



Indonesian Language Training Management on Teacher Competency, Profession, and Social Affairs

Budi Akhmad Tarigan^{1*}, Komari² 

¹Management Faculty of Economics, Universitas Tama Jagakarsa, Jakarta, Indonesia

²Sastra dan Sosial Politik, Universitas Sains dan Teknologi Jayapura, Jayapura, Indonesia

ARTICLE INFO

Article history:

Received September 23, 2023

Accepted March 09, 2024

Available online April 25, 2024

Kata Kunci:

Manajemen Pelatihan,
Kompetensi, Profesi dan Sosial.

Keywords:

Training, Competency, Professional
and Social Management.



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ABSTRAK

Hasil observasi menunjukkan 42% guru bahasa memuaskan dan 52% kurang memuaskan. Prestasi dan hasil ujian siswa pada pelajaran Bahasa Indonesia menurun drastis pada tahun 2016. Fakta lainnya, dari 31.464 guru, 83,89% berada pada taraf yang diharapkan, memuaskan, lemah, dan sangat lemah. Kondisi ini mendesak untuk diteliti. Tujuannya adalah untuk menganalisis dampak pelatihan manajemen kompetensi terhadap pengetahuan dan pemahaman masyarakat Indonesia, secara pribadi, profesional, dan sosial. Metode penelitian yang digunakan dalam penelitian ini adalah survei deskriptif. Populasi dipilih dengan menggunakan purposive sampling yang melibatkan 210 dari 380 guru pendidikan di seluruh Indonesia. Teknik pengumpulan data menggunakan kuesioner sebagai instrumennya. Pernyataan dalam kuesioner dikonstruksi berdasarkan 2 standar yaitu Pengetahuan dan Pemahaman. Pertanyaan diminta untuk dinilai pada Skala Likert 1-5 poin. Instrumen didistribusikan kepada sumber daya manusia yaitu guru melalui Google. Teknik analisis dengan statistik data menunjukkan persentase, standar deviasi, dan skor rata-rata, serta menggambarkan hubungan berdasarkan statistik korelasi Pearson. Hasilnya menunjukkan bahwa rata-rata skor pengetahuan dan pemahaman ($M = 4.51$, $SD = 0.39$) di kalangan guru bahasa cukup tinggi. Terdapat hubungan antara ketiga domain ($r = 0,178$). Data tersebut juga membuktikan bahwa terdapat hubungan yang signifikan antara pelatihan manajemen pengetahuan dan pemahaman bahasa Indonesia dengan kompetensi pada tiga domain, yaitu domain personal, profesional, dan sosial.

ABSTRACT

Observation results showed that 42% of language teachers were satisfactory and 52% were unsatisfactory. Student achievement and exam results in Indonesian language lessons dropped drastically in 2016. Another fact is that of the 31,464 teachers, 83.89% were at the expected, satisfactory, weak, and very weak levels. This condition is urgent to research. The aim is to analyze the impact of competency management training on the knowledge and understanding of Indonesians, personally, professionally, and socially. Research method use in this study is descriptive survey. The population was selected using purposive sampling involving 210 out of 380 teachers from education throughout Indonesia. Data collection techniques is using questionnaires as the instrument. Statements in the questionnaire are constructed based on 2 standards, namely Knowledge and Understanding. Questions are asked to be rated on a 1-5 point Likert Scale. Instruments were distributed to human resources, namely teachers via Google. Analysis techniques with data statistics show percentages, standard deviations, and average scores, as well as describe relationships based on Pearson correlation statistics. The results show that the average knowledge and understanding score is ($M = 4.51$, $SD = 0.39$) among language teachers quite high. There is a relationship between the three domains ($r = 0.178$). The data also proves that there is a significant relationship between knowledge management training and understanding Indonesian with competence in three domains, namely personal, professional, and social domains.

1. INTRODUCTION

In developing a teacher professionalism system and producing teachers who have expertise in the subject of Indonesian Language (BI), training management needs to be carried out and this is not an effort

Corresponding author

*E-mail addresses: batarigan@gmail.com (Budi Akhmad Tarigan)

that can be considered easy (Davison et al., 2020; González-Zamar et al., 2020; Dinh et al., 2023). In this century, the influence of Indonesian language teachers in the classroom on students has been replaced by the appeal of various high-tech gadgets that are widely available on the market (Tang et al., 2021; Arslan et al., 2022). With the increasing amount of information in the current era of digitalization, it needs to be balanced with the values of life, ethics, and professionalism for the new generation and the best way to shape this is through education (Dwivedi et al., 2020; Robinson, 2020). Therefore, to address teaching and learning methods in this day and age, the Ministry of Education of the Republic of Indonesia took smart steps by appointing many language and communication experts to conduct training regarding correct news and incorrect news or information. Currently, the government is collaborating with teachers, the education department, and campuses to collaborate in increasing public understanding of misconceptions about the information being reported. The training activities initiated can not only strengthen the role of the District Education Office but also strengthen the work of teachers in the classroom for the students they teach. Continuous efforts through the development of trained experts to improve the quality of teachers will certainly be a quality for improving the education system in the country and also to ensure the education system remains relevant, effective, and meaningful (Anne Tansiongco & Ibarra, 2020; Kameshwara et al., 2020).

The field of Daily School Management is the leader of the Regional Transformation Program (DTP) through the Regional Transformation Program Management Guide Edition 3.0. In previous study has outlined several initiatives to seek and strengthen the function of the Indonesian Language Subject Specialist, to provide support in the professional development of schools and teachers (Pellegrinelli et al., 2015). So, to meet the demands of this transformation, the survey study aims to identify the level and relationship between knowledge factors and understanding of subject content among specialist Indonesian Language Subject teachers towards competency standards in the personal, professional, and social domains. This is important considering that the Indonesian Language Subject Specialist is an official agent appointed by the government to help make DTP's wishes come true. Educational progress depends on the effectiveness of schools, while school progress depends on the quality of teachers in schools. These two elements complement each other to ensure school effectiveness through teaching and learning process variables. It is hoped that the implementation of the Indonesian Language Subject Specialist guidance and mentoring program for teachers can help improve student excellence by paying attention to the local PPD context.

A study of the quality of language teacher teaching conducted by the Higher Education Leadership Academy in 2011 reported that a total of 42% of observations of 125 language teachers teaching in 42 schools throughout Indonesia reached satisfactory standards and a total of 52% were unsatisfactory (Wan Mazwati Wan Yusoff, Shamilati Che Seman, 2017). The conditions described are very disturbing and do not meet the expectations of the community and government. Similar to the trend of achievement and general exam results which show achievement in Indonesian Language subjects based on the final Primary School Assessment Test of the Ministry of Education of the Republic of Indonesia, 2012-2016) for the Very Good A category, Indonesian Language subjects (Comprehension and Writing) show an increasing trend in 2012-2015 but the presentation dropped drastically in 2016. The average subject score (GPMP) for Indonesian language subjects also recorded the lowest GPMP (1.79-2.55; 1.84-2.66) compared to Mathematics and English subjects in 2012-2015. Same Period. Likewise, the trend of achievement in Indonesian Language subjects in the Indonesian Education Certificate is in the Very Good A category, but the facts show that the percentage trend continues to decline from year to year and a decline was recorded in 2012-2016 (Julius et al., 2021; Phan et al., 2022; Ha et al., 2020). This situation is quite disturbing, especially since of the total of 31,464 teaching teachers recorded in the survey in the last three years starting from 2013, it was recorded that 83.89% of the total teachers teaching in the survey were at the expected, satisfactory, weak and very weak levels.

In theory, it is said that a job will have a direct or indirect impact on other units, such as the role of the Indonesian language teacher who guides students in teaching (Lawitta et al., 2017). The diverse demands of society require a language expert who has knowledge and expertise not only in his field but can have an impact on those he guides both in personal, professional, and social aspects. Highlights of studies related to career guidance and assistance found that teachers need guidance to strengthen their profession in the long term and continuously. The term "coaching" is often used in organizations that emphasize productivity and competition. In this concept, the mentor will focus on producing or improving the results of the collaboration (Guan et al., 2020; Kurdve et al., 2020). The concept of mentoring is a process, namely a mentor who has high expertise and leadership, has certain skills or competencies, and guides one or more people in a planned and systematic manner after the mentee has been identified (Sanchez et al., 2023; Scerri et al., 2020).

Past research based on the studies found that effective teachers are teachers who have a high level of commitment and efficiency of (Mérída-López & Extremera, 2020; Cabrero, Chichon, 2021; Huang et al., 2020; Sokal et al., 2021). Consistent guidance and mentoring from time to time that has strengths from intellectual, physical, mental, and attitudinal aspects is very important to guarantee the quality characteristics of 21st-century teachers who are always ready to develop the class generation. Focus is also given to schools in services to students, including low-income students or students with special needs. All appointed language teachers and linguists need to help encourage the performance of Indonesian language subjects in particular to achieve targets, not only in terms of quality but also in terms of equity and access (Imam et al., 2018; Zein et al., 2020).

Urgent research was carried out, because there is a gap between the expectations of the community and the government regarding the achievements of Indonesian language teachers in providing knowledge and understanding to the community and the decreasing percentage of Indonesian language teachers' understanding and competence in learning Indonesian which has an impact on the personality and social life of students and fellow teachers. The novelty of this study was carried out to provide information to the public and the results of this research became a reference in developing and improving the competence of Indonesian language teachers. In general, this research aims to analyze the impact and relationship between knowledge factors and understanding of Indonesian language subject content on Indonesian language teachers in the personal, professional, and social domains.

2. METHOD

The method in this research is a descriptive correlation survey method. This descriptive correlation survey method was carried out to determine the relationship between knowledge factors and understanding of the content of Indonesian language subjects among Indonesian language teachers and the competency standards for each personal domain, professional domain, and social domain. This research uses a questionnaire as its instrument. The statements and construction of all questionnaire items in Parts A and B of this study were adapted to Indonesian language teachers regarding Knowledge and Understanding Standards by referring to the Indonesian Language Teacher Standards Model of the Ministry of Education of the Republic of Indonesia (Setyowati Ciptaningrum, 2017; Sembiring et al., 2008; Mailizar & Fan, 2020). This study also considers the problems and highlights of the 21st Century Learning Skills study, the Indonesian Education Development Plan. The data collection technique in this research is a questionnaire with a Likert scale from points 1 to 5. The Likert scale was developed to represent participants by providing responses or assessments to all statements regarding their level of agreement. The questionnaire collection is divided into two parts, namely Part A and Part B. A total of 178 questions were prepared and represented these two parts. A total of 56 items have been deconstructed for Part A, while 122 items have been deconstructed for Part B, which is based on the Indonesian Language Teacher Knowledge and Understanding Standards. Based on the results of the analysis obtained through a pilot study of 30 Indonesian language teachers, a Cronbach's Alpha test was carried out to construct Part A (0.929) and Part B (0.667). Data was collected by compiling question items into Google By creating a link and sharing it with a predetermined sample. Sources will give a score from 1 to 5 points to the question items that they think are appropriate to what they experienced. The instrument is show in Table 1.

Table 1. Study Instrument

Question investigate	Components/ construct	Number of items	Statistics	Source reference
Section A	Knowledge and Officer's understanding Language teacher against the content of the eyes Language lessons Indonesia Teaching Philosophy Language (10 items)	55 items Cronbach's Alpha = 0.929 Questions 1-10	Frequency, percentage, Standard deviation and mean score based on Pall ant	The elements that contained in MoE Official Document which is the Skill of the Century 21: (Ministry Indonesian education, Language Measurement Indonesian School Secondary and Description Syllabus KBSM (Ministry Indonesian education, and
	Filling Language Curriculum (10 items)	Questions 11- 20		
	Curriculum Objectives Language (6 items)	Questions 21-26		

Question investigate	Components/ construct	Number of items	Statistics	Source reference
Section B	Teaching Strategies & Learning Language (9 items)	Questions 27–35		KSSM, Development Center Curriculum (Ministry Indonesian education,
	Learning outcomes Language and Appraisal & Language Assessment (20 items)	Questions 36–55		
	Standard competency Language teacher officer against: Self-domain (74 items)	121 items	Pearson correlation	Standard 2 (Knowledge and Comprehension) Standard Model Indonesian teacher, IME (Ministry Indonesian education
	Profession Domain (27 items)	Cronbach's Alpha = 0.667 Questions 1–74	Product-Moment	
Social Domain (20 items)	Question 75–101 Question 102–122			

In this research, there are three objectives to be achieved through this research. The first objective was achieved through the Part A questionnaire which was analyzed descriptively. Data analysis was obtained from a questionnaire containing five constructs to test the level of knowledge and understanding. The findings of this study were analyzed based on descriptive statistics of the average score. Determining the level of descriptive analysis in this research uses the interpretation of the average score for the level of knowledge formulated (Khojastehfar et al., 2020; Thees et al., 2020). The mean value of each item is measured based on the mean score interpretation table. Data analysis was obtained from a questionnaire containing five constructs to test the level of knowledge and understanding of Indonesian language teachers. The findings in this research were then analyzed based on descriptive statistics by compiling all the scores and averaging them. Determining the level of descriptive analysis in this research uses an interpretation table of the average score for the level of knowledge that has been previously formulated. The mean value of each item is measured based on the following mean score interpretation as show in Table 2.

Table 2. Interpretation of Mean Scores for a Five-Level Likert Scale

Min Level	Score
1.33–2.66	Low
2.65–3.98	Moderate
3.99–5.32	High

The second objective is achieved through the Part B questionnaire and the third objective is achieved through Parts A and B. Inferential analysis, namely Pearson Product-Moment Correlation (both interval scale variables) is used to answer the second and third objectives. Population Study and Sampling. Of the total population of 380 Indonesian language teachers in 210 PPDs throughout the country, only one language teacher representing each PPD was asked to answer this research questionnaire. From a total of 180 Indonesian language teachers who are members of 210 PPDs in each region, 32 people were randomly selected to become pilot study respondents. Sampling or sample size for conducting a pilot study is based on Rodríguez et al., (2020) sample size formula. The results of the analysis of the Cronbach Alpha coefficient value exceed 0.80. This shows that the instrument developed is ideal and suitable for use in research. The remaining respondents consisted of Indonesian language teachers in 178 regions spread across North Sumatra, Jakarta, and Papua in Indonesia.

3. RESULT AND DISCUSSION

Result

The research findings begin to find out the level of knowledge and understanding of the content of Indonesian language subjects by Indonesian language teachers. The results in Table 3 show that the value of the level of knowledge and understanding of expert officers is at a high level.

Table 3. Analysis of The Average Level of Teacher Knowledge and Understanding of The Content of The Indonesian Language Curriculum

Questionnaire	Construct	Min	Deviation Standard	Level
Section A	Philosophy of Language Teaching	4.40	0.694	Height
	Completion of Curriculum/Co-curriculum	4.49	0.570	Height
	Language Objectives of the Language Curriculum	4.61	0.541	Height
	Teaching & Learning Strategies	4.52	0.584	Height
	Language Content of Language Learning Outcomes and Language Assessment & Evaluation	4.72	0.621	Height

Base on Table 3 show the findings show that all Indonesian language teachers in Indonesia have achieved competency based on 2 standards, namely knowledge and understanding at a high level. Details of knowledge and understanding competencies in the questionnaire relate to the content of specialization subjects, educational knowledge and philosophy, curriculum and co-curriculum as well as learning outcomes. Coinciding with the appointment of Indonesian language teachers as school development guidance experts, they must be role models so that they can guide and produce quality students and students and ensure that those with quality remain in the national education system and remain of good quality throughout the teacher's tenure. When teachers have high knowledge and understanding of their field of expertise, the increase in teacher professionalism in carrying out tasks efficiently and effectively as well as being more creative and innovative will be further strengthened. Then, Table 4 show are to see the relationship between three domains, namely personal, professional, and social domain competency standards for language teachers.

Table 4. Correlation Between Self-Domain, Profession Domain, and Social Domain

Variables	Bhg_B_Self	Bhg_B_Profession	Bhg_B_Social
1. Bhg_B_Self		0.827**	0.844**
2. Bhg_B_Profession			0.859**
3. Bhg_B_Social			

Note: ** p < 0.01;

Base on Table 4 show a large and significant relationship. The relationship between the self-domain and the professional domain is $r(178) = 0.828, p = 0.01$, while the relationship between the self-domain and the social domain is $r(178) = 0.843, p = 0.01$. This means that the correlation between these three domains makes a big contribution and influences each other. Correlation between SISC+ BI officers' knowledge and understanding is show in Table 5.

Table 5. Correlation Between SISC+ BI Officers' Knowledge and Understanding

Variables	BHG A	BHG B
BHG A	-	0.595
BHG B	0.595	-

Table 5 shows the results and findings of Objective 3, namely the relationship between the Part A and Part B variables tested is at a high level. This means that the relationship between knowledge and language teachers' understanding of subject content regarding competency standards in the personal, professional, and social domains is $r(178) = 0.595; p = 0.01$. The summary of research finding is show in Table 6.

Table 6. Summary of Research Findings

No.	Research objective	Analysis Results
1.	What is the level of knowledge and understanding of the content subject content by language teacher officers?	High level Overall (M = 4.51, SP = 0.39)
2.	What are the levels and relationships of the three domains to the knowledge and understanding of the content language teacher officer subject content?	High Level (M = 9.49; SP = 0.787). The relationship is large and significant

No.	Research objective	Analysis Results
3.	<p>H1: There is a significant relationship between the factors knowledge and understanding of content subjects among language teacher officers against self-domain competency standards, Profession and social respectively?</p> <p>Ha1: There is a significant relationship between factors of knowledge and understanding of content subjects among language teacher officers BI against self-domain competency standards.</p> <p>Ha2: There is a significant relationship between factors of knowledge and understanding of content subjects among language teacher officers against the professional competence standard.</p> <p>Ha3: There is a significant relationship between factors of knowledge and understanding of content subjects among language teacher officers BI against the standard of social competence.</p>	<p>$r(178) = .859, p = 0.01$</p> <p>Significant and accepted at ** $p < 0.01$</p> <p>Significant and accepted at ** $p < 0.01$</p> <p>Significant and accepted at ** $p < 0.01$</p>

Base on [Table 6](#), BHG A: Identify factors of knowledge and understanding of subject content among Indonesian Language teachers; BHG B: Identifying the level and relationship of language teachers' knowledge and understanding of competency standards in the personal domain, professional domain, and social domain. A large and significant relationship means that the three domains contribute to each other and have a big influence on each other. The Self-Domain refers to self-esteem that exists and needs to be developed so that language teachers can contribute more effectively to the teaching profession to achieve the goals of the National education system. The values emphasized in this self-domain are Trust in God, Trust, Sincerity, Knowledge, Love, Patience, Courtesy, Justice, Attention, Endurance, Competitiveness and Endurance, Fit, Active and Healthy, Interpersonal Skills and Intrapersonal, and Voluntary. Passion, and efficiency. The Professional Domain refers to upholding the values that must be practiced transparently by language teachers in carrying out their duties as professional mentors and advisors. The values emphasized in this domain are the love of the profession, skills, integrity, and exemplary, practicing teamwork, proactive, creative, and innovative. Finally, the Social Domain requires language teachers to act as agents of socialization and generators of human resources in society. The main values that must be adhered to be harmony, social skills, community spirit, love of the country, and love of the environment.

Discussion

These findings clearly show that the higher the level of understanding and knowledge of a language teacher in their field of expertise, the higher the level of competence in personal, professional and social aspects. Based on the Final Report of the Ministry of Higher Education's Mentoring Impact Study from 2015 to 2022 carried out by the Performance and Delivery Unit, the Ministry of Higher Education found that an average of 91.2% of participant mentors and mentees had felt the benefits of the program that had been implemented. With the high level of knowledge and understanding of the implementation of Indonesian language learning among teachers and the relationship between competency standards in these three large and significant domains, the aim of guidance and mentoring is to meet the needs of teachers who are currently teachers in schools and those being supervised, especially towards strengthening the teaching and learning process in teacher's class. Therefore, their knowledge and understanding as well as their expertise in Teaching and Learning practices must be imitated, disseminated and utilized. This finding is in line with previous findings, that training programs can increase teachers' understanding and increase knowledge in the competence, personality and social skills of language teachers ([Horasan-Doğan & Cephe, 2020](#)).

Professional domain competence shows the highest average value of $M = 4.70$ and standard deviation of $SP = 0.349$ followed by social domain competence $M = 4.66$ and standard deviation of $SP = 0.354$ and self-domain competence shows $M = 4.60$ and standard deviation of $SP = 0.301$. These findings clearly show that language teachers prioritize professional responsibilities above social interests and personal interests. Professional domain competence requires officers who always defend the good name of their profession and make the teaching profession a way of life. They must also be willing to sacrifice their time and energy and work with full dedication. Strictly speaking, they also need to show self-discipline, be able

to adapt in various situations, be knowledgeable, master skills in their field of expertise, and always be ready to mobilize the strengths of their teammates to achieve organizational goals. The officer's willingness to adapt to his teammates, commit to the success of organizational activities, and act together in facing problems is a bonus that strengthens the mentee's influence and trust in his guidance. At the same time, the professional realm gives appreciation to the officials under its guidance and even continually identifies opportunities for them to jointly improve the organization's achievements. They also take full responsibility for every action and dare to take positive risks. The social competence domain complements the characteristics of the quality of language teachers and the quality of training providers when a mentor is sociable and can tolerate differences. The success of coaching and mentoring can reach its maximum point. When language teachers work in the field, they always show appropriate behavior in all situations, can make decisions based on mutual agreement, practice consensus, and always foster a national spirit. This situation indirectly shows their emotional intelligence competency by the profession they are involved in. This finding is in line with the theory which states that quality teachers can act professionally in whatever conditions and situations they face (Bjørndal, 2020).

The language teacher's domain competence must also be at a high level. Not to mention that they need to gain the trust of students and the community during the guidance and mentoring process. Self-competence refers to Standard 2, namely Knowledge and Understanding. The Teacher Standard Model in Indonesia which was initiated by the Ministry of Education of the Republic of Indonesia, among other things, underlines that an appointed person must adhere to a social spirit and personality which ultimately forms a good personality in the surrounding environment (Lee et al., 2020; Twito & Knafo-Noam, 2020; Supriadi, Udin; Supriyadi, Tedi; Abdussalam, Aam; Rahman, 2020). Teachers must also have a good and religious life, a life reflected in discipline, calm, openness, and broadness to apply universal values in teaching, responsibility, and accountability. In addition, teachers need to use resources, time, energy, and working hours honestly and with dedication. They also need to always look for opportunities to increase self-efficacy, actively carry out scientific activities, be proactive, and regularly hold workshops and lectures to optimize the use of resources to improve knowledge both for management purposes and in teaching, learning, and learning. They should also be friendly and approachable. Be empathetic, maintain self-esteem, and care about solving student problems. Apart from that, the self-domain indicates that every teacher always tries to find solutions systematically, maintaining speech, behavior, caution, and politeness. They must respect various cultures and national heritage and act appropriately in any situation. Characteristics in the personal realm can make an officer admired and respected as a person. This finding is in line with the theory, that a teacher must be able to be a good and respected person while also providing an example that can be emulated (Schunk & DiBenedetto, 2020).

This research implies that teachers have high social and personality characteristics so that they can be role models for students and the community around them. Teachers can also contribute thoughts and suggestions that can be accepted by students taught in class. Continuous training carried out by language teachers has implications for improving good, smooth, and systematic communication styles between teachers and students at school. The information provided by the teacher is easily accepted by students and students can apply it in everyday life. The impact of language teachers' knowledge and understanding of competency, professional, and social skills is that students can independently develop themselves into independent and responsible individuals who have a high social spirit in the school environment. These impacts and implications are in line with previous findings which state that teachers who have a good personality and social spirit will help teachers in conveying messages to the students they teach (Sokal et al., 2021). The weakness of this research is that the research only measures teacher competency standards, namely knowledge and understanding. Research does not comprehensively measure teacher competence, whether analysing, synthesizing, or evaluating the learning process in the classroom. This research provides suggestions for future researchers to conduct sub-district research on the impact of teacher knowledge, understanding, analysis, synthesis, and evaluation on the competence of language teachers in the profession and socially in the school environment.

4. CONCLUSION

The responsibility of a language teacher is not an easy task because changing the behavior and perception of students and society towards educators and education requires a long period and consistent efforts. With the strength of the three competency factors analyzed, it is hoped that the presence of language teachers can meet the expectations of the subject teachers they guide. Because the role of a language teacher is very focused on teaching and learning in the classroom, of course, there is a lot of pedagogical knowledge that can be shared, especially in helping to deal with problems and concepts of subject achievement. At a macro level, teacher professionalism development courses must be implemented consistently so that

knowledge is always more advanced and can even see education in a wider and more distant context. Likewise, at the micro level, teachers who are under guidance need to be consistently exposed to ways of learning and teaching based on current needs and demands. Collaborative efforts between educators and all interested parties, if successfully mobilized, will certainly succeed in repositioning and re-engineering the national education system so that it is of high quality and ultimately produces successful human resources.

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