge gap is one of the root causes of stalled organizational performance [1], [2].

Viewed within the context of vocational education, this finding is very much in line with what was highlighted by Habibi et al. (2025). They demonstrated a strong correlation between knowledge governance and the extent to which a teacher is motivated and performs well [1], [2]. At GTC, the root of the problem stems precisely from the minimal nature of knowledge management itself. Because there is no culture of *knowledge sharing* and no adequate documentation system, the single instructor at GTC is, in effect, isolated. He has no room to access new knowledge or merely to exchange ideas with peers, which ultimately leaves his competence stagnant in certain subjects only.

A study at PT XYZ employing the *Zack Framework* approach demonstrated that identifying gaps of this kind is highly useful for formulating appropriately targeted knowledge-sharing strategies [5]. The same holds true in this study. The finding of a critical *gap* in graphic design material and web *framework*s stands as tangible evidence of how overwhelmed small-scale LKPs—particularly those with a single instructor—are in keeping pace with the rapidly moving demands of industry.

4.2 Causes of *Knowledge Gap* from the Perspective of Knowledge Management

Examined more closely through the lens of knowledge management, the *knowledge gap* at GTC did not simply appear on its own. There are three main triggers: extremely limited resources, the absence of material documentation, and the failure of knowledge transfer to take place. These three are symptoms of the weak knowledge management infrastructure at the institution.

A study of vocational institutions in Indonesia once underlined that organizational structure and the availability of technology are decisive for the success of knowledge management [6]. As a small-scale LKP with a very flat hierarchy—in which a single instructor also serves as the daily manager—GTC clearly lacks an ideal ecosystem for maintaining and developing knowledge.

This situation in the field also corroborates the theory concerning barriers to knowledge sharing (*knowledge sharing*). Previous research has noted that the lack of spare time, the absence of supporting systems, and individual workload are the main inhibiting factors [5]. The instructor at GTC experiences this acutely; his time is already exhausted by teaching while simultaneously handling class administration, so that—let alone documenting knowledge—there is scarcely any time even for self-development (learning new material). Because no formal competency mapping has ever been conducted [4], the LKP has ultimately lost its bearings regarding which *skill*s have actually been mastered and which must promptly be *upgraded*.

4.3 Impacts of *Knowledge Gap* on Participants and the Institution

This knowledge gap certainly does not stop with the instructor alone; rather, it triggers a domino effect that is detrimental to the institution. GTC must face the reality of declining levels of satisfaction among internship participants and suboptimal graduate competence, culminating in the risk of losing the trust of the community and the market.

This phenomenon once again validates the findings of Rofiaty (2019), who stated that poor knowledge management will erode teacher motivation, ultimately sacrificing the quality of learning and disappointing learners [1]. The tangible evidence is visible in the average satisfaction score of GTC participants, which reached only 3.00. This figure is a strong signal that *knowledge gap* directly damages the learning experience.

In accordance with the literature on the effectiveness of knowledge transfer [3], learning satisfaction depends heavily on the quality of the knowledge received. When an instructor is confused in answering technical questions or fails to present material in line with expectations, participants automatically feel disappointed and lose their motivation to learn. To break this chain of problems, an intervention in the form of structured training is required so that the professional competence of instructors may improve once more [9].

4.4 Strategies for Fulfilling the *Knowledge Gap* Based on the SECI Model

To overcome the problems outlined above, this study proposes a design for a competence fulfillment strategy by adapting the SECI framework (*Socialization, Externalization, Combination, Internalization*) developed by Nonaka and Takeuchi. This model is highly relevant because it focuses on the cycle of transforming knowledge from *tacit* form (experience/intuition held in one's head) into *explicit* form (documented/teachable), and vice versa [10]. Experience in the world of digital education also shows that the SECI approach is highly effective in accelerating knowledge transfer [11], [12].

The elaboration of these strategies is as follows:

1. Strategy 1: Adding an Assistant Instructor (Socialization) The most urgent step for graphic design and web programming material is to recruit an assistant instructor. The aim is for the process of *socialization* to take place—namely, the transfer of *tacit* knowledge through interaction and direct experience among instructors [10]. Mentoring practices (*mentoring*)

of this kind have been proven effective in bridging the knowledge gap between individuals in various institutions [13].

2. Strategy 2: Improving Instructor Competence (Externalization & Internalization) The existing instructor must be facilitated to undertake a *course* or specific online training in the subject areas that are lagging behind. It is here that the processes of *externalization* (translating new knowledge into teaching material that is *explicit*) and *internalization* (practicing that knowledge in front of the class) run in parallel [10], [11].
3. Strategy 3: Developing Integrated Teaching Modules (Combination) Scattered knowledge must be consolidated into neatly organized teaching modules. This *combination* stage ensures that all technical knowledge is well documented [10], so that GTC possesses a knowledge archive or repository that can be read at any time, by instructors and participants alike.
4. Strategy 4: Inclusion of Online Learning Platforms (Internalization) To circumvent the limited face-to-face hours, participants are encouraged to explore platforms such as *W3Schools*, *YouTube*, or *Canva Design School*. Through this independent exploration, participants experience the process of *internalization* by directly putting theory into practice [11]. This step is also effective for building confidence in learning [14].
5. Strategy 5: Partnering with Industry Practitioners (Socialization & Externalization) GTC may invite *freelancer*s or independent practitioners to fill short *workshop* sessions. Direct interaction with practitioners will trigger *socialization*, while the practical material they bring can be documented as a form of *externalization*.

Table 3. Matrix of Knowledge Gap Fulfillment Strategies Based on the SECI Model

Gap Domain	Priority	Strategy (SECI Model)	Target	Time
Graphic Design	High	Socialization: Add an assistant instructor	Competence increases to level 4	3 months
Framework	High	Socialization: Add an instructor/freelancer	Participants become acquainted with frameworks	3 months
JavaScript	High	Ext. & Int.: Instructor training	Instructor is able to teach JS	6 months
Networks	High	Socialization: Collaboration with practitioners	Participants receive an introduction	1 month

Advanced PHP	Moderate	Combination: Module development	Modules are more comprehensive	6 months
CSS Grid	Moderate	Internalization: Use of online platforms	Supplementary material	Immediately

Source: Analysis results, 2026

4.5 Theoretical and Practical Implications

For academia, the findings of this research fill a void in the literature by presenting a real portrait of the *knowledge gap* within the environment of small-scale LKPs with a single instructor. This study demonstrates that the SECI framework is not the monopoly of large corporations; the model is highly adaptable for salvaging the knowledge cycle in small organizations. The results also reinforce the established theory that knowledge governance is the lifeline determining the performance of educators in the vocational domain [1], [2].

Meanwhile, at the practical level, the findings of this study can serve as a guide, or a gentle reprimand, for the managers of similar LKPs. Several concrete steps should begin to be made habitual: (1) routinely checking and mapping the *knowledge gap* in the material, (2) beginning to organize the module/material documentation system, (3) opening up to collaboration with guest instructors or freelance practitioners, and (4) maximizing the use of technology to assist participants in learning independently so that the burden of the instructor is not excessive.

5. CONCLUSION

Based on the results of the research and the discussion, it can be concluded that there is a critical *knowledge gap* at GTC.com Genius Technology Course in the fields of graphic design, web programming frameworks (Laravel/React), JavaScript, and computer networks, caused by the limited resources of the single instructor, the lack of knowledge documentation, the absence of a *knowledge sharing* mechanism, and an overly ambitious curriculum. *This knowledge gap* has an impact on low participant satisfaction (mean 3.00 on a scale of 1-5), suboptimal graduate competence, the potential loss of market trust, and a high instructor burden. The recommended *gap* fulfillment strategies refer to the SECI model and include the addition of assistant instructors (socialization), improvement of instructor competence through training (externalization and internalization), the development of comprehensive teaching modules (combination), the utilization of online learning platforms (internalization), and collaboration with practitioners. Further research is recommended to examine the effectiveness of the implementation of these strategies and to develop a knowledge management information system for small-scale LKPs.

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