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Trainee's Perceptions for Evaluating Training Programs Effectiveness in Preparing Management Studies Instructors: A Quantitative Study on Indonesia Educational Institutions

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Abstract

The research objective was to recognize the training programs (TRP) effectiveness to formulate the management studies teachers of Indonesia with the indicators of experiences, qualification and courses. For this purpose, the data was collected from teachers. The findings show that, regardless of educational background, there were no statistical significance variations with in level of appraisal of TRP's efficacy for training management studies instructors in Indonesian institutions. Because of the influence of number of years of experience in Indonesian education, there aren't statistically important variations between the levels of appraisal of efficiency of TRP for prepared management studies instructors. Further results indicates that there is no statistically significant differences in the degree of evaluating the effectiveness of TRP for preparing management studies teachers in Indonesia universities due to the number of courses previously attended. The research added a body of literature with significant findings in the extant literature that could be considered a pioneer study. The research could also help to the researcher and policy makers to increase the education system in Indonesia.

Keywords

Training, educational institutions, Indonesia.

Introduction:

The need for scientific development and technological progress increases through the overlap of sciences with each other and their integration to provide

more services and improve performance levels (Nodirovna, 2022). Therefore, every institution sets for itself a set of goals and seeks to achieve them, and draws a set of procedures and strategies in order to achieve these goals. In this regard, some studies indicated the necessity of developing a program and a proposed vision for training teachers of management studies in the field (Al-Sbaar, Al-Faleh, & Al-Husseinawi, 2022). Evaluation of training programs (TRP) constitutes the feedback on which decisions are based on modifying or enriching programs. The evaluation process aims to provide information to those concerned with the TRP about the suitability of these programs and to identify obstacles facing these programs at an early stage in order to avoid them, and to provide information about the technical assistance necessary to achieve the objectives of the programmers. The program evaluation process also aims to determine the impact of the TRP on the participants (Zeleny, 1987).

In general, the main objective of any evaluation program is the continuity of improving and developing the TRP, as the results of the evaluation enable administrators to reach a better understanding of how the program is going, and they have a greater ability to take appropriate decisions (Perosa, Seitz, Zingraff-Hamed, & Disse, 2022). The supervision departments in the directorates of education affiliated with the Ministry of Education in Indonesia has a significant role in the field of training, as these departments are linked to their training work with the Supervision and Training Department at the Ministry's center, and they implement the development plan for preparing in-service teachers in various disciplines, which includes the specialization of management studies. This philosophy is based on a number of the following justifications, including, keeping abreast of scientific and educational developments in the field of preparing in-service teachers, reducing participation in high-cost external courses, preparing highly qualified teachers to compete in foreign markets. This is one of the objectives of cognitive economics (Alias, 2019).

As for the beneficiaries of the services of these departments, they are: teachers of all categories and workers in state agencies whose work intersects with the work of the Ministry of Education. There is no doubt that the success of the development of school curricula requires teachers who are scientifically and educationally qualified (Nodirovna, 2022). The success of the curriculum implementation process and the learning and teaching processes depend to a large extent on the existence of teachers who are qualified and able to assimilate the educational philosophy related to the educational system, the objectives of society, and the processes of development and modernization of the curricula to go according to the global developments as well as changes in different fields, in addition to what these curricula need from plans for teaching as well as from evaluation to help learners in the acquisition of knowledge, skills and attitudes necessary to live in a developing and changing world and apart from traditional teaching methods and assessment, which in turn reflect positively on the school and in student achievement (Schmidt, Rotgans, & Yew, 2019).

Sparks (2000) shows that the teacher must be competent and has the potential to analyze students' needs and realize how each student learns, and that he must have enough knowledge about the subject he is teaching, and the methods that he must use in teaching, and have many teaching strategies that he can select what is appropriate for each educational situation. Preparing the teacher in the pre-service stage only provides him with essential skills that help him to start doing the teaching process. Thus, in-service training is ultimately a natural extension of earlier education. This indicates that unending education for the teacher must be an integral part of his preparation process and that this preparation continues throughout his work in teaching with the aim of obtaining new knowledge to catch up with growth and development and to make up for what he missed during his preparation before service (Baldwin & Moses, 1996). In this regard, RAHMANI, Assareh, and Ahghar (2022) pointed out that the programs for preparing teachers before service or qualifying them during the service did not go beyond the theoretical aspect, particularly in the self-learning field among teachers of management studies. From this standpoint, it became crucial to prepare the teacher and then train him. Training in its scientific concept aims mainly at achieving unending self-development for those concerned with the education process at different levels to increase the level of individuals as well as raise the scientific, cultural and professional levels of teachers themselves so as to achieve their ambition, psychological health as well as professional satisfaction towards their work. Given the importance of training, the researchers conducted this research to recognize the evaluation of the TRP effectiveness to prepare teachers of management studies in Indonesia with the following indicators academic qualifications, experience years, and courses.

As, the Supervision and Training Department in each of the education directorates seeks to ensure that its objectives are achieved through a set of evaluation procedures and multiple messages. In this regards, this research contributes to assessing the training efficiency of management studies instructor preparation programs for identifying weaknesses and strengths of these programs, which leads to their improvement and raising their level, and then the development of the training process in general. The problem of the research lies in identifying TRP effectiveness held by the Supervision and Training Department in Indonesia universities for the participants according to a number of variables related to experience years, academic qualification, and training courses. The importance of this research lies in its handling of a very important topic, which is training, as it is an effective means of preparing management studies teachers to accomplish their work efficiently and effectively, and evaluating the TRP held by the Supervision and Training Department, and identifying the extent of the impact of training on the performance of management studies teachers, and drawing conclusions from which it can be benefited so that training is done to raise the level of performance of teachers in various educational institutions, and to come up with recommendations that would contribute to improving and developing the performance of teachers in governmental, private and civil institutions. The results

of this research can benefit the following parties, the trainee teacher in raising his efficiency and improving his work performance. Educational supervisors in performing their work and improving their performance. Officials in the Ministry of Education and those in charge of training programmers. It may help them in developing better visions for TRP, and identifying and strengthening the positive aspects, while the negative ones are avoided.

The study was divided into five sections: an introduction, a literature review, a description of the research methods, an analysis and interpretation of the data, a discussion, and recommendations for the future.

Literature Review

Theoretical framework

Training helps the organization develop its members, develop their abilities and skills, and direct their behavior towards a destination that contributes to serving and achieving its goals. Training has spread greatly during the last two decades, as rich countries seek to find more effective ways to develop human skills, making them keep pace with and even anticipate rapid social and technical changes. As for poor countries, they try to develop an infrastructure that allows economic growth and development (Allen, 1995).

Training is defined as "a comprehensive and complex process that deals with all the necessary measures to bring the citizen to a position that enables him to carry out a specific job and accomplish the tasks that require it and make him able to continue working in the public administration" (Sakr, 2013). The training aims to influence knowledge, that is, bring about a change in the quantity and quality of individuals' information that would positively affect their skill level, attitudes and awareness. It also aims to influence skills, i.e. change certain skills of individuals that positively affect their efficiency, effectiveness and productivity so that this positive impact is reflected on their lives, projects and the local community, and influence trends, i.e. a change in the attitudes of individuals towards an issue or towards the society in which they live. It and the value of the work they do and the way of life they live, which affects the behavior of individuals and, accordingly, their productivity (CARE Organization, 2004).

The teacher preparation programs aim to provide teachers with the necessary skills to keep pace with developments in the twenty-first century, expand their horizons, develop their personalities, abilities and interest, and raise their academic level and educational performance as a basic activity for the teaching profession, in addition to developing their ability to apply and link the practical and theoretical side, and prepare the teacher for future education since he is part of a comprehensive system that aims to adapt all elements of the basic educational process (Sahin, 2010). The concept of in-service training is related to the concept of professional growth, as pre-service preparation constitutes the beginning of his professional growth and training process, and it is the guarantee for the continuation of this growth (Jumiaan, Alelaimat, & Ihmeideh, 2020).

Empirical studies

The researchers referred to a group of previous studies conducted on similar topics, which were dealt with from the most recent to the oldest, (ÖZTÜRK & ÖĞRETEN, 2017) did a study mainly to evaluate the process of training workers in technical colleges in Gaza from the perspective of the trainees, trying to reveal the functional training needs of workers, and identifying the differences in the study of evaluating training programs (TRP) for workers in technical colleges according to some variables. The sample included (186) employees. The study tool included a questionnaire consisting of (71) items. The study reflected a set of results, the most significant of which is that there is a clear shortcoming in defining training needs and the administration of technical colleges shows weak interest in evaluating the training process, as it does not have a regular evaluation plan before, during and after training. The results also reflected that there were no differences due to gender, as well as no differences due to academic qualification. In addition, Mohammed, Ibrahim, Nilashi, and Alzurqa (2017) conducted a study mainly to identify the challenges to the application of modern methods to teach social subjects for the basic stage in the Yemen. The study sample included (315) teachers as well as supervisors. The study tool consisted of a questionnaire consisting of (81) items distributed on four dimensions: challenges associated with the curriculum, obstacles related to the teacher, obstacles related to the learner, and obstacles related to the learning environment. The results reflected that the most obstacles that prevent the application of modern methods to teach management studies subjects are the obstacles related to the teacher, the lack of opportunities for teachers to be trained in modern teaching methods, and the lack of training of the management studies teacher on how to organize and implement field visits. The results also showed that the low income of the teacher does not motivate him to use modern methods. The results also indicated that the obstacles related to the learning environment represent the most influential factors in the reluctance of teachers of management studies to use modern teaching methods. Next in importance are the obstacles related to the learner, then the obstacles related to the teacher, and finally, the obstacles related to the curriculum.

Furthermore, Mahardika and Sa'ud (2020) also investigated to measure the training impact of the programs of the Youth Leadership Development Center in Indonesia. The study sample consisted of (140) trainees out of (510) trainees who were trained, and the training effect was measured through a questionnaire designed for this mission including (30) items. It concluded that there is a positive impact of these courses on the trainees. Haidar (2018) also to investigate the gender, expertise, qualification, speciality, and training requirements for management studies instructors in Yemen. Study tool involved a questionnaire that included (84) items, and an observation card. The study sample included (120) teachers from both genders. The results reflected the need for training in all areas covered by the questionnaire, and the observation card. The field of professional

growth ranked first in the priorities of training needs for teachers of social subjects, then planning, then implementation and then evaluation. The results also showed that there are differences, which can be significant, between teachers of social subjects according to the qualification variables teachers with non-educational qualifications have a greater need for training than teachers with educational qualifications in all fields. There are differences between teachers of social subjects in their training needs according to the variable of specialization, as teachers of social subjects with specialization (general) need training to a greater degree than the rest of the disciplines in all fields. There is significant differences between teachers of social subjects in their training needs according to the variable of experience, as teachers with long experience need training to a greater degree than teachers with short experience (from one to three years or from four to six years). There are no differences in training needs between social subjects teachers according to the gender variable in the areas of (planning, implementation, evaluation), and that there are differences in training needs between social subjects teachers in the field of professional growth due to the gender variable, as the male social subjects' need for training on Paragraphs of the field of professional growth more than females.

Hamaidi, Al-Shara, Arouri, and Awwad (2014) conducted a research to make an evaluation of training courses for teachers of secondary school during service from their viewpoint and the viewpoint of educational supervisors in Gaza. The sample included (535) teachers as well as supervisors. The tool was represented by a questionnaire including (55) items. The results revealed that teachers did not participate when planning training courses. Also, the training courses are ultimately traditional and do not meet the aspirations and needs of the trained teachers, and the evaluation methods in fact do not include all the elements of the training program. The results also showed that there were no differences due to gender. In this context, Yafei, Ayoubi, and Crawford (2022) conducted research to evaluate a program for enhance professional efficiency of a management studies teacher in State of Qatar in the light of teaching needs. The sample included (94) male and female teachers, and the study tools included the training program, an observation card as well as an achievement test. The results of the study revealed, in part, that there are slight differences between male and female teachers in the nature of the training needs to be met by the management studies teacher. The results also showed that the program aroused the interest of teachers, especially in the subject of technological innovations.

Almalki (2011) accompanied a study mainly to evaluate the effectiveness of the educational preparation program at Umm Al-Qura University in introducing the student, the social teacher, to the characteristics of the gifted student. The sample included (222) students, from both genders, and the study tool consisted of a questionnaire that included (30) phrases. The results reflected that the teacher preparation program does not provide its graduates with all the competencies necessary to teach in the field of social sciences.

Nkhata, Banda, Chituta, Jumbe, and Choobe (2020) organized a study to evaluate the pre-service teacher's program of preparation at Mutah University from the perspective of graduate students. The sample included (122) students, from both genders. A tool consisting of (40) was used. The results of the study indicated that the level of their acquisition of competencies was moderate. The study recommended the necessity of focusing on the practical and applied aspects in the educational curricula and conducting a periodic evaluation of the program.

Based on previous discussion from both of theoretical and empirical the researchers found idea of this research came to assess the training programs' effectiveness for qualifying teachers of management studies in Indonesia from the perspective of the trainees as well as their relationship to some variables, as the researchers did not find any study with this subject in Indonesia. Therefore, the objective of the study was to recognize the training programs effectiveness to formulate the management studies teachers of Indonesia with the indicators of experiences, qualification and courses.

Research Methodology

The researchers made benefit from previous studies in the study tool and research methodology. Hence the idea of this research came to assess the training programs (TRP) effectiveness for qualifying teachers of management studies in Indonesia from the perspective of the trainees as well as their relationship to some variables, as the researchers did not find any study that dealt with this subject in Indonesia. For this purpose, descriptive method was effectively used for its relevance to the nature of the research. There were (133) teachers inside the sample group, both male and female, as they were selected by following a simple random way from the research population, which numbered (162) male and female trainees. The questionnaire was ultimately distributed to the sample in the first semester of fall-2022. The research tool was developed in the light of reviewing previous studies and educational literature related to the topic of research, especially (Al-Sbaar et al., 2022). To achieve the research purposes, a questionnaire including (37) items was developed in its initial form. The questionnaire, after being designed, was presented to a group of arbitrators, numbering 10, educational supervisors and faculty members of public sector universities under to show the extent to which the paragraphs are related to the subject of the research and to ensure its comprehensiveness and to add and delete what is appropriate from the paragraphs with expressing an opinion on the questionnaire. And based on the observations and suggestions of the arbitrators, it was formulated in a new way according to their opinions. The tool reliability was ultimately calculated by means of Cronbach's alpha coefficient to calculate internal consistency. Accordingly, the tool's reliability coefficient was (0.83), which is sufficient for the purposes of the research.

Data Analysis

The statistical package (SPSS) was used to extract the arithmetic means as well as standard deviations, along with the one-way Annova analysis of variance

Demographic Statistics

Table.1 shows the frequencies and percentages as per the research variables. Using the educational qualification factor (Masters, M Phil, Phd), Table.1 demonstrates an obvious disagreement in the arithmetic means and standard deviations of degree of assessing the efficiency of TRP for training management studies instructors in Indonesian institutions. Most of the respondent's qualification is M.Phil which is 82.7 percent. Among the respondents experience, most of the respondents have more than 16 years. Among the courses attended, most of the respondents have 3-1 courses which are attended by the trainee. These results are predicted in the following Table.1 below.

Table.1: Descriptive Statistics

Variable	Categories	Mean	SD	Percentage
Academic qualification	Masters	3.10	.258	9.0
	M Phil	3.03	.313	82.7
	Phd	2.85	.332	8.3
Years of experience	5-1	3.07	.327	30.8
	10-6	2.96	.293	38.3
	15-11	3.11	.300	14.3
	16 or more	3.00	.332	16.5
Number of courses attended by the trainee	3-1	3.04	.296	45.9
	6-4	3.01	.337	40.6
	7or more	2.97	.305	13.5
	Total			100.0

Results and discussions

Research question1

The mathematical averages as well as standard deviations of extent of assessing the efficacy of teacher preparation programs (TRP) towards preparing management studies instructors in Indonesia universities were calculated based on the trainees' point of view. Table (2) shows the arithmetic means and standard deviations of the degree of assessing the effectiveness of TRP towards preparing management studies teachers in Indonesia universities from trainees' point of view at "the objectives of the course were announced and clear to me from the beginning," in the first place, with an arithmetic mean (3.68) and a standard deviation (0.82), followed by paragraph No. (2), which states that "the course

objectives are compatible with the content of its scientific and practical materials" with a mean (3.59) and a standard deviation (0.83). Paragraph No. (3) Came in third place, "The objectives of the course correspond to the nature of our work," with a mean (3.50) and a standard deviation (0.85). Moreover, paragraph no. (25) "The lecturer's established good relations with us" ranked last, with an arithmetic mean (2.50) and a standard deviation (0.94). The mean of the tool as a whole was (3.02) and a standard deviation (0.31). The researchers attribute this result to many things, including the lack of linking training with material incentives, the lack of the trainee's participation in developing the plan, and the failure to build bridges of trust between the teacher and the trainer. This result may also be explained by not taking the trainee's opinion if he wants to participate or not. It can be explained that the degree of evaluation for effectiveness of TRP towards preparing management studies teachers from their point of view came within the "medium" degree due to the lack of good relations between the trainer and the teacher, which in turn was reflected in the degree of evaluation towards TRP. These results are predicted in the following Table.2 below.

Table.2: For the purpose of teaching instructors of management studies as from perspective of the trainees, arithmetic standard deviations and mean values of the degree of TRP effectiveness evaluation are presented.

Rank	Paragraphs	Arithmetic mean	Standard deviation	Degree
1	The objectives of the course were announced and clear to me from the beginning	3.68	.82	High
2	The course objectives are consistent with the content of its scientific and practical materials	3.59	.83	Medium
3	The objectives of the course correspond to the nature of our business	3.50	.85	Medium
4	I have become more capable of using the scientific method in planning	3.41	1.02	Medium
5	Lecturers have a strong personality that helps them to manage lectures and communicate information	3.39	.93	Medium
6	I got new attitudes and ideas as a result of taking these courses	3.38	1.05	Medium
7	The course added something new of scientific knowledge and behavioral skills to my information	3.34	1.04	Medium
8	Those who implement the courses are highly efficient in conveying information to the trainees	3.29	1.08	Medium
9	The lecturers have high and diversified communication skills	3.27	1.02	Medium

Rank	Paragraphs	Arithmetic mean	Standard deviation	Degree
10	The time allotted for the training course is sufficient to provide the trainees with the required skills	3.12	1.12	Medium
11	Institutions work to raise the level of their administrative development through training programs for employees	3.11	.99	Medium
12	The previous training report is important in defining the current training plan	3.11	1.03	Medium
13	The lecturers are distinguished by linking the materials to practical field application	3.08	.99	Medium
14	The methods used in the courses are modern and effective	3.03	1.05	Medium
15	There is a variety of teaching aids	3.01	1.08	Medium
16	The courses are well-prepared and practical	2.98	.97	Medium
17	The skills and information presented in the courses can be immediately applied in my work	2.98	1.10	Medium
18	The courses have largely achieved their goals and, considering all of the above, they are considered successful	2.92	.99	Medium
19	The topics of the courses are determined by revealing the weaknesses of the employees	2.89	1.10	Medium
20	Bulletins and attachments were available and clear	2.86	1.04	Medium
21	Handouts are easy to follow and do the job	2.77	1.05	Medium
22	The trainers are highly skilled in time management	2.76	1.05	Medium
23	The similarity of qualifications and scientific experience of the Participants in the courses played a major role in their success.	2.75	.96	Medium
24	My skill has improved in order to reach the highest possible Productivity	2.71	.99	Medium
25	Training topics are determined in consultation between the center and the lecturers	2.69	1.10	Medium
26	Participants are assigned to training according to their actual need	2.66	1.04	Medium
27	The participant is free to accept or reject the training process	2.65	1.02	Medium
28	The lecturers answered all questions	2.63	1.28	Medium
29	The lecturers have established good relations with us	2.53	.96	Medium
30	Total	3.02	.31	Medium

Research Question Two

A one-way variance examination has been done, as illustrated in Table 3, to demonstrate the importance of statistical variances between arithmetic means. There aren't any statistically significant differences ($\alpha = 0.05$) with in level of appraisal of usefulness the TRP for training management studies professors in Indonesian institutions, according to Table.3's projected values. This is because academic qualification also isn't taken into account. This result is consistent with the result of Abdo et al. (2006). As possible reason for this explanation is that the lack of differentiation of teachers at work based on academic qualifications, although some have high qualifications, as happens in other fields of work in government jobs in Indonesia. This result agrees with the result of Ocak and Yildiz (2011). These results are predicted in the following Table.3 below.

Table.3: One-way analysis of the effect of academic qualification on the degree of evaluation of the effectiveness of TRP for preparing management studies teachers

Source of variance	Total squares	Freedom degrees	Square mean	F value	Statistical significance
Between groups	.375	2	.183	1.983	.130
Within groups	12.422	130	.086		
Total	12.811	132			

Research Question Three

Because of the influence of number of years of education experience in Indonesian education, Table.4 projected values demonstrates that there aren't statistically significant variations ($\alpha = 0.05$) with in degree of appraisal of efficiency of TRP in training management studies instructors. Possible reason for this result is that repeating many courses that some management studies teachers have previously attended. Firstly, job dissatisfaction among management studies teachers. Secondly, teacher does not feel equal compared to the number of years of experience in other government departments. This result differed with the result of (Qablan, Jaradat, & Al-Momani, 2010), which indicated that there was an effect of the number of years of experience in the degree of evaluation, and it agreed with the result of (Abdo et al., 2006).

Table.4: a study that looks only at one direction to see how expertise in this area affects how well TRPs prepare teachers of management studies.

Source Of Variance	Total squares	Freedom degrees	Square mean	F value	Statistical significance
Between groups	.424	4	.140	1.435	.245
Within groups	12.608	128	.097		
Total	12.928	132			

Research Question Four

To indicate the significance of the statistical differences between the arithmetic means, a one-way analysis of variance was used, as shown in Table.5. Table.5 shows that there are no statistically significant differences ($=0.05$) in the degree of appraising the effectiveness of TRP in preparing management studies instructors in Indonesia universities because of number of courses previously attended. Possible reason for this result is that lack of incentives that encourage the teacher to take the courses seriously, and this is consistent with the result of (RAMZANI, 2014). Secondly, the courses might not keep pace with scientific and educational developments in the field of preparing teachers during service, and this interpretation agrees with what was indicated (Alias, 2019). This result is consistent with the result of Shakuna, Mohamad, and Ali (2016), which indicated that the traditional courses do not meet the needs of the trainees. This result may also be explained by the lack of a clear program and a suggested vision for the in-service training of management studies teachers. This interpretation is consistent with what was referred to in (Alrshed, 2021). These results are predicted in the following Table.5 below.

Table.5: One-way variance analysis evaluating the impact of quantity of prior coursework on the level of assessment of TRP's efficacy in educating management studies instructors.

Source of variance	Total squares	Freedom degrees	Square mean	F value	Statistical significance
Between groups	.076	5	.038	.383	.621
Within groups	12.852	127	.099		
Total	12.928	132			
P<0.05					

Conclusion and Recommendations

The research objective was to recognize the training programs (TRP) effectiveness to formulate the management studies teachers of Indonesia with the indicators of experiences, qualification and courses. For this purpose, the data was collected from teachers. The findings show that, regardless of academic background, there aren't statistically significant variations inside the degree of appraisal of TRP's efficacy for training management studies instructors in Indonesian institutions. Because of the influence of quantity of years of teaching experience in Indonesian education, there aren't statistically significant variations with in level of appraisal of efficiency of TRP in training management studies instructors. Further findings show that regardless of the quantity of prior courses taken, there aren't statistically significant variations (with in level in which the TRP is successful in educating management studies instructors in Indonesian institutions. Based on the research results, the researchers recommend the

following. Reconsidering the programs of preparing management studies teachers during the service so that the objectives, content and strategies of these programs reflect the actual needs that teachers need in the field. Also, taking into consideration the priorities of training needs from the teachers' point of view in the field when developing training plans, and not being limited to the opinion of experts. Moreover, calculating the hours of attendance in TRP for the purpose of continuing study, promotion or scholarship. Further, one of the conditions for installing a teacher to actual service is to attend at least one training program and complete it successfully. Which qualified teachers participate in the training process, and that the training body is not limited to experts from educational supervisors and officials from the ministry.

Future Directions

The research was limited on Indonesia management studies department future research could be conduct on other departments to know about the variations in the findings. Secondly, the research was limited on descriptive analysis, future research could be explored on inferential analysis to about the variations in the results. Thirdly, the research was quantitative in nature, future research could be conduct on mixed methods where qualitative and quantitative research approach could be used. Fourthly, repetition of such a study from time to time as a result of the continuous change in the nature of the training needs of management studies teachers in line with modern educational trends. For this purpose, carrying out a similar survey that extends the scope of the study sample and addresses the training needs of management studies teachers in a broad and comprehensive manner.

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