Empowering Teachers' Learning to Develop Students' Inspirational Skills

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Abstract

This research was based on a project to empower teachers to develop their skills as motivational players for their students. It is one of a series of research projects on 21st century skills which was an operation that recognized the importance of the knowledge-based and digital society. It brought together a variety of perspectives on the development of 21st century skills spreading across the Internet. The gathered data were processed through research methodology leading to the attainment of educational innovations that can be used for the development of people who would later develop their own work for the professional betterment. It was expected that if a person has knowledge and put that knowledge into practice, it would empower that people to work more efficiently. By doing so, a working concept is changed from "knowledge is power" to "knowledge and action is power". From this concept had led to the conceptual framework of Research and Development (R&D) methodology used in this research that encourages the use of educational innovations for teacher empowerment then teachers apply the learned knowledge for the student development. The outcome of this current research is an innovation called an online self-learning program for the teacher empowerment and the development of teachers' skills as student motivator. The online learning program was attested through the research method and proved to have helped the teachers and the students to attain the following criteria: 1) The teacher learning outcome on the posttest score met the standard criteria of 90/90 and the posttest score was significantly higher than the pretest score, and 2) The posttest score from the students' inspirational skill assessment was significantly higher than the pretest score. Based on this finding, it was sufficient to say that the online self-learning program it's efficient to be used for the development of teachers and students in the secondary schools under the jurisdiction of the national commissions of basic education. The application of this online learning program would be beneficial for educational management and encourage freedom of learning where people can learn anywhere anytime.

Keywords: 21st century skills, inspirational skills, Online Self – Training Program, Research and Development (R & D) methodology

1. Introduction

Inspiring means making someone to have a desire do or create something special. It requires infusing, in the minds of others, a creative idea in order to urge other members of the group or people to participate in an extraordinary activity. (Cleverism, n.d.). It was mentioned in various studies such as Career Guide (2020), Finney (2019), Great People Inside (2017), and Morales (2019), that inspiring people is an important skill to have since it can prompt a person to achieve higher aims. Having the skill to inspire others not only increases sense of accomplishment but also improves the efficiency of the organization. Inspiring leaders can empower others to develop a passion for work and guide them how to succeed in their work. Inspirational leaders often invest in developing the talents of the people around them which helps businesses to flourish since all working members have strong work commitment and recognize their self-values.

People with inspiration usually exhibit the following qualities; having a vision and purpose, setting clear goals, encouraging teamwork, being optimistic and positive, giving praise and rewards, communicating with the team, empowering team members, looking sharp, acting sharp, being sharp, listening and empathizing, demanding and offering transparency without micromanaging, encouraging growth and integrity. (Finley, 2020; Roberts, 2020).

There have been many related principles and suggestions on how to create inspirational skill for people. These suggestions include; fostering inspirational leaders, being kind leaders, being trustworthy, thinking outside the box, having clear expectations, compelling vision, having higher purpose, caring for under supervision, not criticizing, listening before preaching, thinking in terms of the team, not being self-oriented, having tough conversations instead of taking the easy way out, adding analogies to a simply explaining, not passing blames, taking responsibility for the results, investing in leadership development training, focusing on helping others succeed, strengthening what you're good at, being consistent and fair, leading by example, building positive relationships, mentoring and growing leaders, listening to others, appreciating and being grateful to others, rewarding and recognition, developing people, celebrating successes, having activities and rituals, starting with one on one scheduling, and finding out what is motivating. (Augustine, 2020; Goleman, 2017; Mugavin, 2021; Peters, 2020).

One of the outstanding characteristics of society in 21st century is having abundance of information available online. And this information can be used for the creation of student motivation. The selective use of the online data can be beneficial for the creation of teachers' skills for motivation creating. The teacher will at a later stage apply the learned knowledge for the development of the student based on the principles and the belief that say knowledge and action is power. The application of this knowledge for teachers will at a later stage make the students to be adaptive to the ever-changing society.

The rapid changing contexts of the in present day society foster a total difference in the nature of educational management. The characteristics of teaching and learning, curriculum, desirable learning outcome, school leaders' leadership, and learning environment, are greatly different from what it used to be in the 20th century. It is important for the school and educational leaders to recruit all resources available, be it human resources and educational materials, for the creation of a new educational paradigm. It was observed in various research that some common reasons for resistance to change within school include interference with need fulfilment, selective perception, habit, inconvenience for loss of freedom, economic implications, security in the past, fear of the unknown, threats to power or influence, knowledge and skill obsolescence, organizational structure and limited resources. (Yılmaz & Kılıçoğlu, 2013).

This research focused on the development of an educational innovation called "Online Self-Training Program to Empower Teachers' Learning to Develop Students' Inspirational Skills". Research and Development (R & D) methodology was employed to insist that the educational innovation produced in this research obtain a specified criterion. The innovation with approved standard can be disseminated as a means for teachers' empowerment and the development of inspirational skills among the research target group who were the learners in the secondary schools under the Office of the Basic Education Commission. According to the principles of research and development, the innovation is tested with a group of research's population. When data in the experiment show that the innovation is effective according to the specified criteria, that innovation can be disseminated for the learning benefit of the research population. When the innovation is in a form of a self–study online program, it will benefit the development of learners at a bigger scale while the management cost is lower, showing that education management nowadays is more productive than in the past.

1.1 Literature Review

This chapter investigates literature relating to the enhancement of the students' inspirational skills in order to obtain a variety of academic suggestions for the creation of the six sets of online self-training modules for teacher empowerment. The topics to be discussed in this research include 1) Definition of inspirational skills from the point of view of; Career Guide (2020), Cleverism (n.d.), Doyle (2020), Finney (2019), and Franko (2013), 2) The importance of inspirational skills based on; Career Guide. (2020), Cleverism (n.d.), Finney (2019), Great People Inside (2017), and Morales (2019), 3) Characteristics and indicators of inspirational skills were discussed based on; DeakinCo (2015), Farmer (n.d.), Finley (n.d.), Guest (2018), Husain (2017), Ibianskaite (2018), Juneja (n.d.), Kurter (2020), Leibowitz (2018), Newlands (2015), Peacher (n.d.), and Roberts (2020), 4) Guidelines for the development of inspirational skills (principles / measures / technique / processes / activities) based on; Augustine (2020), Expression for Growth (2019), Garton (2017), Goleman (2017), Heathfield (2021), The Indeed Career Guide (2020), Mugavin (2021), Peters (2020), Schwan (2020), Shnall (2017), and Wager (2018), 5) Processes for the development of inspirational skills based on; Craven (2017), Ducheyne (2014), Siew (2020), and Trach (2016), 6) Assessment of inspirational skills based on; Meier (n.d.), Peacher (n.d.), and Sam (2015).

Based on the literature review on the six topics, the research team identified a range of perspectives related to the guidelines for the development of inspirational skills (principles / measures / technique / processes / activities) that is crucial for enhancing the students' inspirational skills. These perspectives provide important insights into diverse

development approaches. The team synthesized 48 development approaches, as follows: 1) Foster inspirational leaders, 2) Focus on the group's achievement, not the individual success, 3) Leaders are usually kind, 4) Be trustworthy, 5) Think outside the box, 6) Get to know the team, 7) Build trust, 8) Clear expectations, 9) Compelling vision, 10) Higher purpose, 11) Care for those you lead, instead of criticizing them, 12) Listen before preaching, 13) Have tough conversations, instead of taking the easy way out, 14) Instead of simply explaining, add in useful analogies, 15) Don't pass blame, take responsibility for the results, 16) Invest in leadership development training, 17) Focus on helping others succeed, 18) Strengthen what you're good at, 19) Consistency and fairness, 20) Build positive relationships, 21) Mentor and grow leaders, 22) Listen to others, 23) Appreciate and be grateful to others, 24) Rewards and recognition, 25) Develop people, 26) Celebrate successes, 27) Activities and rituals, 28) Walk your talk, 29) Start with scheduling more one on one time, 30) Find out what motivates them, 31) Provide the resources they need to do their work exceptionally well, 32) Praise and compliment them often, 33) Help co-create purposeful work, 34) Help them develop new skills, 35) Actively involve them, 36) Believe in them, 37) Come up with new ideas, 38) Master empathy, 39) Find your inspiration, 40) Lead by example, 41) Nurture others, 42) Empower your team, 43) Enjoy the event, 44) Always be artsy and unique, 45) Set goals and expectations that inspire employees, 46) Stimulate leaders, 47) Think in terms of the team, and not self, and 48) Right spot at the right time.

1.2 Research Objectives

This research focused on investigating concepts and suggestions for developing students' inspirational skills and the obtained data was tabulated based on research and development methodology. The final product of the research was to achieve an educational innovation called "Online Self–Training Program to Empower Teachers' Learning to Develop Students' Inspirational Skills". These innovations should empower the teachers and result in a successful learning among the students based on the concept of "knowledge and action is power".

This online self-training program consisted of 1) Online Self-learning Project for teachers' empowerment, focusing on definition, importance, characteristics, development approaches, development steps, and assessment of inspirational skills, and 2) Teaching Project, involving the teachers applying the learned knowledge for real teaching to develop the students' inspirational skills in the following areas; having vision, focusing on change, focusing on action, communication skills, energy skills, and motivation skills. The first project includes six online self-training modules for teachers and the second project was equipped with one set of Teachers' Manual.

1.3 Research Hypothesis

The researchers studied literature and documents relating the enhancement of the students' inspirational skills from a variety of Internet resources to create a framework of an online self-training program. The obtained data was exploited in research material design and before the teachers who were the research's stakeholders would check the quality of the tools prior to the trial period. In addition, an online self-training program was experimented in randomized schools, which was not the same school in the real experiment. This action was believed to result in effective educational innovation which corresponded to the following criteria: 1) The teacher learning outcome on the posttest score met the standard criteria of 90/90 and the posttest score was significantly higher than the pretest score, and 2) The posttest score from the students' inspirational skill assessment was significantly higher than the pretest score.

2. Research Methodology

2.1 Concepts and Steps

This research aimed to create an educational innovation called "Online Self-training Program to Empower Teachers' Learning to Develop Students' Inspirational Skills". Research and Development (R&D) methodology was employed in this research. Sanrattana (2018) stated that the educational innovations developed by R&D methodology were aimed at developing "people" so that people could "work". The people with proper knowledge should be encouraged to put their knowledge into action. Based on the idea of "knowledge and action are power", the work that was completed after knowledgeable action was usually more effective. Therefore, this research started from empowering teachers to learn and earn proper knowledge before applying the learned knowledge to generate a better learning outcome and successfully develop students."

Therefore, this research valued the importance of reviewing literature relating to the creation of students' inspirational skills. Wide range of opinions and suggestions on how to create students' inspiration was obtained for the designing of an online self-training program. To make sure that the online learning package could effectively enhance the teacher empowerment, therefore, the R&D methodology was employed in this research, following the

R1&D1...Ri&Di working steps as described below.

R1&D1: Studying literature that would be useful for enhancing students' inspirational skills on various topics including: 1) Definition, 2) Importance, 3) Characteristics, 4) Development guidelines (Principles/ Concepts/ Techniques/ Methods/Activities), 5) Steps developed, and 6) Evaluation to form an online self-training program, consisting of 6 online self-training modules for teachers and 1 teacher's handbook (See the original module in Thai version at https://bit.ly/3lodd9I).

R2&D2: Checking quality of the online self-training program: Two different phases of quality checking were conducted using a focused group discussion method: 1) Preliminary Field Testing and Revision: Five teachers from the school that would not be used in the real experimental were used at this step, and 2) Main Field Testing and Revision: Ten teachers from a school that would not be used in a real experiment were involved in this step.

R3&D3: Creating two sets of experimental research tools: 1) Teacher learning outcomes test, and 2) Creating evaluation form for testing the student development outcome.

R4&D4: The online Self-training program was experimented at "Sriboonruang Wittayakarn School" that was randomly selected as an experimental site. The group of participants were 18 teachers and 650 students who were teaching and enrolling in the second semester of the academic year 2020. The experiment was divided into 2 phases as follows: 1) the implementation of a project for the teachers' empowerment. This step involved the teachers in doing online learning and complete a six-module self-learning package while the teachers were assigned to do pretest and posttest and the process was completed in a duration of one month, and 2) The implementation of students' development. This two-month process involved the teachers in applying the skills that they had learned online to develop the students' inspirational skills. Pretest and posttest were conducted to gauge the student learning results.

2.2 Research Instruments

2.2.1 Teacher Learning Assessment Form

An online assessment form consisting of 36 questions each came with 4 choices was administered to the teachers via google form to test the teachers' skills before and after the application of the online learning modules. The contents of the questions were constrained around the knowledge on definition, the significance, the characteristics, the developmental approaches, and the evaluation of inspirational skills as presented in the online self-training module. Cognitive domains of Benjamin S. Bloom's, The Revised Taxonomy 2001, were employed in the test which allowed the test to tricker various thinking skills from the lower to higher degrees of complication. Consequently, the test evaluated the teachers' skills on remembering, understanding, applying, analyzing, evaluating, and creating (Armstrong, 2010). The following measures were applied to attest the quality of the assessment form.

- Content validity was verified by using Rovinelli and Hambleton's (1977) method called Indexes of Item-Objective Congruence (IOC). Particularly in this step, five experts from various professions including; curriculum and instruction and educational measurement and evaluation, assisted in the content quality checking process. All items were reported with an IOC score at a level that was higher than the criterion of 0.50 (Chaichanawirote & Vantum, 2017).

- The test that passed the quality check was put on a trial conducted with 30 teachers from a school that would not be used as an experimental research area in the future. The investigation showed that: 1) the assessment from had a proper range of index of difficulty at 0.20 - 0.80 and the power of discrimination at 0.20 to 1.00. 2) There was a KR-20 value of 0.90 which was higher than the set criterion of 0.70, and 3) the test difficulty was observed at 62.59.

2.2.2 Students' Learning Outcome Assessment Form

A test placed on google form consisted of 30 questions with five rating scales ranking from, most agree, agree, moderate, disagree, and most disagree. The questions were designed to cover the characteristics of Inspirational skills based on the perspective of DeakinCo (2015), Farmer (n.d.), Finley (n.d.), Guest (2018), Husain (2017), Ibianskaite (2018), Juneja (n.d.), Kurter (2020), Leibowitz (2018), Newlands (2015), Peacher (n.d.), and Roberts (2020). The design of the test of the inspirational skills developed from the principles of Meier (n.d.), Peacher (n.d.), and Sam (2015). The following tests were conducted to gauge the quality of the form used for the testing of the students' learning outcomes.

- Content validity verification was performed following the framework of Rovinelli and Hambleton. Five experts with expertise in the field of educational administration, and the field of educational measurement and evaluation assisted in the test quality verification process. It was observed that all questions had an IOC value higher than the criterion of 0.50. Which identified that the test items could be used to for data collection that would obtain

information needed for the clarification of the research objectives. (Chaichanawirote & Vantum, 2017).

- The students' learning assessment form that has passed the content validity check was trialed with a group of 30 students who were in a school that would not be used as an experimental site. The process was aimed to analyze the alpha coefficient of reliability using Cronbach's method. The data analysis found that alpha coefficient of reliability of the whole assessment was 0.83. The itemized investigation showed that the inspirational skills on: having vision, focusing on change, focusing on action, communication skills, energy skills, and motivation skills, were rated at 0.82, 0.82, 0.84, 0.83, 0.79, and 0.88, respectively. The reliability coefficient was higher than the reference rate of 0.70 (UCLA: Statistical Consulting Group, 2016), indicating that the items had relatively high.

2.3 Data Analysis

1. Data analysis to compare teachers' posttest results with the standard ratio of 90/90. The first 90 was the average score of the whole group of teachers obtained from the knowledge test. The last 90 means the percentage of the number of teachers that could pass the criteria for all objectives (Yamkasikorn, 2008).

2. T – test dependent statistics were used to compare the results of the pretests and the posttests administered to both teachers and students.

3. Research Results

This section explains whether or not the learning outcomes, tested after the "Teacher Development Project" that was introduced to 18 teachers via the online self-training modules, meet the standard criterion 90/90. Additionally, it seeks to verify if the teachers' learning outcomes after the experiment was significantly higher than scores obtained before the experiment? Moreover, this section explains the learning outcomes that was gauged after the trained teachers had applied their learned knowledge to the teaching of 650 students in the research's second project. The results were as presented in the section below.

3.1 Results of the Project for Teachers' Learning Development

• The teachers' learning outcomes tested in the posttest was found with the average score of 33.7 points out of a full score of 36, equal to 94.96, which was higher than the reference criteria of 90 percent indicated as the first 90 in the 90/90 ratio.

• The results of the teacher learning outcome tested after the experiment against the latter 90 standard criteria. It was found that 100 percent of teachers were able to take and pass all the specified learning objectives with the average score of higher than the reference criteria of 90 percent.

• The comparative analysis of the pretest and the posttest showed a statistically significant difference of the average scores. For the pretest, each set of question was tabulated with a full score of 36 points and the total scores from all teachers was 486 points, equals to an average of 27.00 points. The total posttest score was 610, which was averaged at 33.89. The t-test dependent analysis revealed that the teachers in the experimental group had the mean scores from the posttest significantly higher than the pretest at a level of 0.05 as shown in Table 1.

Table 1. Pretest and Posttest Scores of the Teachers from T – Test Dependent Analysis

Testing	Sample size	Mean	Standard Deviation	t
Pre-test	18	27.00	2.61	10.342[*]
Posttest	18	33.89	1.68	

* $p < 0.05$

3.2 Results of the Project for Students' Learning Development

The results of the assessment of inspirational skills among 650 students in the pretest and the posttest are presented in Table 2.

Table 2. The Results of Students' Inspirational Skills in the Pretest and the Posttest

Characteristics of the students' inspirational skills	Assessment results			
	pretest		posttest	
	$\bar{\chi}$	S.D.	$\bar{\chi}$	S.D.
Having Vision	3.75	0.98	4.04	0.94
1) Having a vision that inspires others	3.95	0.94	4.09	0.88
2) Showing respect and value of others' opinions	3.89	0.97	4.01	0.92
3) Being able to connect to vision and mission of others	3.69	1.11	4.04	1.00
4) Co-creating interesting missions in a simple, cohesive, and powerful way	3.43	1.03	4.02	0.99
5) Being able to prioritize relevant issues effectively	4.12	0.95	4.19	0.90
6) Having respect different opinions of other people	3.42	0.88	3.91	1.00
Focusing on change	3.77	0.92	4.21	1.00
7) Always seeing change as an opportunity	3.72	0.91	4.09	0.97
8) Being flexible for approaches to change	3.80	1.05	4.10	1.04
9) Anticipating and preparing for change	3.26	1.01	4.08	1.09
10) Changing concepts and practices in an effective way.	4.05	0.94	4.21	0.93
11) Being able to explain the "what," "why," "who," "how," and "when" questions of change initiative	4.34	0.86	4.36	0.86
12) Understanding the risks of change	3.48	0.79	4.04	0.96
Focusing on action	3.76	0.92	4.14	0.96
13) Turning thoughts into action	3.71	0.90	4.05	0.96
14) Always helping people make progress at work	3.81	1.04	4.00	1.05
15) Inspiring others before they act	3.10	0.93	4.04	1.12
16) Being open to suggestions and constructive criticism for better performance	4.06	0.95	4.18	0.94
17) Making an action plan for work accomplishment	4.34	0.86	4.49	0.78
18) Helping people identify action steps to success.	3.59	0.88	4.08	0.94
Communication skills	3.76	0.92	4.11	0.95
19) Listening to opinions with the intention to learn.	3.26	0.84	4.14	1.04
20) Encouraging openness to all opinions.	3.90	0.93	4.08	0.90
21) Communicating openly and respectfully.	3.61	0.97	4.08	1.01
22) Encouraging participation in problem solving	3.92	0.92	4.13	0.92
23) Respecting other people's opinions	4.03	0.93	4.17	0.89
24) Knowing how to take direct and indirect actions for effective problem solving	3.84	0.96	4.08	0.97
Energy skills	3.43	0.93	4.06	1.03
25) Looking to the future with possibilities	3.46	0.96	4.03	1.05
26) Showing enthusiasm for work	3.31	0.89	4.05	1.07
27) Building a powerful team and helping eliminate weaknesses in work	3.54	0.94	4.11	0.99
Motivation skills	3.38	0.94	4.07	1.05
28) Rewarding/Valuing effort and improved results	3.30	0.92	4.13	1.05
29) Making people feel valued for their contributions to their work.	3.39	0.92	4.09	1.04
30) Rewarding the people around them when they have accomplished a goal.	3.45	0.98	4.01	1.07
Total	3.69	0.94	4.10	0.98

Based on the T test independent analysis, it was verified that the students post test scores tested in two phrases were higher than the pretest score with the statistics significant at a level of 0.05 as shown in Table 3.

Table 3. Students' Pretest and Protest Score Obtained From t – test Dependent Analysis

Evaluating	Sample size	Mean	Standard Deviation	t
pretest	650	3.69	0.94	30.853*
posttest	650	4.10	0.98	

* $p < 0.05$

It was verified in this research that the "Online self-training program to empower teachers' learning to develop students' inspirational skills" was able to develop the teachers' knowledge which could in turn enable the teachers to teach the student effectively on how to create inspiration skills. This finding approved the hypothesis given in this research. Therefore, the innovation developed in this research was approved to be qualified for contribution to the development both the teachers and the students in all schools under the Office of the Basic Education Commission.

4. Discussion and Suggestions

As mentioned in the research methodology that this research aimed to obtain educational innovations that could be used to develop "people" to develop "work". The research was endorsed with a speculation that if people who had sufficient knowledge learned how to put their knowledge into action, they would accomplish their work more effectively based on the concept of "knowledge and action is power". It is a concept consistent with the research on An Online Program to Develop Teachers to Enhance the Innovation Skills of Students by Niruttimatee and Sanrattana (2022), and Online program to empower teacher learning to develop students' digital literacy skills by Promrub and Sanrattana (2022). This idea was used as a foundation of this research which was started off by empowering teachers to learn. Then the teacher brought the learning results to teach the students. At the beginning of the research processes, various sources of literature relating to the creation of inspiration were reviewed to form solid background on how to strengthen students' inspirational skills. The review of literature led to the conscientiousness in the design of; 1) Definition, 2) Importance, 3) Characteristics, 4) Development guidelines (principles/ concepts/ techniques/methods/activities), 5) Development steps, and 6) Assessment for online self- training program, consisting of 6 modules for teacher to self-learning online and 1 manual for teaching practice.

As discussed in the above section, this research focused on the study of literature from various viewpoints of writers available on the Internet. The use of the Internet makes information searching faster, more economical, and more convenient. The online self-training modules designed should be based on the up-to-date and reliable contents such as those obtained from academic articles. The contents were also expected to cover a wide range of related issues (at least 6 of the above) from various sources around the world. Although, in principle, information from textbooks is likely to be of higher quality than information from the Internet because textbooks are systematically written by people who have been accredited as experts on the subject. The content of this nature is very limited in the textbook or even in research because most of the textbooks are about general matters and an academic journals or textbooks about a specific topic on development inspirational skills have been scarce. Due to the limitation of data on academic book and publications, the researchers had to followed all warnings when gathering data from the internet to ensure the reliability of information (Basmo, n.d.). The researchers selected only quality articles with reliable contents while history of each author was taken into account when selecting the articles from the Internet. The articles written by academicians, educators, school administrators, teachers, educational institutes. And experts were included in the literature review of this research.

Since most of the information included in this research were obtained from the Internet, this shows that this current research values the importance of online learning. The online learning is an instruction that is delivered electronically through various multimedia and Internet platforms and applications. It is used interchangeably with other terms such as web-based learning, e-learning, computer-assisted instruction, and Internet-based learning (Maddison & Kumaran, 2017). Online learning is therefore an application of software programs to instruct learners in content and skills and to facilitate learning in and out of the traditional classroom setting (Park, 2016). It is a method that allows the learners to have greater control over their learning process in terms of time and place. (Swerdloff, 2016). Online learning is believed to have a lot of benefits. For example, learners will have greater flexibility to design their learning schedule. They are allowed to learn at their own learning pace. They might spend less time than they do in a traditional classroom. They can create and customize their own learning environment. Online learning allows the learners to easily communicate with professors with easier access to the class's documentation. The students can have greater access to the programs and gain new technical skills by learning from the online packages. Some students gain better self-motivation, better critical-thinking skills while others may enjoy a broader perspective of learning (EHL Insights, n.d.).

Therefore, it was advisable for those who wish to conduct an R&D in a similar topic that the idea of this current research be applied to help create effective online learning innovations. The online learning has been proved to be effective for the development of teachers and students. The teacher development in the future should be placed on an online platform because searching and learning from an online genre allows learning to take place anytime. it is also advisable for the research to adequately recruit information from the Internet with a careful selection I love I love

and screening to ensure the quality of the recharger review that can lead to the solid foundation of an innovation in the research.

Another limitation for the communication of the success of the innovation to readers in a country where English is used as a foreign language is the inadequacy of the meaning conveyance in a target language that never seems to be as tasty as what represented in the original text. Reading from a translated version might somehow affect the comprehension of the EFL readers.

The last limitation of this research is about the redundancy of the form used in the six online learning modules. The readers might feel overwhelmed to read and learn from the same learning template. To avoid this problem, the future research that involves online learning should include various learning media in the modules. It is advisable that various forms of learning such as e-books, journals, videos, recorded lectures, quizzes, discussion forums, live Q&A sessions, and interviews be included in the online learning module (Keystone Education Group, 2022). For a more effective online learning, it is worth it for the future researchers to take into account the following criteria proposed by Rivera (2022) when designing online learning module: 1) Establishing a productive learning environment, 2) Setting a schedule for completing and reviewing assignments, 3) Seeking virtual interactions with your peers, 4) Using the 'chunking' strategy to section out tasks, 5) Trying to increase your interest in the work, 6) Making the work you're doing online more personally significant, 7) Imagining yourself on a path toward mastering the subject, 8) Doing problem-solve on your own, 9) Focusing on your self-care, and 10) Having compassion for others.

5. Conclusion

From this research that focused on the application of R&D methodology to obtain educational innovations that led to the utilization of concepts of "started off by empowering teachers to learn. Then the teacher brought the learning results to teach the students". Then this idea led to the study of literature from various sources of literature relating to the creation of inspiration were reviewed to form solid background on how to strengthen students' inspirational skills. The review of literature led to the conscientiousness in the design of; 1) Definition, 2) Importance, 3) Characteristics, 4) Development guidelines (principles/ concepts/ techniques/methods/activities), 5) Development steps, and 6) Assessment. Such actions led to the creation of online self- training program, consisting of 6 modules for teacher to self-learning online and 1 manual for teaching practice. With the aforementioned interconnected concepts, the results of the research were in accordance with the research assumptions as follows: 1) The teacher learning outcome on the posttest score met the standard criteria of 90/90 and the posttest score was significantly higher than the pretest score, and 2) The posttest score from the students' inspirational skill assessment was significantly higher than the pretest score. It show¸ that both the R&D methodology adopted and the set of concepts adopted thereof are effective. Interested persons can then use it as their own research line.

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