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Teacher Certification Education: a Review Competence of Indonesian Language and Literature

Educación de certificación de docentes: una competencia de revisión de lengua y literatura indonesias

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RESUMEN

Los objetivos de la presente investigación fueron evaluar la eficacia de los enfoques de aprendizaje híbrido de TPE para aumentar las competencias de los profesores de lengua y literatura indonesias en Indonesia, para determinar las lecciones que Indonesia puede extraer de los países en desarrollo e industrializados y aumentar la calidad de sus instructores de lengua y literatura explorarando los desafíos asociados con las técnicas de aprendizaje híbrido de TPE entre los educadores de lengua y literatura de Indonesia. El estudio adoptó un diseño de investigación descriptivo cualitativo que incluyó una entrevista grupal con cuatro maestros de lengua y literatura de Bahasa Indonesia convenientemente incluidos en la muestra.

Palabras clave: Calidad docente, Competencias, Idioma de Indonesia, Literatura, Programas híbridos.

ABSTRACT

The objectives of the present research were to assess the efficacy of TPE hybrid learning approaches in boosting the competencies of Indonesian language and literature teachers in Indonesia, to determine the lessons that Indonesia can draw from both developing and industrialized countries to heighten the quality of their Indonesian language and literature instructors exploring the challenges associated with TPE hybrid learning techniques among Indonesian language and literacy educators. The study adopted a qualitative descriptive research design that involved a group interview with four conveniently sampled Bahasa Indonesia language and literature teachers.

Keywords: Competencies, Hybrid programs, Indonesia language, Literature, Teacher quality.

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INTRODUCTION

The Indonesian government recognizes teacher quality as pivotal in the country's economic development. For nearly twenty years, the Indonesian government has concentrated on improving the competences of its teachers by implementing educational reforms. In 2005, the governed endorsed the Teacher and Lecturer Law No. 14 that targeted to heighten the professionalism and quality of instructors via professional teacher education (TPE) and development initiatives. The aforementioned jurisprudence decrees instructors as professional educators with the principal tasks of assessing, training, directing, guiding, teaching, and appraising learners in secondary, primary, formal, and early childhood education. Moreover, the regulation obligates teachers to develop their interests, talents, idealism, and vocation and be dedicated to improving educational quality, noble character, piety, and faith. The TPE was designed to raise the competitiveness of new educators by improving their professional, social, individual, and pedagogic competencies and merge the necessary skills and expertise set by the Association of Southeast Asian Nations (ASEAN) in 2015 (Fauzan & Bahrissalim: 2017; Ahmad & Sahar: 2019). Thus, TPE offers new educators opportunities for broadening their comprehension of didactic imperatives and become highly qualified instructors who are prepared to impart the knowledge necessary to address the 21st-century challenges.

A number of scholars have evaluated the role of TPE in fostering the development of quality teachers in Indonesia. For instance, Fauzan and Bahrissalim (2017) conducted a qualitative study and reported that the framework of the Teacher Professional program (PPG) syllabus entails field experience programs (PPL), peer learning, micro-teaching, and pedagogy enrichment initiatives that are more focused on strengthening tutors' teaching proficiencies, particularly on mastery of learning materials and tools used in both field and classroom contexts. Hidavah and Marhaeni (2016) conducted mixed-methods research to assess the effectiveness of the SM-3T (Program of Graduates Educating in the Frontier, Outermost, Disadvantaged Regions), a volunteer training initiative intended to fast-track education development among graduate teachers. The post-training results of n = 38 SM-3T participants showed that the program enhanced the graduates' pedagogical, professional, personal, and social aptitudes. In particular, students taught by SM-3T participants exhibited heightened motivation for learning, diligence, and creativity. Such students embraced active class engagement practices, including asking critical questions, using illustrative examples when answering queries, and submitting assignments promptly. Furthermore, through the SM-3T, the teachers mastered ways of inculcating self-confidence and clear communication skills among their students. Hidaya and Marhaeni's (2016) findings are in line with Arifani et al.'s (2019) results which showed a positive correlation between teacher efficacy and teacher creativity among EFL instructors attending a 12-month hybrid in-service TPE program. In particular, the hybrid program enabled the EFL teachers to elaborate and maintain originality in their instruction.

Hayati and Widiati (2015) analyzed the profits of a one-year pre-vocational TPE program designed to enhance the professional competencies of English teacher candidates. The TPE initiative was executed through daily workshops on preparing, conducting, and assessing lessons, classroom-based research, and peer learning. Post-intervention results illustrated the TPE engendered a nurturing environment that allowed participants to appreciate life-long learning, provided role models for the upcoming teachers, enhanced creativity, and enabled apprentice English instructors to recognize learners' cultural and individual disparities. Furthermore, the composition of the TPE for English Teachers and the learning philosophies, which represent the instructional and knowledge acquisition process in the program, are in congruence with the spirit of enhancing the teacher quality and the excellence of education of the ASEAN region.

Jindapitak (2019) states that the rising utilization of English as an interregional means of communication is an outcome of the promotion of English as the primary medium of business interactions in the AEC. In fact, the push to endorse English as the authorized lingua franca in the region is grounded on Article 34 of the ASEAN treaty titled, The Working Language of ASEAN Shall English, which was ratified in 2009 (Ahmad & Ahmad: 2019; Jindapitak: 2019). In response, the ASEAN member countries have embraced a diversity of

approaches to meet the above agreement. For instance, the Brunei government sponsored the Brunei-U.S. English Language Enrich Project (ELEP) for ASEAN in collaboration with the East-West Center and the University of Brunei Darussalam, to improve the quality of their English educators. The core objective of the 11-weeks ELEP was to heighten the development of English proficiency and leadership skills, promote the acquisition of knowledge of ASEAN cultures, people, and issues, augment regional people-to-people networks, and broaden human capacity. The introduction of ELEP significantly enhanced in-service teachers' English skills and earned Brunei a leading position in the ASEAN community.

In Thailand, universities, colleges, and schools have been engaged in the revision of their corresponding academic syllabuses and aligning them with the demands of the new economic bloc. In Thailand, one of the attempts of pedagogic interest for a large share of academic institutions has been to generate university graduates with sufficient command of communicative English (Jindapitak: 2019). In Malaysia, the government formulated educational policies, including the Memartabatkan Bahasa Malaysia dan Memperkukuh Bahasa Inggeris (MBMMBI), with the principal goal of strengthening the use of English language while upholding Bahasa Malaysia in its educational institutions (Ahmad & Ahmad: 2018; Ali: 2003) The MBMMBI policy required English teachers to be English-optioned and encouraged them to take additional professional courses to improve their pedagogical expositions and English competencies.

In addition to the policy strategies to scale up the quality of English teachers in Malaysia, the country's Ministry of Education has set the minimum requirements for TESL higher than for Bachelor for Education (B.Ed.) Notably, TESL candidates are required to have scored a minimum grade B in English, and the shortlisted individuals must also undergo a Teacher Eligibility exam that comprises Physical Fitness Test, Self-Validation Index, and Teaching Personality Inventory to make sure only applicants with the relevant personality are enlisted for English teacher training (Rashid et al.: 2017). For practising teachers, the Teacher Education Division (TED) design professional development programs in Malaysia grounded on the Continuous Professional Development Master Plan (CPDMP; Rashid et al.: 2017). The characteristic instructional modality under the CPDMP involves face-to-face interactions where teachers are provided prescriptive modules that coach them on "what" and "how" to deliver the content of specific subjects. Osman and Kassim (2013) evaluated the efficacy of the prescriptive CPDMP in-service TPEs in Malaysia and reported the practice of limited autonomous learning and creativity among participants. In particular, Osman and Kassim (2013) and Villalobos et al.: 2019, pointed out that the inadvertent implication of TPE programs is augmented odds for producing a group of tutors with a dependent mentality, who have less predisposition to take risks in varying their pedagogical approaches and lack innovativeness.

In addition to the introduction of the pre-service PPG and SM-3T, the Ministry of Research, Technology, and Higher Education in Indonesia designed and implemented another version of the TPE program specifically for practising teachers in 2017 and 2018, respectively (Syamsuri et al.: 2020). The in-service TPE programs were either via an online platform for the teachers with access to the Internet or through the special regional modality for instructors with no internet connection (Syamsuri et al.: 2020). The regional forums are similar to the conventional lecture-based training forums. On the other hand, the internet-enabled TPE or the hybrid teaching approach is a novel framework that employs a network learning application known as the Learning System Network (SPADA). The latter involves a mix of the physical and eLearning techniques of TPE delivery (Syamsuri et al.: 2020).

A wealth of literature has evaluated the efficacy of online learning programs in the academic field and reported positive outcomes. Richmond, Copsey, Hall, Davies, and Lamb (2017) conducted a systematic review to compare the effectiveness of online and substitute modalities, such as workshops, taught lectures, and computerized/written manuals in the acquisition of clinical knowledge, practical dexterities, and self-efficacy, as well as modelling clinical behaviour among medical professionals. The authors reviewed 14 randomized clinical trials (RCTs) published between January 2000 and June 2015. Based on the upshots of the synthesized findings, the reviewers submitted that it is likely that e-learning training methods have similar

efficacies like alternative training approaches in inculcating clinical skills in medical professionals. Nonetheless, the low quality of the evidence due to a high risk of focus in the appraised RCTs barred the researchers from drawing strong conclusions on the comparative effectiveness of the analyzed educational methods.

In a similar study, Vaona et al. (2018) evaluated the impacts of traditional versus online programs on the attainment of medical students' professional behaviours, clinical skills, and knowledge. The researchers synthesized findings of 16 RCTs involving n = 5,679 health professionals. The results found no significant difference between e-learning and conventional modes of teaching in fostering knowledge acquisition in the medical field. In another systematic review, the World Health Organisation (2015) revealed that web-based and computer-based eLearning approaches are no worse or no better than alternative training approaches with respect to skill and knowledge attainment. In fact, the interactive physical classes are restricted by a shortage of certified instructors and lecturers while widespread adoption of training methods based on information and communication technology (ICT) confers novel ways for delivering education, and hybrid techniques allow for the amalgamation of practical, skills-based teaching as well as self-directed knowledge-based learning. In the training second language context, the integration of ICT in training the English language in academic settings has been recognized to enhance teaching and learning.

Utami and Prestridge (2018) interviewed four English Indonesian teachers participating in the in-service TPE over the hybrid approach and found that although the interviewees showed a preference for the online training modality over the traditional face-to-face technique, numerous complexities emasculate the efforts to continuously update their English proficiencies. The identified challenges encompassed the educators' lack of ICT proficiencies, foreignness with the instructional software, the incompleteness of the availed modules, and an extremely large number of tasks for completion within a short time. Alonso, López, Manrique, and Viñes (2005) argued that hybrid learning techniques integrate self-help, coaching, and training, and they entail additional management and recognition that individual educational development is an ongoing process through which experiential knowledge is attained via practice. Furthermore, in the web-based training modality, the educators automatically build on the students' existing knowledge. Halverson, Spring, Huyett, Henrie, and Graham (2017) outlined that blended learning positively influences in-service tutors and educators' capability and promotes information sharing. Similarly, Ume (2016) appraised the efficacy of an online training program in training engineers in Nigeria and confirmed that likewise conventional instructional methods, internet-based teaching modalities can enhance the interaction among educators and their students from any part of the globe, thereby helping to address geographical barriers or the problem associated with the inadequacy of qualified teachers.

Problem Statement

Irrespective of a wealth of investigations supporting the usefulness of blended techniques in delivering an educational course in high school and institutions of higher education, as stated by Syamsuri et al. (2020), there is a shortage of empirical studies examining the efficacy of hybrid TPE training in Indonesia. Besides, from the briefly appraised pieces of literature, it is notable that a few of the available studies have examined the employment of hybrid-based TPE training to improve the quality of language teachers in Indonesia, and none have evaluated TPE models to enhance the competencies of Indonesian language and literature teachers. Yet, a large share of instructors and learners of English as a foreign language (EFL) are unable to speak grammar-free or fluent English due to the failure to comprehend and be proficient with the Indonesian language. Notably, Indonesian language learning is provided to students with the goal of developing language-proficient learners capable of expressing their ideologies critically and creatively. In reality, however, numerous Indonesian language educators are stuck with the order of the concept, and, often, they are inclined to discuss language theories. Like in any language instruction, language models are aimed at conferring explanatory support associated with particular skills, and teaching the Indonesian language should involve instructing the actual language proficiencies (Ahmad & Ahmad: 2019). Furthermore, according to Suparsa et

al. (2017), language is a means of interaction among people across the globe; thus, having a proper mastery of a language ensures that individuals interact successfully and share a broad array of feelings, emotions, ideas, and meanings, and resolve a diversity of challenges in life. English teachers are anticipated to heighten their skills and knowledge continuously to maintain the set standards of the ASEAN teachers' quality and currency (Cho: 2014). Moreover, the incorporation of ASEAN countries into the ASEAN Economic Community (AEC) or bloc implies that the use of English as lingua franca in member countries, including Indonesia, will continue to gain momentum a faster rate (Rashid et al.: 2017; Jindapitak: 2019). However, numerous studies have illustrated that the proficiency of a first language significantly influences the acquisition process of English as a second language.

For instance, Salmona Madriñan (2014) conducted action research in Colombia to examine the effect of using Spanish (L1) in the English-language classroom to support the acquisition of the latter (L2). The outcomes illustrated that, based on the iceberg analogy; L1 and L2 are visually disparate but function via the same processing mechanism. Thus, since English and Spanish operate through one system, past knowledge of L1 serves as a starting point for mastering English literacies in learning contexts. Indeed, language transfer consciously occurs where there is a difference in the students' L2 knowledge and instinctively either because it has not been completely automatized or since the right form is unknown. Salmona Madriñan (2014) further noted that the development of L1 has a straightforward effect on the writing process of English as L2. Notably, writers will transfer their writing strategies and skills, whether deficient or good, from their L1 to L2; consequently, the lack of effective Indonesia language writing skills will negatively affect the writing strategies in English. Therefore, the hybrid training approach offers opportunities for the Indonesian Ministry of Research, Technology, and Higher Education to exploit in its endeavour to improve the quality of language teachers, particularly those instructing Bahasa Indonesia and literature studies.

Besides, the conventional approaches of delivering TPE programs, especially for in-service educators, offers the participants few opportunities to customize the teaching techniques to fulfil the learning needs of their students (Rashid et al.: 2017; Ahmad & Ahmad: 2018). As observed by Osman and Kassim (2013), the face-to-face TPEs entail the employment of a "one-size-fits-all" designs for all instructors sent on to learn the "right way" of training notwithstanding their diverse school backgrounds. Therefore, it is necessary to explore the efficacy of SPADA or hybrid TPE instruction in delivering TPE modules. The present study builds on the work of Syamsuri et al. (2020) in assessing the effectiveness of hybrid techniques in enhancing the quality of Indonesian language and literature teachers. In addition, a synthesis of studies from a repertoire of countries examining the value of TPE hybrid programs will show the lessons that Indonesia can draw to improve the competencies of its Indonesian language and literature instructors, and subsequently, accomplish the quality and currency of communication in the ASEAN and AEC bloc.

Study objectives

To assess the efficacy of TPE hybrid learning approaches in boosting the competencies of Indonesian language and literature teachers in Indonesia

To determine the lessons that Indonesia can draw from both developing and industrialized countries to heighten the quality of their Indonesian language and literature instructors

To explore the challenges associated with TPE hybrid learning techniques among Indonesian language and literacy educators.

METHODS

Research design

A qualitative descriptive design was adopted to explore the views of Indonesian language and literature teachers towards the efficacy and difficulties associated with hybrid in-service TPE programs in improving their instructional competencies. Qualitative investigative techniques are employed to comprehend routine human encounters in all its natural settings and complexities (Cleland: 2017). As per Cleland (2017), qualitative studies are fundamental in educational investigations as they answer the 'why' and 'how' study queries and facilitates deeper comprehension of context, phenomena, and experiences of the target respondents. Qualitative research enables the gathering of comprehensive information, particularly thoughts, perceptions, opinions, and views that are regularly difficult to collect via quantitative methods (Jamshed: 2014). As such, the employment of a qualitative descriptive framework in the present study allowed the researcher to examine how effective hybrid TPEs are in enhancing the competencies of Indonesian language and literature instructors and the reasons for their use.

Participants and data collection procedures

Four conveniently sampled Indonesian language and literature educators from Makassar City took part in a group interview to obtain their perceptions and views towards the difficulties and efficacies of hybrid TPEs meant to enhance their instructional competencies. The researcher sent an invitation letter to schools where teachers participated in in-service hybrid TPEs outlining the objectives and purpose of the research. The invitation also stated the target interviewees as educators teaching Bahasa Indonesian and literary studies who have either participated or recently completed a hybrid teacher professional course. The respondents were reassured that there was no anticipated risk by taking part in the study and that their engagement would be based on voluntary grounds; as such, they may pull out of the interviews at any stage without any penalty. Moreover, their identification data would be kept confidential, and only pseudonyms would be utilized as identifiers. The researcher and four informants who provided verbal and written authorization to willingly participate in the research planned for a two-hour group discussion session to expound on the research questions at a place and time of the respondents' convenience, in a comfortable setting, and free from any probable noise or interruptions.

The interview questions were designed to provoke a discussion that helped the participants to comprehensively describe their perceived effectiveness and challenges of hybrid TPEs vis-à-vis the conventional face-to-face TPE delivery approaches. The interview guide comprised of four broad questions touching on the modalities of the hybrid TPEs, efficacies, lessons that can be drawn from other countries regarding the delivery of TPEs to improve teaching language competencies, and the challenges associated with hybrid TPE models. In line with Jamshed' (2014) and McGrath et al.'s (2019), the interview guide ensured that discussion was focused on the research queries and that all the questions were expounded comprehensively within the set timeline. The thematic analytic design was employed to reveal emerging patterns and themes in the interview responses. The analysis was based on themes identified in existing pieces of literature, and it was performed after systematic description and interpretation of each reaction followed by joint examination and construal of all transcripts to determine the occurrence of patterns.

RESULTS

All the four instructors who participated in the group interview taught Bahasa Indonesia and literary studies and were aged between 32-48 years. Three of them were male, and one was female. When the team was asked about the necessary competencies to teach Bahasa Indonesia and literacy, one of the 34-year-old male teacher (R#1) indicated that "once we attain a four-year higher education diploma on Indonesia language and

literature education, we undergo the pre-service PPG and SM-3T to hone our pedagogic, social, teaching, technical, interpersonal, and personal skills in order to demonstrate mastery and Indonesian language comprehension in learning." Another 28-year-old male instructor (R#2) added that "we are required to be skilful planners, implementers, and evaluators of learning of Bahasa Indonesia language and literature." The 40-year-old female educator R#3 maintained that "we ought to display an understanding and employment of a broad array of instructional techniques, be in a position to supervise lessons as they unfold, successfully anticipate students' linguistic requirements." Lastly, the 48-year-old male tutor stated that "we are needed to exhibit comprehension of the language concepts, theories, and the linguistic material. In particular, we ought to show linguistic mastery associated with the design of language learning materials and comprehending the variety, function, and position of the Indonesian language."

When asked about their views towards the effectiveness of the various TPE delivery modalities, all the respondents except for the R#4 supported the usefulness of blended or hybrid teacher professional development in fostering pedagogic, social, interpersonal, and teaching competencies. R#1 and R#3 concurred that:

Our students' confidence levels in using the Indonesian language, especially those extensively using other mother-tongues after we attended the hybrid TPE program. We attribute the student's improvement in the student's self-assurance skills to the capacity of the blended in-service to allow us to embrace a myriad of pedagogic approaches, which, in turn, heightened the learners' motivation and involvement in-class activities.

R#3 explained that "the hybrid TPE modality has allowed me to be creative when devising instructional lessons. After the training, I learned how to mix short stories and web-based techniques in both the literary and Bahasa Indonesia language lessons." R#2 stated that:

For me, the combination of virtual and face-to-face training modalities offer transformative know acquisition encounters for the in-service Indonesian language and literary studies. In particular, I prefer the blended TPE over the physical one as it encourages peer learning and heightens interactions, which I consider instrumental in mastering literature competencies, especially those associated with the Indonesian culture. Nonetheless, I have missed numerous online classes owing to lack of time, and our teaching schedules are packed as it is, and the regular online classes are just too much.

Only R#4 argued against the hybrid TPE citing that:

Not only do the internet-enabled favour technology-savvy teachers only, but they also are limited to places with internet connectivity. For me, I have missed numerous classes due to the buffering of the Internet, and at times I missed an online exam. In addition, I prefer face-to-face TPEs since I do not believe that the online classes offer the necessary Indonesian language and literature theories, grammar, and phonetics.

DISCUSSION

Teacher enablement is at the crux of Indonesian government efforts to improve the quality of teachers, and it is in line with Law No. 14 of 2005. The rule required academic tutors to educate, teach, guide, direct, train, and evaluate the learners' education at the basic, formal, and high school (Syamsuri et al.: 2020). Nonetheless, the empowerment of educators remains a farfetched idea when its enforcement is not grounded on an appropriate modality. In the past, grade 1-6 Indonesia instructors were needed to earn a two-year diploma to teach officially in elementary schools. However, following the passage of the Law No. 14 of 2005, it was expected that all educators were mandated to acquire a four-year bachelor's degree and teacher

certification, and show professional, social, personal, and pedagogical competencies. To attain the latter set of competencies, the government introduced the in-service TPE, which is administered through either SPADA, face-to-face classroom interactions, or a blend of the two.

From the interview transcripts, three interviewees supported the efficacy of the hybrid TPEs in enhancing Bahasa Indonesia language and literary competencies. In particular, the three respondents concurred that, unlike physical TPE modalities, blended TPEs improved instructional capabilities, and indirect positive effects on student outcomes, arguments that are supported by existing literature. For instance, Dewi (2013) conducted a qualitative investigation to explore how blended TPE profits primary English educators involving in Bandung SEA-Language (BSL) initiative. The author noted that, in classes taught by the blended TPE participants, students displayed heightened confidence in using English as a means of communication, and improved speaking skills; however, there was no change in their writing skills. Similarly, Sumaryanta et al. (2019) noted that a community-based face-to-face enhanced confidence of teachers to express their concerns as they come from one community, while blended TPE enabled the participants to develop a deep mastery of the subject and pedagogical approaches.

R#3 response was in line with Garrison and Kanuka's (2004) argument that the amalgamation of online and face-to-face instructional modalities can generate transformative knowledge acquisition experience for learners since the participants can profit from being associated with a learning community irrespective of whether they are in the same location or apart. Learning potentials are multiplied when the dynamics of face-to-face training is mixed with the potential for reflective and thoughtful virtual instruction (Kocoglu et al.: 2011). Owston et al. (2008) conducted an integrative appraisal of existing pieces of literature to assess the effectiveness of three hybrid TPE programs in fostering on-the-job professional learning. Based on the synthesis of the literature, the authors concluded that a hybrid approach lends itself well to integrating a diversity of designs, including collaborative, school-based, and focused TPEs. For instance, blended training initiatives can be planned to extend to a full academic year or beyond as the instructors are not necessarily removed from classes to attend TPEs. Thus, the teachers may take part in the face-to-face school-based sessions, the online forums can run concurrently during school days, and collaborative communities will be forged when the participants eventually met.

Nonetheless, the blended TPEs are impeded by a diversity of factors. For instance, Hennessy et al. (2015) interviewed six primary school teachers in Zambia to examine the constraining and supporting factors affecting professional training through mobile digital technology. Similarly, Kocoglu et al. (2011) involved n =36 practising English educators in quasi-experimental research to compare the efficacy of face-to-face TPE programs versus blended TPEs in fostering quality of in-service teachers. In the above studies, the participants expressed scepticism about the practicability of knowledge acquired via online platforms in classroom settings, an issue that was also expressed by R#4. Besides, the educators perceived the TPE as a form of distraction and inconvenience to teaching. Furthermore, in other studies, few teachers took part in the online sessions of the hybrid programs, which may be ascribed to the negative view that the TPE programs were additional forms of work that made it difficult for the English teachers to manage their time (Dewi: 2013; Owston et al.: 2008). On the other hand, a hybrid or purely online approach was limited by restricted internet connection, with a large part of Indonesia remaining backward with regards to Internet connectivity.

CONCLUSION

In summary, the study reinforces the argument that hybrid modalities are viable for facilitating TPEs that allow Indonesian language and literature teachers to hone their linguistic, theoretical, pedagogic interpersonal, and class management competencies. The approaches enabled in-service TPEs to be situated in classrooms where educators can learn best; face-to-face sessions strengthened community building; the hybrid conferred access to a virtual community, where mutual sharing and discussions occurred; and have a positive effect on

instructors' classroom pedagogical practices, which, in turn, enhance student attitudes towards achievement and learning. Thus, the Indonesian government should continue supporting the blended TPEs by broadening Internet connectivity across the country. The Indonesian Ministry of Education should also focus on creating awareness among teachers on the significance of TPEs with emphasis on how to translate the knowledge acquired through the diverse modalities into transformative classroom teaching practices. Lastly, the Indonesian government should diversify the mechanisms through which the blended TPEs are designed, such that they do not inconvenience the teachers' and students' classwork.

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