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Development of Competency-Based Learning Management Training Curriculum to Enhance Teachers' Competency

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Abstract

The goals of this study were to: (1) create and evaluate a competency-based learning management training curriculum to improve teachers' competencies; (2) compare teachers' competencies before and after the training curriculum was implemented; and (3) investigate trainees' satisfaction with the competency-based learning management training curriculum to improve teachers' competencies. The following three research and development phases were used in conducting the study: to improve instructors' capabilities, the first step is to establish and evaluate the training program for learning management. The study produced a document that includes training programs that last a total of 24 hours for the learning management training curriculum. Five specialists were given the plans to assess the suitability of the course manual and curriculum for learning management. A guidebook for learning management training was created via study. The study tools comprised a competency-based learning management cognition test ability assessment form for learning management plan creation, a competency-based learning management training curriculum evaluation form, and curriculum manual evaluation form. Then in step two, the training program was put into practice with a sample of 30 participants that was chosen on purpose. This study used a one-group pretest-posttest design, and the data were analyzed using the means, standard deviations, and reliable t-tests, and the third step examined how satisfied trainees were with the execution of the program.

The research results found that: 1. the created training curriculum emphasizes group learning and employs a role-played teaching methodology with 8 components, including the curriculum's background, guiding principles, objectives, content, and structure, as well as training activities, training sessions, instructional materials, assessment, and evaluation. The designed training curriculum scored highly for appropriateness and scored similarly for the curriculum manual in the findings of the curriculum quality evaluation, 2. according to the results of the training curriculum's implementation, (1) teachers' competency-based learning management design knowledge and understanding were significantly higher than before at the .05 level, and (2) teachers' competency-based learning management design ability and evaluation measures were at 70%, which was higher than the stated criteria and significantly higher than before training at the .05 level, and 3. The degree of teachers' satisfaction with the

competence-based learning management training curriculum to improve instructors' competency was 0.5.

Keywords: Curriculum development, Competency-based learning management, Training curriculum

Introduction

The Ministry of Education (2017) adopted the Educational Development Strategic Plan (2019–2022) as part of its educational management strategy. The plan has an urgent agenda that needs to move forward and emphasizes competency-based curricula where the students' abilities are the most important factor. It also trains students in real-world situations so they can develop the skills necessary to be more competitive and adaptable in today's VUCA (volatile, uncertain, complex, ambiguous) environment, to assist students develop their skills in a dynamic, unpredictable, complex, and ambiguous world, Thailand must change the way that high-quality education is delivered. Competence is the result of a person's ability to use information to handle everyday tasks such as managing their jobs, personal life, and problem-solving situations, competency is characterized as a combination of knowledge, abilities, attitudes, and attributes. The capacity to acquire competency successfully is a product of the learner's ability to benefit from proactive learning management and evaluation. Competence is therefore essential for survival, and by employing it to accomplish personal goals, one may act in a way that is advantageous to society. (Rattanapoka, 2008)

In order for teaching and learning at educational institutions to be effective in line with the Ministry of Education (2017) objectives and to serve the needs of students and schools, it is also essential to train pre-service teachers, before finishing their student teaching experiences, students can learn about and grasp competency-based learning management connected with work (Reungsri & Dhedchawanagon, 2021). With this information, they may efficiently manage teaching and learning to satisfy the requirements of students and provide beneficial results for educational institutions. The researcher next went to the area to take part in a learning exchange session with educators in order to jointly explore the issue. It was revealed that small schools in Phetchabun Province had challenges with a lack of teachers, teachers whose specialty did not match the students', student dropouts, and a lack of technology to enhance teaching and learning. In order to address these difficulties, guidelines have been developed under the premise of working to lay a foundation for improving learner quality and teaching students to be good, talented, and joyful. In order to develop information and ideas, as well as skills in line with potential, aptitude, and understanding, the emphasis that must be placed on the learners is to change their roles from those who only absorb knowledge to those who are eager to practice and seek knowledge. The major goals are to: (1) promote the development of future abilities in students by addressing the problem of student dropout brought on by inadequate learning styles, (2) develop opportunities, start a job, earn money while kids are in school, and once students graduate, they may utilize the knowledge gained to

start a profession to relieve the financial burden on their family, (3) create a network between the community and the school to enable more efficient collaboration, parents, experts, and community philosophers may achieve this by imparting their knowledge to kids and motivating them to become community innovators, (4) O-NET learning accomplishment levels increase as reading and writing skills improve, (5) using a learning management system that emphasizes students' abilities that grow in line with future competencies might aid in reducing educational inequities, (6) laying the groundwork for teacher development with an emphasis on the need for the teacher to change into a facilitator and promote successful learning in order to meet teaching standards, to assist pupils acquire skills for the twenty-first century, be a great learning role model by discussing ideas, knowledge, and concerns with others and by promoting, supervising, and organizing learning exchanges, and (7) by managing competency-based learning, combining it with work to produce measurable outcomes, and serving as a good example for raising educational standards in order to achieve stated objectives, increase the effectiveness of the school.

It is essential that teachers are well-prepared in order to properly administer the curriculum and assist students in achieving their objectives in line with national education standards that promote autonomous learning, teamwork, and the growth of strong citizens. Training teachers and other members of the teaching profession in competency-promoting learning will take time, though. As a result, there's a potential that the transition from a curriculum based on standards to one based on competencies would result in worse educational quality. (The Secretariat of the Education Council, 2019) Due to these problems, the researcher created a competency-based learning management training program to help teachers become more competent and provide instructors the tools they need to manage competency-based learning successfully.

Objective

1. To develop and assess the efficacy of a competency-based learning management training program at the elementary school level.

2. To try out the competency-based learning management training curriculum at the basic education level, by the researcher comparison of before and after training competency-based learning management knowledge and comprehension at the elementary school level, and comparison of competency-based learning management skills at the elementary education level following training using the 70% threshold.

3. To conduct research on the students' level of satisfaction with the competency-based learning management course.

Conceptual Framework

The capacity to apply one's knowledge, skills, attitudes, and qualities to one's job or problem-solving in order to reach a particular degree of success is known as competence. Competency is represented via real-world behavior that can be tested and evaluated. Competency is therefore the culmination of knowledge, abilities, attitudes, and other traits that contribute to an individual's or a group's success at work, but every person also possesses

potential, or latent abilities that are present in them but untapped in terms of their potential in various domains, but may not surface until stimulation or learning pertinent to the underlying condition is obtained. If this is the case, continued promotion will result in the person's greater talents in that subject when the potential does emerge. Hence, gaining information and receiving training in procedures or skills that include the development of those desired attributes can help someone become more capable.

Consequently, the purpose of this research is to investigate the creation of a competence-based learning management training curriculum to improve instructors' competency, the conceptual framework of the research may be defined as follows:
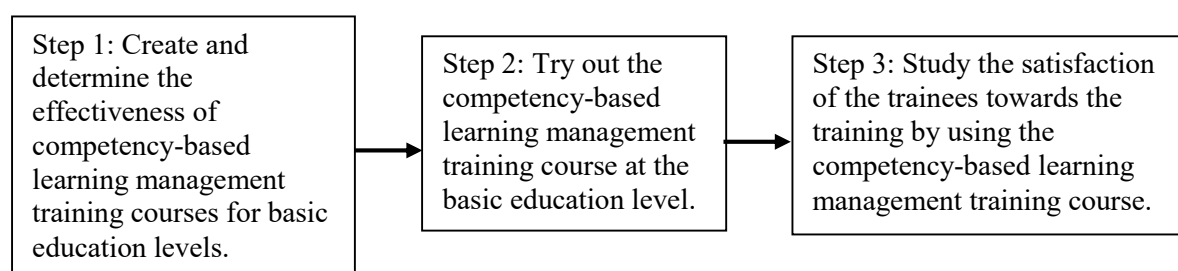
| Step 1: Create and determine the effectiveness of competency-based learning management training courses for basic education levels. | → | Step 2: Try out the competency-based learning management training course at the basic education level. | → | Step 3: Study the satisfaction of the trainees towards the training by using the competency-based learning management training course. |

Figure 1 The Conceptual Framework of the Research

Methodology

Research Methodology

The following procedures and details were used by the researcher to carry out the study in accordance with the research and development method;

Step 1: Create a competency-based learning management training course and evaluate its efficacy.

Research tools

Including as a research tool; (1) learning management programs with a focus on competencies, (2) a guide for implementing competency-based learning management training programs, and (3) a suitable evaluation form for a competency-based learning management training course, as well as an instruction manual for utilizing a competency-based learning management training course.

Steps in developing research tools

1. Training course manual for competency-based learning management.

1.1 Curriculum history refers to the background in the training based on the created curriculum.

1.2 With the help of important educational ideas in curriculum creation, curricular principles determine the scope of the curriculum.

1.3 The following are the curriculum's declared goals, according to the researcher: (1) knowledge is familiarity with and comprehension of competency-based learning management, and (2) performance-based learning management is designed with skills in mind.

1.4 The curriculum is arranged into six training programs that cover knowledge, skills, and attitudes, and the structure of the curriculum considers how effectively the guiding principles of the curriculum relate to its content, which consists of 6 units as follows; unit 1: awareness and knowledge of competency-based learning management, unit 2: creating learning management strategies that are competency-based, unit 3: basic level competency-based learning management, unit 4: administration of competency-based education in secondary education, unit 5: performance review and measurement, and unit 6: monitoring of follow-up and competency-based learning administration.

1.5 The researcher selected training activities in order to align the training activities to the goals and content of the curriculum using the theoretical concepts looked at. By the use of reasonable teaching methods and role-playing games, this allowed pupils to experience cooperative learning. Make sure that each training plan's activities are in keeping with the objectives and content of the curriculum by developing student-centered activities that emphasize practical skills, and the teaching process is divided into 3 steps as follows: step 1 presentation, step 2 practice, and step 3 production.

1.6 The researcher determined how long the training took overall based on the session's content, which covered the participants' foundations. The amount of time required to finish the training's activities determines how long the course will be.

1.7 Instructional media, consisting of (1) guide for learners doing competency-based learning management training courses, (2) a manual for trainers on competency-based learning management training, and (3) lecture slides with Power Point.

1.8 The researcher offers techniques for measuring and assessing the usage of tests to gauge knowledge and comprehension of competency-based learning management, as well as an evaluation form for coming up with learning-based activities. The competency-based learning management training program will be assessed in terms of both cognitive and skill-related factors.

2. Training course manual for competency-based learning management, consisting of; (1) the course manual for training educators contains information on training objectives, trainer instructions, course structure, training activities, training length, training materials, teaching, measuring, and evaluating, six training learning units, and six plans, (2) the trainee's course manual, which contains the trainee's course instructions, knowledge sheet, worksheet, and activity sheet, acts as the trainee's manual of action.

3. Included in the manual for the competency-based learning management training course; (1) identify the topics to be evaluated based on the information gathered, research the specifics of the training course, how to develop the questionnaire, and compose the questionnaire by taking the curriculum into consideration, (2) study the creation and formulation of evaluations, (3) for convenience of use in assessing the caliber of the training course, a curriculum usage manual and a form for evaluating the suitability of the curriculum were produced, the researcher determines the training curriculum's components in this phase,

which is followed by part 1 that covers the analysis of the curriculum's appropriateness using a five-level grading system, part 2 contains further comments and suggestions, (4) the researcher used a five-level rating scale to evaluate the adequacy of the training course and amended the evaluation form in response to the recommendations of five experts after taking the created form to experts for review. Data were examined using means ($\overline{X}$) and standard deviations (S.D.) in comparison to the requirements, where the mean had to be at least 3.50 and not more than 1.00, and the data's mean value was 4.65, with a standard deviation of 0.85, (5) take the evaluation form, and based on expert counsel, make the appropriate adjustments, and (6) provide the experimenters a comprehensive course outline and syllabus.

Data Collection

1．In order to verify the quality of the research instruments for assessing the generated curriculum outline and the course manual, the researcher writes to specialists. The researcher also provides a questionnaire to assess the appropriateness of the training course, together with the prepared curriculum plan and course manual.

2. The questionnaire was resubmitted in order to evaluate the data, and means ($\overline{X}$) and standard deviation were used together with the curriculum handbook and the suitability of the curriculum to accomplish so (S.D.).

3. Use the knowledge gained to make the curriculum and the course manual precise and thorough, resulting in a comprehensive book for experimentation.

Step 2: Try out training programs for competency-based learning management.

The experiment's instrument

The instruments of the experiment consisted of; (1) examples of research tools include instructional materials and course manuals, and (2) the tools used for data collection were the competency-based learning management cognition test and the competency-based learning management activity design evaluation questionnaire.

Process and standards of development for the competence-based learning management competency assessment questionnaire and knowledge and comprehension exam.

1. Cognitive assessments for competency-based learning management were carried out as follows;

1．1 Take the cognitive test, which consists of 3 0 questions with four possible answers for each. The correct solution earns 1 point, while the erroneous response earns 0 points.

1．2 Find the IOC (Index of Item of Objective Congruence), and consider choosing items that have a value from 0.50 or more, which is equal to 0.67-1.00, on the cognitive quiz that was designed to be presented to experts to verify the quality by checking the validity. Bring it to 5 experts to confirm the validity of the issues to be assessed, and the suitability of the content and language used.

1.3 Take the cognitive quiz to determine the level of difficulty and discriminant power by conducting an experiment with 30 non-sample trainees using a 30-item exam. Where the researcher decides to utilize purposive sampling because this method of choosing a sample from the study population is based on the idea of the researcher's own consideration and is

carried out in accordance with the researcher's aims. As a result, the researcher must possess extensive expertise and understanding in the field. Using a difficulty criterion between .20-.80, which has a value between 0.26-0.67, and the discrete power value greater than or equal to .20, which is between 0.28-0.64, a 20-item cognitive test.

1.4 Using the requirements for confidence more than 0.70 and the Kuder & Richardson (1937) KR-20 formula, get the confidence value for the entire article (reliability), which is equal to 0.89.

1.5 Provide a comprehensive test to evaluate students' proficiency in competency-based learning management.

2. Ability assessment form for competency-based learning management the following has been done;

2.1 Determine the purpose and structure of the competency-based learning management competency assessment.

2.2 An analysis of literature and resources related to the assessment of competency-based learning management competencies, including a look at assessment objectives, assessment components, assessment authoring strategies, and assessment scoring guidelines.

2.3 Make an assessment framework that takes into consideration media, learning activities, resources for and equipment used in learning, instructional planning, and assessment.

2.4 A competency-based learning management system evaluation may be made by categorizing the content that students practice into 4 levels and include 15 items on a form of assessment that is structured like a rubric.

2.5 Consider choosing items with a value from 0.50 or higher, which is equal to 0.67-1.00, and submit the created competency-based learning management design competency assessment questionnaire to five experts for quality assurance to check its validity, the appropriateness of the content, and the language used, the validity of the problems to be evaluated will be gauged by the IOC (Index of Item of Objective Congruence).

2.6 Based on input from experts, enhance and amend the competency-based learning management assessment form.

2.7 Fill out the competence-based learning management competency evaluation questionnaire to determine the overall paper's confidence level. With the threshold of confidence larger than 0.70, which is equivalent to 0.88, reliability is calculated using the Cronbach's Alpha coefficient formula (Thayrueakham, 2008).

Data Collection

The procedure for gathering the data for this collection is as follows;

1. The researcher conducted an experimental design experiment by selecting a preliminary pre-experimental design and a one group pretest-posttest design. Teachers from Phrom Phiram Wittaya School, Ban Plukrad School, Chumchon 12 Tatanphrachasarit School, Ban Kaeng Sarit Sena Uppatham School, Banpasak School (Thosaphon Anusorn), and Ban Phu Khat Ruam were chosen as the purposive sampling samples. 30 kids are enrolled in Thai School in the province of Phitsanulok.

2. The pre-experimental design, which is a one-group pretest-posttest design, was chosen by the researcher to perform an experimental design experiment. Teachers from Phrom

Phiram Wittaya School, Ban Plukrad School, Chumchon 1 2 Tatanphrachasarit School, Ban Kaeng Sarit Sena Uppatham School, Banpasak School (Thosaphon Anusorn), and Ban Phu Khat Ruam were chosen as the purposive samples, there are 30 pupils enrolled in Thai School in Phitsanulok Province.

Preparation before Training

It is possible to become ready for training by; (1) the researcher selects a school for the curriculum trial and coordinates the training date, time, and place with the school, (2) the day before the training practice, the documents and instructional materials should be ready, and (3) arrange a one-day meeting to outline the project and training timetable.

Training Operations

1 . A discussion of the curriculum and program for teacher training is followed by a cognitive evaluation of competency-based learning management.

2 . Provide instruction for the present teachers in line with the training unit, the researcher set up a room, and after instructing every unit, they collated the training's results and other suggestions.

3 . Competency-based learning management knowledge, comprehension, and the capacity to create such management are all tested.

4. The variances in training capacity for competency-based learning management were compared in the ways listed below; (1) knowledge and understanding of teacher competency-based learning management before to and following training, and (2) following training, performance of the competency-based learning management system is assessed and compared to the benchmark of 70%.

Data Analysis

1 . Results from the cognitive competence-based learning management exam were assessed by means and standard deviation and statistically significant at the.0 5 level using a dependent t-test and a software program.

2 . Finding the mean and the standard deviation for the performance assessment data for the competency-based learning management design and comparing the findings with the assessment results for the competency-based learning management design following training t-test on one sample, with the given conditions, and calculated using a statistical software program.

While a t-test is used to test one or more sample groups, it is also utilized to test the means when picking a hypothesis statistic to test the means. The basic terms of the t-test were as follows: (1) the sample was drawn at random, (2) the distribution of the population was normal, (3) the data were on the Interval scale or higher, and (4) the population variance is unknown.

Step 3: Research the students' satisfaction with the competency-based learning management training program.

Research Tools

The trainees' satisfaction survey on the competency-based learning management course.

Steps in developing research tools

1．Research the principles of curriculum assessment, read articles, books, and studies relevant to the establishment of training curricula, and categorize the framework for assessment into three groups.

1．1 The trainees' satisfaction with the curriculum, the curriculum handbook, the training materials, duration, and location procedure is the input component for the assessment's scope, including the satisfaction of the trainees in terms of training planning, conducting training, using instructional media, measuring and evaluating results, outputs include the creation of a 5-level rating scale, the use of information learned through training, and the pleasure of the receivers' training.

1.2 Determine the structure and purpose of the tool.

1.3 As a tool for data collection, a form that evaluates learner satisfaction with the competency-based learning management training program in terms of input, process, and output was created; the scale is about a 5-level Likert scale.

2．Take the generated assessment form and show it to 5 experts to check its validity, quality, suitability, and validity of the issues to be assessed, as well as the content and language used, to find the IOC (Index of Item of Objective Congruence), consider choosing items with a value of 0.50 or more, which is equal to 0.67-1.00.

3. In accordance with recommendations from experts, enhance and update the trainees' satisfaction survey for the competency-based learning management training program.

4．The satisfaction assessment form of the trainees towards the competency-based learning management training program was used to find the confidence value by using the alpha coefficient formula of Cronbach (Sombat Thayrueakham, 2008), using the criterion of confidence greater than 0.70 or more, which is equal to 0.87.

5．Create a questionnaire to collect data on the satisfaction levels of the learners with the whole competency-based learning management training program.

Data Collection

After the end of the experiment, the researcher distributed a satisfaction questionnaire to assess the trainees' satisfaction with the competency-based learning management training course to answer the satisfaction questionnaire, and analyzed the data by means and values, standard deviation, and compare it with a given criterion.

Data Analysis

1．The information obtained from the satisfaction assessment form of the trainees towards the competency-based learning management training courses in all 3 aspects. Finding the mean and standard deviation allowed for an analysis of the input component, the process aspect, and the output aspect.

2．Data were analyzed using content analysis, grouping, and frequency determination to provide general recommendations and comments about the training program, an acceptable standard is to have an average of 3.50 or above.

Results

The research results are as follows competency-based learning management training program development and effectiveness, which includes; the process of creating a training course includes 8 components: the course background, the course principles, the course aims, the course structure, the activities, the training, the length of the training, the teaching materials, measurement, and evaluation, the essence of each of these components is as follows the competency-based learning management training course background of the curriculum, the development of the competency-based learning management training course has the following principles and reasons;（1）it is a curriculum that responds to the needs of society and the position in which instructors find themselves today, with the intention of developing a very competency-based learning management system, (2) the development of learning management systems that take into account teachers' abilities to plan effective activities, and（3）it is a competency-based learning management training course designed to improve teachers' competencies across the board, including knowledge, understanding of skills, and attitude.

Course Principles

However, the principles of the course will consist of;（1）it is a training program that emphasizes role-playing as a teaching tool and cooperative learning theory,（2）it is a course that stresses both learning and practice, with a focus on the actual practice process.

Aim of the Course

When referring to the aims of the course, they include;（1）to educate learners about and help them understand competency-based learning management, (2) in order for the students to build a learning management system based on competencies,（3）to foster in learners a positive outlook toward performance-based learning management activities.

Course Structure

Is the structure of the curriculum taking into account the suitability of the curriculum principles, for the content of the curriculum prepared as a total of 6 training learning units, and a total of 6 lesson plans covering knowledge, skills and attitudes, as mentioned above in clause 1.4.

Training Activities

The training emphasizes practical training utilizing the following approaches: cooperative learning and teaching methods employing role playing with two ideas as a basis, and practical. The training is student-centered. Setting the teaching process into three steps—presentation, practice, and production—allows for the organization of student-centered activities that concentrate on the practice process as well as activities in each training plan that concentrate on the curriculum's objectives and content.

Training Period

By scheduling training in the Educational Innovation Room, the entire course's training will last 24 hours.

Instructional media

Instructional media, consisting of (1) guide for learners doing competency-based learning management training courses, (2) a manual for trainers on competency-based learning management training, and (3) lecture slides with Power Point.

Evaluation and Measurement

The researcher used measurements and evaluations, as follows; (1) prior to and following the training, students must pass a knowledge exam that gauges their comprehension of competency-based learning management by receiving at least 70% of the possible points, (2) the post-training competency of the learners, with a minimum score of 70% required, will be used to evaluate the learning management system's performance.

Summarize the results of the research

The researcher can conclude as follows;

1. It was discovered that five experts agreed that the overall competency-based learning management training courses were acceptable at a high level after evaluating the efficacy of training courses, their applicability, and course manuals. The overall performance-based learning management training curriculum handbook was adequate at a high level ($\overline{X} = 4.32$, S.D. = 0.13), and it scored well ($\overline{X} = 4.14$, S.D. = 0.15). The content adaptation to be timely, the training activities should be cut out for some units, to meet the required time, the duration must be adapted to the content of the training, and the media used in the training finds that is appropriate. The findings of the content appropriateness audit, the learning management training's content competency-based training activities, its duration, and its instructional resources.

2. The effectiveness of competency-based learning management training programs was evaluated with 30 teachers in the province of Phitsanulok target schools, the findings revealed; (1) participants in the training course significantly improved their knowledge and comprehension of competency-based learning management after training compared to before training at the .05 level, and (2) the competency-based learning management training program's participants were able to provide competency-based learning management that was statistically significant at the .05 level and surpassed the standards after training.

3. Results of a study of learners' satisfaction in the learning management training course showed that learners' overall satisfaction was at a high level ($\overline{X} = 4.58$, S.D. = 0.46), with satisfaction on the input factor process and productivity, respectively. In this study, learners' perceptions of a competency-based learning management training course were examined.

Discussions

From the research results for the development of a competency-based learning management training curriculum, the researchers discussed the interesting results as follows;

1. The researcher developed a curriculum for training courses that includes background knowledge, guiding principles, objectives, a framework, training activities, training duration, instructional materials, measurement, and assessment. This is in line with Buasri (1999) assertion that a training program consists of seven elements: principles and justifications; competencies to be developed; program objectives; content; activities and duration; media used in training; measuring and evaluating; and preparation of a course manual and presentation of it to five experts for review of the training course's suitability, the overall competency-based learning management training course manual is appropriate at a high level ($\overline{X}$ = 4.14, S.D. = 0.15), and the overall is appropriate at a high level ($\overline{X}$ = 4.32, S.D. = 0.13). Additionally, the researcher has looked into and fixed the training course's flaws. The outcomes of the training course development process, which includes training course development, training course implementation, evaluation of the effectiveness of the training, and improvements prior to implementation, are the results of the training course evaluation, by letting experts check suitability, where all assessment results are at a high level of suitability. The development of training curricula involves five steps, according to Thareekate et al. (2016) research: the study and analysis of fundamental data, the development of the curricula, the confirmation of their effectiveness, the implementation of the curricula, monitoring, evaluation, and course improvement. The researcher's curriculum development process follows the curriculum development process, which begins by developing a training curriculum suitable for requirements as well as the suitability of the expert course, and the expert course has been revised and put to trial. As a result, the researcher's curriculum can be effectively tested based on the results of the appropriateness assessment.

2. Training course trial the training curriculum trial was used to bring the revised curriculum to the sample group, namely teachers at Phrom Phiram Wittaya School, Ban Plukrad school, Chumchon 12 Tatanphrachasarit School, Ban Kaeng Sarit Sena Uppatham School, Banpasak School (Thosaphon Anusorn), and Ban Phu Khat Ruam. Thai School, in Phitsanulok Province, total of 30 students. Before training, attitudes toward competency-based learning activities were evaluated, and training was carried out in accordance with the curriculum's two stages section, these tests were conducted as part of the curriculum trial to gauge participants' competency-based learning management knowledge and understanding. Including the first step is preparation and training, and the second step Conducting and post-training tests were performed to measure cognition and attitude, and assessed competency-based learning management design capabilities. After three days of training, it was discovered that the trainees had greater knowledge and comprehension than they had previously, as well as greater competency-based learning management design skills than the required ones. The results of the curriculum trials that should be discussed are as follows;

2.1 According to a comparison of teachers' knowledge and understanding of competency-based learning management before and after training, it was found that after training, instructors had a much greater level of knowledge and understanding (0.05 level). This is so that the competency-based learning management training program, which was developed using a trainee-centered approach to training and the content of a 6-unit curriculum, can satisfy instructors' needs. The researcher used this information to choose the training materials for various units. Thus, it can be argued that the developed curriculum is in line with the core knowledge that instructors possess and may help in resolving the issue of constructing learning activities by focusing on and carrying out activities in comprehensive training in its totality. The activities that trainees complete independently, resulting in effective learning, are the main reason teachers have a better understanding of the design of learning activities, and the course manual that the trainees are provided is a document with complete details that can be studied and reviewed on their own.

2.2 It was determined from the evaluation of competency-based learning activity design competency that the evaluation of competency-based learning management capacity after training was higher than the threshold of 70%, statistically significant at the level .05. Since the training curriculum was developed and made available for 24 hours of training, more information has been learned from the training, and teachers now have greater confidence in the learning management system's design. Also, the training exercises involve working in small groups and pairs while utilizing cooperative learning and role-playing teaching methods. All of these skills the capacity to design competency-based learning management activities, get to know one another in the group, and gladly carry out the responsibilities assigned to them are promoted. According to Khammanee (2012), learning is frequently designed so that students can put what they have learned to use right away. This promotes self-development and lifelong learning, and learner-centeredness causes students to become more aware of their surroundings, which leads to effective learning.

3. The satisfaction of the learners with their training was examined using the competency-based learning management training program, the findings indicated that they were quite happy with the curriculum, as well as with the inputs and processes, and outputs.

3.1 Aspects of the input: It was found that the trainees were satisfied with the course objectives, content, arrangement of the material, course manual, media, expertise of the training provider, duration, and location. The training course manual used a variety of uses, including activities, practice exercises, and Power Point lectures, so it was determined that the three areas where the satisfaction study's findings were most appropriate were the content organization, training course manual, and training venue suitability. The training was therefore easier to understand as a result. Also, the data was appropriately structured, and the training environment was appropriate, indicating that the training program used efficient performance training.

3.2 It was discovered during the training process that teachers were extremely satisfied with the overall standard; there was a step-by-step plan for conducting practical training; the training was conducted appropriately for the trainees; and there were participate in activities during training, which assessed all three aspects of the training course.

3.3 Regarding their overall productivity, teachers were very happy with their understanding of all six learning plans, their capacity to design efficient performance-based learning management activities, their ability to put what they had learned into practice in their daily lives and at work, and their ability to pass on their knowledge to others and advance it in the future.

Conclusion and suggestions

Suggestions for implementing the training course

1. Before implementing the curriculum, instructors should have a firm grasp of the rules and procedures for conducting training in line with competency-based learning management training courses and instruction manuals. This will enable them to carry out duties in line with training plans, instructional materials, measurement, and assessment, and it will guarantee that all students have a shared knowledge of their responsibilities and are motivated to complete tasks throughout the course.

2. By talking, asking questions, and allotting ample time for each activity, trainers should provide teachers the flexibility to fully demonstrate their cognitive abilities.

3. In order to make the training effective and advantageous for the teachers, trainers should adapt the execution of the curriculum to the demands of the instructors.

Suggestions for further research

1. To increase the skills of its instructors, every school should develop a competency-based learning management training program.

2. The trial of a competence-based learning management system should last longer to enhance instructor competency.

3. Competency-based learning management training should be designed to enhance the skills of teachers in all subject areas.

New knowledge and the effects on society and communities

Findings from the research contribute to the enhancement of inquiry skills, critical thinking and critical thinking, reasoning, creativity, learning, communication, cooperation, working as a team, leadership, entrepreneurship, problem solving, living with others and multitasking skills, these skills are necessary for teaching professional experience and future careers. Due to the fact that teachers interact with the community, society, and parents of children on a daily basis, they must possess a full set of competencies. Competencies are sets of observable qualities and abilities that make it possible to do a job and constantly increase its effectiveness. As a result, successful performance in individual tasks requires a collection of knowledge, abilities, skills, experience, and behaviors. These competencies may be assessed and trained to improve.

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