

Pre-Service Training for Non-Civil Servant Lecturers in Support of Sustainable Development Goals 4: A Necessity or a Formality?

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ABSTRACT

Objective: To identify and analyze: (1) the impact of pre-service training for non-civil-service (non-ASN) faculty members on the enhancement of teaching skills; (2) the constraints encountered in its implementation; (3) training methods requiring improvement; and (4) the influence of institutional policy and technological support on the effectiveness of the program and its contribution to supporting SDG 4 (quality education). **Method:** A qualitative case study design was employed. Data were collected through in-depth interviews, observations, and document analysis. The data were analyzed through data condensation, data display, and conclusion drawing or verification. **Results:** The findings show that pre-service training positively contributes to non-ASN faculty members' teaching confidence, pedagogical competence, instructional-planning ability, and capacity to implement active-learning strategies. However, limited training duration, insufficiently interactive learning methods, inconsistent institutional support, and unequal technological access constrain its effectiveness. Pre-service training should be redesigned as a practice-oriented, interactive, technology-supported, and institutionally sustained program to ensure that it generates meaningful and lasting improvements in non-ASN faculty members' teaching practice. **Novelty:** Offering an integrated, context-specific analysis of pre-service training for non-ASN faculty members by linking teaching-skill development with implementation barriers, training-method renewal, institutional policy, and technological support. It reframes pre-service training not simply as a procedural requirement, but as a professional-development mechanism whose effectiveness depends on the alignment of training design, participant needs, institutional commitment, and digital learning infrastructure.

INTRODUCTION

Pre-service training for non-civil servant (non-ASN) lecturers in higher education institutions is a critical component of professional competency development, encompassing regulatory understanding, mastery of pedagogical methodologies, and enhancement of research capacity. In the context of globalization and technological advancement, universities are increasingly required to employ teaching staff who are competent, adaptive, and innovative in response to evolving higher education policies. Consequently, effective management of pre-service training programs is essential to ensure that non-ASN lecturers possess qualifications equivalent to their ASN counterparts in fulfilling academic responsibilities (Al-Rashaida & Massouti, 2024).

Despite the recognized importance of such training for non-ASN lecturers, several implementation challenges persist. First, available resources are limited, including funding, infrastructure, and qualified trainers. Second, curricula across institutions remain inconsistent, leading to disparities in training quality. Third, participation rates among non-ASN lecturers are often low, partly due to a lack of incentives or institutional support. Fourth, the effectiveness of pre-service training programs in enhancing lecturer competencies has not been systematically measured, limiting evidence-based improvements (Ferfolja, 2008). In several higher education institutions, pre-service

training programs for non-ASN lecturers remain poorly structured, and fail to achieve optimal competency development outcomes. Furthermore, significant disparities exist in how these programs are implemented across institutions, resulting in unequal teaching quality among universities. In some cases, non-ASN lecturers face limited access to adequate training resources, which adversely affects their readiness to perform academic duties effectively. Additionally, suboptimal policy support further undermines the sustainability and quality of pre-service training programs across various higher education institutions.

This study is significant as it provides insights into effective strategies for managing pre-service training programs for non-civil servant (non-ASN) lecturers, thereby supporting their professional development. Furthermore, the findings are expected to offer valuable input for policymakers in designing more structured and academically needs-based training programs. By understanding the factors influencing training effectiveness, higher education institutions can formulate more inclusive policies oriented toward improving educational quality. Moreover, this research contributes to enriching the literature on human resource development within academic environments (Baker, 2008).

Human resource training is as a structured, systematic series of activities designed to improve employees' work-related knowledge, skills, and competencies, thereby enhancing their job performance. From a hard-skill perspective, HR training constitutes a systematic effort to develop human resources with superior competencies in information technology. From a soft-skill perspective, it seeks to foster innovative and creative individuals who are better positioned to master information technology and generate opportunities for greater productivity in the future (Krestyawan, 2020; Noe et al., 2018; Parks-Leduc et al., 2018; Ubben, G.C & Hughes, 1992).

More specifically, training refers to learning directly related to an individual's current job responsibilities. When developing an HR training program, several essential steps should be considered: identifying training needs, determining objectives, designing the program, identifying learning principles, implementing the program, and evaluating its outcomes. Similarly, Lunenburg and Irby identify four fundamental stages of training: assessment, formulation of measurable and operational training objectives, program implementation through techniques such as on-the-job training and programmed learning, and evaluation of participants' reactions, behavioral changes, and learning outcomes (Lunenburg, F.C & Irby, 2006; Lunenburg, F.C & Ornstein, 2012).

In the educational context, human resources are commonly referred to as educators and educational personnel. Educators are qualified educational personnel, including teachers, lecturers, counselors, learning facilitators, trainers, tutors, instructors, and other professionals who provide education in accordance with their respective areas of specialization. Educational personnel, meanwhile, encompass school supervisors, principals, laboratory heads, laboratory technicians, laboratory assistants, library heads, librarians, and school administrative staff, as regulated under relevant national education regulations. Educational personnel may be classified into five categories: educators, who serve as instructors, mentors, examiners, and trainers; functional educational personnel, such as supervisors, inspectors, researchers, educational developers, and librarians; technical educational personnel, including laboratory assistants and learning-resource technicians; educational-unit management personnel, such as principals, directors, chairpersons, rectors, and leaders of non-formal education institutions; and other personnel responsible for educational managerial or administrative matters (Parks-Leduc et al., 2018).

The quality of human resources in education can be enhanced through both education and training activities as well as other professional-development initiatives. Education and training activities may include In-House Training (IHT), internship programs, school partnerships, distance learning, tiered and specialized training, short courses at universities or other educational institutions, internal school-based development, and further education. In-house training is conducted internally within teacher working groups, schools, or other designated training venues, whereas internship programs are implemented in relevant workplaces or industries to improve professional competence. School partnerships may also be established between high-performing and lower-performing schools or between public and private schools to facilitate knowledge sharing and capacity building. Principals and authorized teachers can carry out internal development through staff meetings, teaching-task rotation, additional internal assignments, peer discussions, and related activities. Beyond formal education and training, professional development may also involve discussions of educational issues, seminars, workshops, research, writing of books or teaching materials, developing instructional media, and creating technological or artistic works (Danim, 2010). Furthermore, long-term professionalism among educators and educational personnel requires that they be well educated, well trained, adequately compensated, properly protected, and effectively managed (Lunenburg, F.C & Ornstein, 2012).

Based on the preceding discussion, human resource training may be defined as a purposeful effort to improve an individual's skills, expertise, knowledge, attitudes, and practical experience in performing specific tasks. It is generally conducted over a relatively short period, emphasizes practical application, and is intended to produce outcomes that can be applied immediately after training is completed. Consequently, training adds value for both the organization and its employees by improving individual performance and helping the organization meet its established performance standards.

To address the challenges in managing pre-service training for non-ASN lecturers, several measures are required. First, a comprehensive policy-based approach is necessary, including the design of standardized curricula tailored to the specific needs of non-ASN lecturers. Second, improving access to training resources-through both online and offline modalities-can enhance program effectiveness. Third, periodic evaluations of the pre-service training programs for non-ASN lecturers must be conducted to ensure alignment with lecturer needs and developments in higher education. Fourth, universities should establish mentoring systems in which senior lecturers as guides non-ASN lecturers in implementing pre-service training outcomes in their academic practices. Previous studies have highlighted the importance of training for teaching staff in enhancing the quality of instruction and research at universities. However, research specifically addressing the management of pre-service training for non-ASN lecturers remains limited, necessitating further exploration of the factors that support the effectiveness of such programs.

This study's novelty lies in several aspects. First, it focuses on non-ASN lecturers, whereas most existing research on civil service training centers on ASN personnel, leaving the pre-service training of non-ASN lecturers underexplored. Second, it adopts a managerial approach to training management, examining not only implementation but also how planning, execution, and evaluation strategies can enhance the competencies of non-ASN lecturers to ensure greater professionalism and readiness to contribute to higher education. Third, it conducts a contextual needs analysis to assess whether current training models align with the requirements of non-ASN lecturers or need adaptation to address contemporary challenges in digitalization, pedagogy, and research. Fourth, it

offers policy implications for human resource development in higher education, providing recommendations for universities and the Ministry of Higher Education, Science, and Technology on more effective and relevant management of pre-service training for non-ASN lecturers, given their increasingly vital academic roles. Fifth, it investigates the impact of pre-service training on the performance and career progression of non-ASN lecturers, seeking to uncover the extent to which such training enhances their skills, professional competencies, and career opportunities within universities. Collectively, these aspects establish the study's originality in both academic discourse and practical implications, serving as a foundation for improving the effectiveness of pre-service training management for non-ASN lecturers (Wiboolyasarini et al., 2025). The objectives of this research are to identify and analyze: (1) the impact of pre-service training for non-ASN lecturers on the enhancement of teaching skills; (2) the constraints encountered in the implementation of such training; (3) the training methods that require updating; and (4) the influence of institutional policies and technological support on the effectiveness of pre-service training for non-ASN lecturers.

RESEARCH METHOD

Research design

This study employed a qualitative approach using a case study design (Yin, 1987). A case study was selected because it enabled an in-depth exploration of the management of pre-service training for non-civil-servant lecturers at higher education institutions, particularly at Universitas Negeri Surabaya (UNESA). This design allowed the researcher to examine the experiences, challenges, and perceived effectiveness of the pre-service training program from the perspectives of multiple stakeholders, including non-ASN lecturer participants, training organizers, and institutional policymakers.

Research site

The study was conducted at Universitas Negeri Surabaya (UNESA), one of the higher education institutions that administers pre-service training programs for non-ASN lecturers. UNESA was selected as the research site because it has a structured human resource development program and relevant experience in delivering training for educational personnel. Moreover, its institutional context provided an appropriate setting for examining how pre-service training is planned, implemented, and evaluated for non-ASN lecturers.

Research instruments

The research instruments included semi-structured interview guides, Focus Group Discussion (FGD) guidelines, and field notes. The semi-structured interview guides were developed to gain an in-depth understanding of the effectiveness of the pre-service training program for non-ASN lecturers, the challenges participants encountered, and the benefits they perceived after completing the training. The FGD guidelines were used to obtain collective perspectives from non-ASN lecturer participants, thereby allowing the researcher to identify shared experiences, differing views, and emerging issues related to the program. In addition, the researcher used field notes to record contextual information, interaction patterns, and relevant dynamics observed throughout the research process.

Data collection rocedures

Data were collected through several interconnected stages. The first stage involved planning, which included preparing the interview guides and FGD protocols and obtaining research permission from relevant institutional authorities. The second stage consisted of conducting interviews with non-ASN lecturers who had participated in the training, training organizers, and UNESA administrators responsible for managing the program. The third stage involved observing of training implementation in order to examine the learning process directly, including interactions between participants and instructors. The fourth stage consisted of focus group discussions with selected training participants to gain a more comprehensive understanding of their experiences, perceptions, and suggestions concerning the program. Finally, the researcher documented by collecting relevant institutional documents, such as training curricula, institutional policies, implementation records, and program evaluation reports. Together, these methods enabled the researcher to obtain rich, diverse data on the management and implementation of pre-service training for non-ASN lecturers.

Data analysis

The data were analyzed using thematic analysis. First, all interview and FGD recordings were transcribed verbatim to ensure that participants' statements were accurately documented. Second, the transcripts, field notes, and relevant documents were coded to identify meaningful units of information and recurring issues. Third, the coded data were grouped into categories and broader themes based on patterns, similarities, differences, and meanings that emerged from the data. Finally, the findings were interpreted to understand their implications for managing pre-service training programs for non-ASN lecturers. More broadly, the data analysis process involved data condensation, data display, and conclusion drawing or verification, allowing the researcher to systematically reduce, organize, interpret, and confirm the findings (Saldaña, 2014).

Trustworthiness

To ensure the validity and trustworthiness of the findings, the study employed several strategies. First, the study conducted source triangulation by comparing information obtained from interviews, focus group discussions, observations, and relevant documents in order to develop more robust conclusions. Second, member checking was carried out by seeking feedback from participants to ensure that the researcher's interpretations accurately reflected their experiences and perspectives. Third, an audit trail was maintained by systematically documenting all stages of the research process, including data collection procedures, coding decisions, analytical developments, and methodological adjustments. Overall, the study's trustworthiness was strengthened through credibility, transferability, dependability, and confirmability. Credibility was enhanced through prolonged engagement, persistent observation, triangulation, supporting reference materials, and member checking. Transferability was supported through a detailed description of the research context, while dependability and confirmability were maintained through transparent documentation and a systematic review of the research process (Lincoln, Y.S., & Guba, 1985).

Research ethics

This study was conducted in accordance with fundamental research ethics principles. First, we obtained informed consent from every participant before interviews, observations, or group discussions were conducted. Participants were provided with

clear information regarding the purpose of the study, the data-collection procedures, the expected duration of participation, and the intended use of the findings. Second, confidentiality was maintained by protecting participants' identities and ensuring that all personal information was used exclusively for research purposes. Third, participants retained the right to withdraw from the study at any time without penalty or negative consequences. These ethical safeguards were intended to protect participants' autonomy, privacy, and well-being throughout the research process (Creswell, 2013).

Research limitations

This study had several limitations. First, it involved a limited number of participants; therefore, the findings may not fully represent the experiences of all non-ASN lecturers who have participated in pre-service training programs. Second, the limited time available for data collection may have affected the depth and breadth of the information obtained from participants and observations. Third, access to secondary data was restricted because several documents related to the training program could not be fully accessed due to institutional policies. To address these limitations and enrich the findings, future research may collect additional data. Such efforts may include a more extensive document analysis involving national policies and more comprehensive training evaluation reports, additional interviews with a wider range of informants-including former training participants who have continued working as lecturers-to assess the long-term effects of the program, and further observations of other training sessions to compare emerging patterns and implementation dynamics across different cohorts.

RESULTS AND DISCUSSION

Results

This study revealed several important aspects of managing and implementing of pre-service training for non-civil-servant (non-ASN) lecturers in higher education, particularly at Universitas Negeri Surabaya (UNESA). Based on the qualitative data collected through interviews, focus group discussions, observations, and document analysis, the findings indicated that pre-service training plays a significant role in improving the pedagogical and professional competencies of non-ASN lecturers. Nevertheless, its effectiveness is shaped by individual, institutional, and technological factors. The analysis generated four major themes: the impact of pre-service training on teaching skills, barriers to program implementation, the need to update training methods, and the influence of institutional policy and technological support on training effectiveness.

Impact on teaching skills

The first finding concerns the positive contribution of pre-service training to improving non-ASN lecturers' teaching skills. Participants reported that the program enhanced their ability to employ active, innovative, and participatory learning methods. They also demonstrated improved competence in preparing Semester Learning Plans and other instructional materials. In addition, the training encouraged lecturers to integrate technology into learning activities in ways that promoted greater interaction with students. Improvements were also evident in participants' communication skills and classroom-management abilities, which contributed to a more effective teaching and learning process. However, the extent to which these benefits were realized depended on participants' level of engagement during the training and the degree of institutional

support available for applying newly acquired knowledge and skills in their actual teaching practice.

Implementation barriers

Despite its perceived benefits, the implementing pre-service training for non-ASN lecturers faced several challenges. One major constraint was the limited duration of the training, which required substantial material to be delivered in a relatively short period and reduced opportunities for deeper practice and reflection. Financial support also remained insufficient, particularly for participants from higher education institutions with limited budgets for the professional development of non-ASN lecturers. Furthermore, participants' motivation varied considerably. Some lecturers perceived the training primarily as an administrative requirement rather than as a meaningful opportunity to strengthen their professional competence. Another significant challenge involved the application of training outcomes, especially when lecturers did not receive adequate support from university leaders to implement new instructional methods or technologies in their teaching. These barriers suggest that the success of pre-service training depends not only on program content but also on the institutional environment in which participants work.

Training methods

The third finding highlights the central importance of training methods in determining program effectiveness. The program employed several approaches, including blended learning, simulation and microteaching, case studies and group discussions, and mentoring by senior lecturers. Blended learning combined online and face-to-face activities and therefore offered greater flexibility for participants. Simulation and microteaching enabled participants to practice teaching skills directly while receiving feedback from facilitators and peers. Similarly, case studies and group discussions allowed participants to analyze and address authentic problems encountered in academic settings. Mentoring by senior lecturers was particularly valuable because it offered practical guidance on teaching, classroom management, and adaptation to the institutional context. Although these methods were generally perceived as useful, their implementation was not always optimal. Some instructors lacked sufficient readiness to use learning technologies effectively, while low participant engagement during online sessions limited the potential benefits of blended learning. Consequently, many participants emphasized the need for more interactive, practical, and application-oriented training activities.

The data further showed a close relationship between the curriculum, training methods, and participants' perceptions of program effectiveness. Participants who viewed the instructional methods as insufficiently interactive tended to report lower satisfaction with the program's. By contrast, those who received more practice-based learning experiences found it easier to transfer the knowledge and skills acquired during the training into their teaching activities. One participant explained, "This training has been very helpful in enabling me to understand how to carry out the Tri Dharma of higher education and prepare effective learning plans; however, I hope that the program will provide more direct practical activities." Several participants also reported limited online access to training materials, which prevented them from reviewing and reinforcing the content after the training sessions had ended.

Institutional and technology support

The fourth finding demonstrates that institutional policies and technological support strongly influence the effectiveness of pre-service training for non-ASN lecturers. Institutional commitment to lecturer competency development, for example, may be reflected in policies requiring lecturers to complete pre-service training before assuming full teaching responsibilities. In addition, the availability of adequate technological infrastructure-including Learning Management Systems (LMS), interactive software, and access to academic journals-supports both the delivery of training and the application of learning outcomes in professional practice. Recognition policies were also important, particularly when successful completion of training was linked to promotion opportunities or employment-contract renewal for non-ASN lecturers. Furthermore, forums for sharing best practices enabled training alums to exchange experiences and strategies for implementing more effective learning approaches.

However, the benefits of institutional policy and technology support were not distributed evenly across contexts. In some cases, inadequate technological infrastructure and inconsistent institutional policies became major barriers to optimizing the program. External factors, including higher education policies on recruiting non-ASN lecturers, institutional technological readiness, and the academic culture within each university, also influenced both the implementation and participants' acceptance of the material. Although most participants considered the training beneficial, a small number stated that the program did not substantially improve their competencies because they already had prior teaching experience. Some participants also considered direct mentoring from senior colleagues more useful than the formal training materials. These findings indicate that pre-service training should be differentiated according to participants' prior experience, competency levels, and professional-development needs.

Implications

Overall, the findings show that pre-service training for non-ASN lecturers positively affects teaching competence, particularly in the areas of active learning, instructional planning, technology integration, communication, and classroom management. At the same time, the program's effectiveness remains constrained by limited training time, inadequate financial and technological resources, varied participant motivation, and inconsistent institutional support. The findings also suggest strengthening training design should be strengthened through a more practice-based, interactive, and participant-centered approach. Higher education institutions should therefore provide broader access to learning resources, improve the availability of online training materials, strengthen mentoring mechanisms, and ensure that policies support the practical implementation of competencies gained through training.

The study has important implications for developing training policies for non-ASN lecturers. Practically, universities should design pre-service training programs that provide adequate time for simulation, microteaching, reflection, mentoring, and follow-up support after training. Theoretically, these findings reinforce the importance of experiential learning in professional development and show that training strategies should align with participants' needs, previous teaching experience and institutional working conditions.

Discussion

The findings indicate that pre-service training for non-civil-servant (non-ASN) lecturers positively affects the development of teaching skills. Nevertheless, several challenges

constrain its implementation, particularly limited training time and the need for more interactive and practice-oriented learning methods. In addition, external factors, including institutional policies and technological support, play a substantial role in determining the overall effectiveness of the training program. Taken together, these findings suggest that pre-service training should not be regarded merely as an administrative requirement; rather, it should be developed as a strategic and sustainable professional-development mechanism for improving the pedagogical and professional capacities of non-ASN lecturers (Balasubramaniam et al., 2018).

Impact on teaching skills

Pre-service training improved the teaching skills of non-ASN lecturers in several important areas. Interview results showed that 85% of participants felt more confident in teaching after completing the training program. The training also introduced participants to a range of active-learning strategies they could apply in classroom settings, encouraging more student-centered and participatory learning processes. This finding is consistent with previous research indicating that systematic pedagogical training can strengthen lecturers' professional competence. Similarly, a study conducted in Europe found that training for teaching staff improved the effectiveness of student learning. Therefore, pre-service training constitutes an important instrument for developing the academic competence of non-ASN lecturers, particularly during the early stages of their professional careers (Coffey & Lavery, 2015; Terry, 2019; Wang & Liu, 2008).

Implementation constraints

Despite its positive contribution, implementing pre-service training still faces several obstacles. The most significant limitation is the program's limited duration. Previous research has shown that training programs conducted over a very short period are less effective in developing sustainable skills and long-term competence. In this study, 70% of participants stated that the time allocated for the training was insufficient for them to understand the materials in depth. This concern is supported by other research suggesting that longer training duration is positively associated with improvements in pedagogical understanding. Moreover, participants often faced demanding schedules, making it difficult to allocate sufficient time for independent learning, reflection, and practical application of the material. Accordingly, the duration, scheduling, and flexibility of the pre-service training program should be carefully reviewed to ensure that participants have adequate opportunities to acquire, practice, and apply the intended competencies (Cook, 2009; Darling-Hammond et al., 2020).

Training methods

The findings further suggest revising training methods to make the program more interactive, practical, and responsive to participants' needs. Most participants considered that the current approach placed insufficient emphasis on hands-on practice and direct application. In particular, 75% of participants indicated that they preferred a greater proportion of practical activities rather than theoretical instruction. Technology-supported approaches, such as project-based learning, have been shown to increase participant engagement and promote more meaningful learning experiences. In addition, research associated with Harvard University has indicated that active-learning approaches are more effective than conventional lecture-based methods. These findings imply that the pre-service training curriculum should be revised to include more simulations, microteaching sessions, case-based discussions, collaborative projects,

reflective activities, and structured feedback from facilitators. These changes would help participants connect theoretical concepts with the practical realities of teaching in higher education (Dinh et al., 2026; Nguyen et al., 2026; Nwati & Thuthukile, 2021; Simmons & Thompson, 2007).

Institutional and technology support

Institutional policy and technological support are also critical to the effectiveness of pre-service training for non-ASN lecturers. Higher education institutions that incentivize lecturers to participate in training programs tend to develop a more qualified teaching workforce. Technological support, particularly through a Learning Management System (LMS), can improve learning flexibility by allowing participants to access materials, complete activities, and communicate with facilitators beyond scheduled face-to-face sessions. Several universities have also implemented blended-learning models that combine online and in-person instruction and are more effective than exclusively conventional training formats. Consequently, institutions should integrate supportive policies with appropriate technological infrastructure to strengthen the implementation and impact of pre-service training. This support may include accessible digital learning materials, reliable internet connectivity, interactive learning platforms, facilitator training in digital pedagogy, recognition of training completion, and opportunities to apply newly acquired competencies in teaching practice (Fanshawe et al., 2023)

The findings are consistent with previous studies emphasizing the importance of training for teaching personnel. Similar results have been reported in Asian contexts, where pedagogical training has been associated with improved teaching effectiveness. Research on lecturer professional development likewise indicates that continuing training contributes positively to the quality of higher education. However, training effectiveness also depends on individual factors, especially participants' motivation to learn. Furthermore, without continuous supervision, mentoring, or follow-up support, the effect of training may diminish over time. For this reason, institutions need to establish strategies that sustain the long-term impact of training, such as post-training mentoring, peer-observation mechanisms, teaching communities of practice, and periodic evaluations of instructional performance (Anderson, 2008; Franke et al., 2009; Gravett et al., 2011; Kosnik & Beck, 2008; Mason et al., 2024)

This study also contributes to the discussion of pre-service training by emphasizing the integration of technology for non-ASN lecturers. This area has received limited attention in previous studies. By proposing a technology-based learning model supported by more flexible institutional policies, the study offers additional insight into managing lecturer training programs. In particular, incorporating of blended learning into pre-service training may serve as a useful reference for the future development of lecturer professional-development programs because it combines the flexibility of online learning with the interaction, feedback, and practical experience available through face-to-face learning.

CONCLUSION

Fundamental Findings: This study found that pre-service training positively contributes to the development of teaching skills among non-civil-service (non-ASN) lecturers. The program enhanced participants' teaching confidence, pedagogical competence, instructional-planning skills, and ability to apply active-learning strategies in higher education classrooms. These findings indicate that pre-service training can serve as an important mechanism for supporting non-ASN lecturers during their initial professional

development. However, the program's effectiveness was not determined solely by the content. Limited training duration, insufficiently interactive and practice-oriented learning methods, varying participant engagement, and inadequate opportunities for post-training application reduced the program's potential impact. In addition, institutional commitment and the availability of educational technology, including access to digital learning platforms and instructional resources, substantially influenced whether participants could transfer the competencies acquired during training into their actual teaching practice. **Implications:** The findings have practical implications for higher education institutions that organize pre-service training for non-ASN lecturers. First, training programs should move beyond lecture-based delivery and adopt a more practice-oriented, interactive, and participant-centered curriculum. Activities such as microteaching, teaching simulations, case-based learning, peer feedback, mentoring, and reflective practice should be incorporated to enable lecturers to apply theoretical knowledge to real classroom situations. Second, institutions should allocate sufficient time for training and provide flexible scheduling arrangements that accommodate participants' teaching and professional responsibilities. Pre-service training should also be supported by structured post-training mentoring, peer-learning communities, and follow-up evaluations to strengthen the sustainability of learning outcomes. Finally, institutional policy should recognize training participation and completion as part of lecturer professional development. At the same time, adequate technological infrastructure-including a Learning Management System (LMS), reliable internet access, online learning materials, and interactive digital tools-should be made available to support blended and flexible learning. **Limitations:** This study was conducted within a particular institutional setting; therefore, its findings may not fully represent the experiences of non-ASN lecturers in other higher education institutions. The limited number and contextual characteristics of the participants may also restrict the transferability of the findings to different institutional, geographical, and policy environments. In addition, the study relied on qualitative accounts of participants' experiences and perceptions, rather than measuring changes in teaching performance through long-term observation or quantitative indicators. Furthermore, the research did not examine the sustained impact of pre-service training after participants returned to their teaching responsibilities. Consequently, the study could not determine whether improvements in confidence, pedagogical competence, instructional planning, and active-learning implementation were maintained over time. Differences in institutional policy, technology readiness, training resources, and organizational culture may also have influenced participants' experiences and the effectiveness of the program. **Future Research:** Future studies should involve a broader range of higher education institutions, including public and private universities, institutions with differing technological capacities, and institutions located in diverse regional contexts. Researchers should also include larger, more heterogeneous samples of non-ASN lecturers in order to compare how prior teaching experience, disciplinary background, employment status, motivation, and institutional support influence training outcomes. Longitudinal research is needed to examine the sustained effects of pre-service training on teaching performance, student engagement, instructional quality, and lecturers' professional development. Future research may also employ mixed-methods designs by combining interviews and observations with measurable indicators, such as pre-training and post-training assessments, teaching-performance evaluations, student feedback, and analyses of instructional documents. In addition, comparative studies should evaluate the relative

effectiveness of conventional, blended-learning, technology-enhanced, mentoring-based, and practice-oriented pre-service training models.

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AUTHOR CONTRIBUTIONS

Karwanto, contributed to the conceptual framework, research design, and validation process; **Martadi** was involved in methodology development, data analysis, sourcing references, and drafting the manuscript; **Faridha Nurhayati** and **Hasan Subekti** handled data management, project coordination, and manuscript drafting. All listed authors have reviewed and approved the final version of this submission.

CONFLICT OF INTEREST STATEMENT

One or more authors were professionally involved in the administration and/or delivery of the pre-service training program examined in this study. To minimize potential bias, data collection and analysis were conducted using systematic qualitative procedures, including triangulation, member checking, and anonymization of participant data. The authors declare this professional involvement as a potential non-financial conflict of interest.

ETHICAL COMPLIANCE STATEMENT

This manuscript complies with research and publication ethics. The authors affirm that the work is original, conducted with academic integrity, and free from any unethical practices, including plagiarism.

STATEMENT ON THE USE OF AI OR DIGITAL TOOLS IN WRITING

The authors state that no artificial intelligence, automated content generation software, or other digital writing tools were utilized during any phase of the study, data analysis, or manuscript preparation. All tasks, including data processing, interpretation, and writing, were performed exclusively by the authors, who are fully responsible for the originality, accuracy, and integrity of the content presented.

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