

## Effectiveness of Service in the Education Process for the Formation of Police NCOs at the Gorontalo Regional Police State Police School (SPN)

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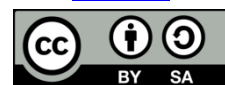
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### ABSTRACT

This study aims to evaluate the effectiveness of services in the education process of forming Bintara Polri at the State Police School (SPN) Polda Gorontalo based on three main dimensions of the theory of effectiveness according to Steers, namely goal achievement, integration, and adaptation. The method used in this study is a qualitative descriptive approach with data collection techniques through observation, in-depth interviews, and documentation studies. The main focus of this study is to examine and describe the extent to which academic services at SPN Polda Gorontalo have achieved institutional goals, built integration between units, and demonstrated adaptive capacity to change. The results of the study indicate that in the dimension of goal achievement, services in the education process of forming Bintara Polri at SPN Polda Gorontalo have a clear goal of forming competent and disciplined serdik, but its achievement is still constrained by the high level of remedial and irregular schedules. Planning and evaluation have been carried out, but have not been able to close the competency gap. Integration between internal sections is going quite well, but external cooperation and the use of information technology are still very limited, hampering innovation and academic renewal. In terms of adaptation, instructor recruitment and placement have not fully considered academic competence, the response to regulatory changes is still slow, and facilities and training are not evenly distributed. Overall, SPN Polda Gorontalo needs to strengthen learning strategies, external collaboration, and development of HR capacity and learning facilities to improve the quality of service in the education process of forming Bintara Polri as a whole.

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## INTRODUCTION

The importance of service effectiveness in the police education process is a strategic issue in ensuring the quality of professional and integrated Polri human resources. Public administration as the foundation of government management, in this context, includes public services that directly reflect the performance of the institution towards the community. In the Gorontalo Police State Police School (SPN) environment, academic services to students (*serdik*) are an important indicator of educational success. The theory of organizational effectiveness by Richard M. Steers (in Akmal et al., 2022) provides an analytical framework through three dimensions: goal achievement, integration, and adaptation. A number of literatures support this approach, such as research by Anwar et al. (2018) regarding the performance of lecturers in meeting academic service quality standards, and Aini (2019) who applied the principle of good governance in evaluating public services. Meanwhile, Bolinget & Soliba (2024) highlighted the success of managing a relevant blended learning curriculum in learning innovation at SPN. The perspective of Wimshurst & Ransley (2007) reinforces the importance of integrating higher education into police training to improve accountability and professionalism, and Williams et al. (2019) emphasized the importance of developing a qualification framework to bridge the gap between practice and theory.

Although various studies have made significant contributions, there is still a gap in the literature regarding the effectiveness of health services in the process of education for the formation of Bintara Polriat SPN Polda Gorontalo based on the Steers approach. Challenges in the aspect of achieving goals are evident from the high frequency of remedial activities that disrupt the smooth running of the tiered learning system, indicating that the achievement of *serdik* competencies is not yet optimal. In terms of integration, the lack of external collaboration between SPN and educational institutions or professional communities hinders the exchange of innovations. Meanwhile, in terms of adaptation, obstacles lie in the quality of teaching human resources that have not been certified and limited facilities such as classrooms and library facilities. Therefore, this research is important to fill this gap through a study based on the local context, the semi-military education system, and the specific conditions of SPN Polda Gorontalo. The results are expected to not only strengthen theoretical contributions to public administration science, but also provide practical recommendations for strengthening the academic system and police education governance that are more responsive to the demands of the times.

## LITERATURE REVIEW

### *A. Public Administration*

Public administration is understood as a series of activities for arranging and managing main work carried out collectively with the aim of achieving common goals, as explained in the basic concept of administration from Liang Gie which states that "administration is a series of activities for arranging main work" (Firdaus et al., 2023). Public administration is a system that provides services to the community based on laws and regulations; this is reflected in the definition of public services according to Law Number 25 of 2009 which states that the definition of public services is activities

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to meet service needs in accordance with laws and regulations (Maryam & Tryatmaja, 2024).

Public administration can also be interpreted as a paradigm that has shifted from the traditional model (Old Public Administration) to a contemporary paradigm, such as New Public Management and New Public Service which prioritize community participation and orientation (Zulkenedi et al., 2023; Supriyadi, 2021). From a governance perspective, public administration is the application of good governance principles that integrate transparency, accountability, and citizen participation, thereby increasing the quality of service and public trust (Zuliah & Pulungan, 2020).

Public administration includes the process of collecting, processing, and presenting administrative data that supports strategic decision-making in the government environment, thus ensuring accurate and efficient service delivery (Rahmawati & Fatmawati, 2020). As part of bureaucratic management, public administration is defined as a system that emphasizes operational efficiency and effectiveness through management reform and comparative learning of practices (Haryono, 2021).

Public administration also has a collaborative dimension, namely as a process of synergy between various institutions and government units to achieve common goals through cross-sector cooperation (Abidin et al., 2021). Along with technological developments, public administration is defined as the application of digital innovation—for example through e-government—which aims to improve the quality, speed, and transparency of public services (Tere et al., 2024).

Public administration can also be understood as a scientific discipline that studies the dynamics and shifts in values, culture, and paradigms of governance, including efforts to prevent corruption through analysis of the perspective of public officials (Sutangsa, 2024).

In the framework of public services, public administration is a mechanism for implementing responsive, integrated, and systematic policies, so that it can produce effective services for the community (Septiandika et al., 2022). From a normative perspective, public administration is a process of organizing government based on ethical principles, administrative law, and social piety values among State Civil Apparatus (ASN) to achieve clean and transparent governance (Amirudin & Ramadhani, 2024).

Public administration also plays a role as a strategic function of government that integrates planning, policy making, and operational implementation to adapt to the dynamics of the global environment and the needs of society (Maryam et al., 2016). With the digital transformation, public administration is defined as the development of an integrated information and data management system that supports decision-making, increases transparency, and simplifies service processes at various levels of government (Baskoro et al., 2023).

Public administration is not only technical, but also accommodates local wisdom values and organizational culture, so that its implementation system can be adjusted to the social and cultural context of each region (Saputra et al., 2018; Ethelbert et al., 2022). Finally, public administration is a system that combines aspects of operational efficiency with strengthening relations between the government and the community through practices of transparency, accountability, and integration of cultural values, thus creating a holistic and responsive administrative process (Abidin et al., 2021).

## ***B. Public service***

According to Fadhilah et al. (2021), public service is an activity carried out by individuals or groups based on material factors, through certain systems, procedures, and methods, in order to fulfill the interests and needs of others in accordance with their rights. Maryam & Tryatmaja (2024) define public service as a series of activities carried out to fulfill the needs of public services in accordance with the provisions stipulated in laws and regulations, specifically referring to Law Number 25 of 2009. Kurniati (2023) also states that public service includes all forms of public services provided by the government in the form of goods or services, with the aim of fulfilling the needs of the community and enforcing law and social order.

Duri et al. (2022) describe public services as activities or a series of administrative activities carried out to fulfill the rights of every citizen and resident, on the basis of compliance with applicable laws and regulations.

Through the service quality evaluation approach, public services also involve measuring public satisfaction based on evaluative processes, such as those carried out in e-KTP services. In the digital era, public services also include electronic-based administrative services designed to improve efficiency and speed in delivering information, reflecting the digital transformation in public services (Pratiwi et al., 2021).

Rokhman et al. (2023) define public service as an elaboration of the administrative functions of government that are oriented towards achieving good governance, through the application of ethical and moral values that underlie optimal service to the community. Muhaimin et al. (2023) state that public service is a form of government service delivery based on government ethics, which emphasizes transparency, accountability, and public trust in the bureaucratic process. Timbuleng et al. (2023) state that public service is an activity that must integrate ethical considerations as an effort to avoid inequality in policy, ensuring that each service is in accordance with applicable moral and professional standards.

Bisri & Asmoro (2019) define public services as all activities aimed at meeting the basic needs of every citizen, where the provision of goods, services, or administrative services is guaranteed as a basic right that must be fulfilled equally. Setiawati (2024) sees public services as strategic activities supported by dynamic management, where operational effectiveness, efficiency, and stakeholder satisfaction are achieved through the integration of a strategic management approach that is adaptive to environmental changes. Utari & Priyanti (2021) state that e-government-based public services are the process of organizing government services that integrate information technology to facilitate access and improve service quality.

Sobari (2019) defines public service as an effort to organize services that not only focus on meeting the needs of the community, but also apply the values of integrity, ethics, and service standards that have been set to ensure justice and transparency. Wawan & Mayrudin (2020) define public service as a process of interaction between public officials and the community that focuses on the application of ethics in the behavior of officials, so that the quality of service reflects a commitment to justice, professionalism, and excellent service. Hendrawan et al. (2024) see public service as the implementation of Standard Operating Procedures (SOP) which are structurally designed to optimize the service process, ensuring that each stage is carried out systematically and meets ethical principles and responsiveness to community needs.

Through the synthesis of various definitions, it can be concluded that public service is a multifaceted concept. It includes administrative, legal, ethical, and managerial aspects which together aim to realize effective, efficient, fair, transparent, and accountable services for the entire community, and support the creation of good governance in every government administration.

### *C. Effectiveness of Public Services*

The effectiveness of public services is defined as the ability of a government agency to achieve optimal service goals so that it can meet the expectations and needs of the community as a whole, and increase user satisfaction through a professional and transparent process (Iriawan, 2023; Sukawati et al., 2024). Effectiveness also means achieving the output and outcome of services that have been set, where the success of measuring is carried out through indicators such as the quality, speed, and accuracy of the services provided (Hermawan et al., 2020; Murtini & Puspaningtyas, 2023). In the context of New Public Management (NPM), the effectiveness of public services is defined as the application of private sector management principles by government agencies to achieve efficiency, effectiveness, and improve the quality of services (Edward et al., 2024).

The effectiveness of public services can be measured through four main approaches, including: resource, process, target, and productivity approaches, so that each dimension plays a role in realizing quality services (Hermawan et al., 2020; Prihartono & Tuti, 2023). Understanding effectiveness also includes solving problems in a timely and adaptive manner, especially in urgent situations, by utilizing bureaucratic discretionary policies that allow for problem solving even though there are limited binding regulations (Suprpto & Malik, 2019). From the perspective of bureaucratic accountability, the effectiveness of public services means that there is harmony between policies, implementation, and accountability supported by transparency and participation mechanisms both within the government apparatus and in interactions with the public (Asmarani, 2023).

Effectiveness is also defined as a balance between public expectations and the realization of services provided. This means that there is a match between user expectations and service performance as measured through public satisfaction evaluations (Sukawati et al., 2024; Murtini & Puspaningtyas, 2023). In the implementation of e-government, the effectiveness of public services is realized through the optimization of website content and digital platforms that are not only informative, but also increase trust, reliability, and ease of access for the public (Hanafi, 2020; Prihartono & Tuti, 2023). Digital innovation allows the definition of public service effectiveness as collaboration between agencies and between the government and the public which results in increased openness of information and overall service quality (Eprilianto et al., 2020).

Studies in the new normal era show that the effectiveness of public services can be interpreted as the ability of the system to adapt to emergency conditions (e.g. a pandemic) while still providing responsive and safe services, as seen in the SIM Corner service (Revia & Widiyarta, 2022). Effectiveness is also often defined in terms of the performance of government officials. This includes punctuality, work discipline, and employee dedication in carrying out tasks that have a direct impact on improving the quality of services provided (Attamimi, 2022). In operational practice, the effectiveness of public services is measured through operational performance that refers to standard

operating procedures (SOPs) that guarantee the accuracy and timeliness of services, such as in the issuance of official documents (Ghunu et al., 2024).

From a public transportation perspective, public service effectiveness is defined as the ability of service providers to integrate aspects of achieving operational goals, timely implementation, and adaptation to changes in demand and the operational environment (Hertati et al., 2021). Employee performance evaluation in the context of public services shows that effectiveness is achieved by realizing services that are easily accessible, fast, free from extortion, and based on the principles of good governance, which involve active participation and accountability (Aini, 2019; Asmarani, 2023). Finally, public service effectiveness can be interpreted as a digital transformation strategy that optimizes the use of information technology to increase responsiveness and integration between complaint management systems and services, so that more efficient and integrated services are created (Santoso et al., 2024).

In the synthesis of the definitions above, each understanding is based on a different but complementary approach, reflecting the complexity of the concept of effectiveness in the context of public services in Indonesia.

#### ***D. Service in the process of education for the formation of Bintara Polri at the National Police School***

Services in the education process for the formation of Bintara Polri are a series of structured processes that include planning, implementation, assessment, and follow-up of academic supervision to improve the quality of learning, especially through coordination between leaders, supervisors, and educators in the school environment (Sanoto, 2021; Saputri & Darsinah, 2023). Academic services at the National Police School can be defined as a support system that provides administrative services and educational assistance, thus supporting learning activities that focus on character formation and competence of prospective police officers (Wajdi et al., 2022). Academic services include integrated management of academic information through the use of information and communication technology (ICT), in order to increase efficiency in data processing, information access, and transparency of learning reports (Fauzi et al., 2022; Wijaya & Risdiansyah, 2020).

Services in the education process for the formation of Bintara Polri in the National Police School environment are an academic supervision mechanism that applies an integrated management model, which begins with strategic planning and continues with periodic evaluations to ensure that educational quality standards are met (Sanoto, 2021). The definition of services in the education process for the formation of Bintara Polri also refers to the provision of facilities and resources to support learning, which allow all elements of the academic community to gain access to information fairly and quickly (Wijaya & Risdiansyah, 2020). Services in the education process for the formation of Bintara Polri are a form of institutional service that integrates the role of leadership in formulating and implementing educational policies, thereby supporting the growth of academic competence as well as the professionalism of prospective police members (Wajdi et al., 2022).

Services in the process of education for the formation of Bintara Polri are defined as a systematic evaluation mechanism that facilitates periodic assessment of academic performance and teacher supervision, in order to ensure improved learning quality and development of student competencies (Saputri & Darsinah, 2023). In the context of

services in the process of education for the formation of Bintara Polri, there is synergy between managers, educators, and supervisors who work together to facilitate an effective and efficient learning process, so that each academic activity is optimally integrated (Sanoto, 2021; Fauzi et al., 2022). Services in the process of education for the formation of Bintara Polri are interpreted as technical support in the form of an education management information system, which contains academic data, evaluations, and reporting, supporting the decision-making system at the leadership level of the State Police School (Wijaya & Risdiansyah, 2020).

Services in the process of education for the formation of Bintara Polri also contain a process of innovation in teaching methods, where the implementation of online and offline learning is adjusted to the needs and circumstances, in order to face the challenges of modern education in the digital era (Tessalonika et al., 2021). Services in the process of education for the formation of Bintara Polri are an integrated service system that applies the principles of transparency, accountability, and accuracy of information, so that every academic data can be accessed and accounted for appropriately (Wijaya & Risdiansyah, 2020). Another definition describes academic services as a manifestation of the implementation of educational policies that apply minimum service standards, so that every education sector in the National Police School gets quality assurance in the learning process (Adam & Zainuddin, 2024).

Services in the process of education for the formation of Bintara Polri can be seen as holistic support services, which not only prioritize academic aspects, but also support student welfare through guidance, counseling, and supervision to improve overall achievement (Mohamad et al., 2016). Services in the process of education for the formation of Bintara Polri include the process of providing information that is integrated with the development of soft skills and non-academic aspects, so as to produce graduates who are not only intellectually intelligent but also have high integrity and professionalism (Mohamad et al., 2016). Finally, services in the process of education for the formation of Bintara Polri can be understood as an effective communication and interaction mechanism between management, teachers, and students, by utilizing modern communication tools and team collaboration to support the efficiency and integrity of the learning process at the State Police School (Fauzi et al., 2022; Wijaya & Risdiansyah, 2020).

## METHOD

This study uses a qualitative approach. The researcher acts as the main instrument and collects data in a natural context. Three main techniques are used in data collection, namely: semi-structured interviews, to explore the views, experiences, feelings, and knowledge of informants in depth, frank observation, carried out simultaneously with interviews to record real conditions and behavior in the field, documentation, used to complement data from interviews and observations with written and visual evidence, both from internal SPN documents and external sources. Informants are determined using a purposive sampling technique, namely selection based on certain considerations regarding parties who are considered to know the most and are relevant to the research topic. Informants consist of: 1 Head of SPN, 3 educators/instructors/caregivers, and 5 students, a total of 9 people. Data analysis follows the Miles and Huberman model. Research on the effectiveness of services using the Miles and Huberman data analysis model shows a systematic approach to evaluating services through three main stages, namely data reduction, data presentation, and drawing conclusions or verification (Annisa et al., 2023; Rosnah &

Kasim, 2022). Three stages of data reduction (selection and simplification of relevant data), data presentation (arranging data in the form of descriptive narratives or tables to facilitate analysis), and drawing conclusions and verification (formulating findings, comparing between sources, and reflecting on data consistency). Data validity is tested by triangulation of techniques and sources, namely comparing data from interviews, observations, and documentation. If differences are found, the researcher re-clarifies with the informant. Validity is strengthened by detailed reporting and audits from academic supervisors.

## RESEARCH RESULT

### A. Goal Achievement

Services in the process of education for the formation of Bintara Polri at SPN Polda Gorontalo aims for each serdik to achieve academic competency standards and disciplinary attitudes. This was emphasized by the resource person:

*"The main objective of service in the education process for the formation of Bintara Polri at SPN Polda Gorontalo is to ensure that each student (serdik) achieves academic competency standards and disciplinary attitudes in accordance with the police education curriculum."*

Planning is done in stages. In the short term, focus on materials and periodic evaluation. The long term emphasizes character building and technical skills. However, remedial activities often interfere with:

*"The high frequency of remedial or HER (grade improvement) activities often disrupts the progress of these stages and forces changes to the training schedule."*

Success indicators such as final grades, attendance, and discipline have been used, but are not yet optimal:

*"There are still many students who have not reached the minimum standard and must take remedial courses, which reflects a gap in achieving academic competency."*

The strategies implemented are material distribution, gradual evaluation, and coaching. Unfortunately, remedial makes the schedule tight:

*"This process is often disrupted by remedial work which causes a backlog of agendas and irregularities in the implementation of the schedule."*

Evaluation is done through teacher meetings and feedback:

*"However, evaluations often show that a large number of students require repeating material, indicating that the overall goal has not been achieved."*

The interview results show that the main objective of service in the education process of forming Bintara Polri at SPN Polda Gorontalo is to ensure that students (serdik) achieve academic and disciplinary competency standards according to the police curriculum. This objective is realized through a learning evaluation system, mental and physical readiness, and professional character development.

Planning is done in stages, starting from the delivery of materials and evaluation in the short term to the formation of character in the long term. However, the high frequency of remedial often disrupts the schedule and achievement of targets. Indicators of success such as final evaluation, attendance, and discipline have been implemented, although many students have not reached the minimum standard.

The service strategy in the education process of forming Bintara Polri includes gradual learning, periodic evaluation, and coaching. Unfortunately, repeated remedial causes a pile-up of agendas. Evaluation of success is carried out through value recaps, teacher meetings, and feedback, but shows that the achievement of goals is not optimal.

## **B. Integration**

The socialization of academic programs is still traditional, through roll calls and direct announcements:

*"Socialization is carried out through morning assembly, direct announcements, and guidebooks."*

Unfortunately, there is no use of modern media and minimal involvement of external parties:

*"Limitations in the use of modern communication media and lack of involvement of external parties limit the scope of socialization."*

Cooperation between institutions is not yet optimal:

*"SPN has not optimally established synergy with external educational institutions, NGOs, or the police professional community."*

Internal communication system is good, but external is weak:

*"Internal communication works well within the command structure. However, external communication... is still rare so innovation is difficult to develop."*

There is no formal cooperation with external agencies:

*"There has been no structured cooperation with external agencies."*

Internal cooperation is quite good, but between sectors is weak:

*"Cross-sector or inter-institutional cooperation is not yet optimal."*

The socialization of academic policies is carried out through morning assembly, direct announcements, and guidebooks. The limited use of information technology and digital media limits the effectiveness of information dissemination. In addition, synergy with external institutions such as NGOs and universities has not been significantly established.

Internal communication is good within the command structure, but the lack of external benchmarking slows down innovation. Cooperation with external agencies has not been systematically structured. The level of integration between parts within SPN is quite good, but cross-institutional cooperation is still not optimal to ensure the improvement of the quality of academic services.

## **C. Adaptation**

Instructors are recruited based on field experience:

*"Instructor recruitment is based on technical needs and field experience."*

However, some are not yet certified:

*"Most of them do not yet have formal certification as educators."*

Staff placement is based on rank and experience, not academic competence:

*"Adjustment to educational background or academic competence has not been fully considered."*

Adaptation to new regulations is still slow:

*"Often not quick to respond to changes from the center or the dynamics of field needs."*

Adaptation challenges include limited human resources and facilities:

*"Limited certified human resources, inadequate facilities such as limited classrooms, and lack of access to the latest literature sources."*

Training is conducted, but is uneven:

*"Training is conducted periodically, but not all teachers get the opportunity due to budget constraints."*

Instructor recruitment prioritizes field experience, but the majority do not yet have certification as educators. Staff placement is based more on rank and experience

than academic competence. Adaptation to new regulations is done internally, but is slow to respond to central policies or changes in field needs.

Adaptation constraints include limited certified human resources, educational facilities such as classrooms and literature, and lack of training and learning technology. Training is carried out, but has not reached all teachers due to budget and facility limitations.

## **DISCUSSION**

### ***A. Goal Achievement***

The results of this study indicate a gap between the ideal goals to be achieved and the real conditions in the field. Steers' concept (in Akmal, et al., 2022) on effectiveness emphasizes the importance of achieving measurable goals. The fact that many students have to take remedial courses indicates that academic services in the learning and evaluation process are less than optimal. It is necessary to strengthen adaptive teaching methods, competency-based evaluations, and a remedial system that is preventive rather than reactive.

Efriyanti & Albina's study (2025) highlights the importance of identifying differences between actual student conditions and targeted competencies, so that it can bridge the gap between ideal goals and the realization of the existing learning process. By integrating this needs analysis, adaptive teaching strategies can be developed so that competency-based evaluation can be implemented more effectively, thereby minimizing the need for remedial measures that are only reactive.

### ***B. Integration***

The limitations in establishing external integration indicate that SPN still operates in a closed system. From the perspective of organizational effectiveness according to Steers (in Akmal, et al., 2022), integration plays an important role in creating synergy between institutions and sharing resources. The low frequency of collaboration with external institutions hinders academic innovation. Collaborative efforts are needed with educational institutions, professional communities, and other stakeholders to build an academic system that is more responsive and adaptive to the challenges of the times.

Technology integration can facilitate the spread of innovation through a collaborative leadership approach in the digital era (Ratnawati & Lestari, 2025). In the context of a closed SPN, the application of technology integration and collaborative leadership offers a conceptual framework that helps open access to external resources and encourages cross-institutional dialogue, thereby optimizing synergy between institutions. In line with this, the application of strategic management in educational institutions, especially emphasizes the role of external integration and collaboration as part of a strategy to improve institutional performance and innovation (Maimun, 2024). The importance of data utilization, strategic planning, and international integration as keys to overcoming resource limitations and opening up the closed SPN Poldo Gorontalo system, thus supporting initiatives to improve academic effectiveness and competitiveness through multi-stakeholder collaboration.

### ***C. Adaptation***

According to Steers (in Akmal, et al., 2022) adaptation is the ability of an organization to adjust to a changing environment. SPN faces challenges in this regard, especially related to human resources, facilities, and the use of technology. The imbalance between the academic qualifications of instructors and educational needs causes ineffectiveness in delivering material. To increase the capacity for adaptation, human resource development is needed through ongoing training, educator certification, and improving technology-based learning facilities.

Improving the quality and effectiveness of education can be achieved through various development programs, such as training, workshops, seminars, advanced studies, and educator certification programs. Thus, this study confirms that the gap between instructors' academic qualifications and educational needs can be overcome by increasing human resource capacity through systematic development efforts. This is in line with the statement that human resource development is the key to adaptation in facing the challenges of changing dynamic educational environments (Juita et al., 2024).

## CONCLUSION

The achievement of the objectives shows that the service in the education process of forming Bintara Polri at SPN Polda Gorontalo has a clear objective to form competent and disciplined serdik, but its achievement is still constrained by the high level of remedial and irregular schedules. Planning and evaluation have been carried out, but have not been able to close the competency gap. Integration between internal sections is going quite well, but external cooperation and the use of information technology are still very limited, hampering innovation and academic renewal. In terms of adaptation, recruitment and placement of instructors have not fully considered academic competence, the response to regulatory changes is still slow, and facilities and training are not evenly distributed.

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