



# EDUCARE

International Journal for Educational Studies



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*EDUCARE: International Journal for Educational Studies* will provides a peer-reviewed forum for the publication of thought-leadership articles, briefings, discussion, applied research, case and comparative studies, and expert comment and analysis on the key issues surrounding the educational studies in general and its various aspects. Analysis will be practical and rigorous in nature. The *EDUCARE* journal, with print ISSN 1979-7877 (print) and ISSN 2621-587X (online), was firstly published on 17 August 2008, in the context to commemorate the Independence Day in Indonesia. Since editions of February 2009 to February 2016, *EDUCARE* journal was organized and managed by the Lecturers of FKIP UMP (Faculty of Education and Teacher Training, Muhammadiyah University of Purwokerto) in Central Java; and published by Minda Masagi Press, as an academic publishing owned by ASPENSI (the Association of Indonesian Scholars of History Education) in Bandung, West Java, Indonesia. The *EDUCARE* journal is published twice a year; i.e. every August and February. Website: [www.journals.mindamas.com/index.php/educare](http://www.journals.mindamas.com/index.php/educare)

## FOREWORD



Human resource development, which is a global initiative, deals with the process through which people, organizations, and society systematically develop their capability over the time to enable them achieve social and economic goals through improvement of knowledge, skills, system, and institution. The human resource, in the development of a nation, empowers the citizens to maximize their potentials for the wellbeing of the nation, so that they can enjoy the benefits of a comfortable life. And to achieve this, education is key!

Education, as we know, is said to be the process of facilitating learning or the acquisition of knowledge, skills, values, beliefs, and habits, which is achieved through educational methods, like teaching, training, discussion, direct research, etc. It has also been established that the power of education has been known not to be only in the academic knowledge, but also in finding ones place in the world and also acquiring life experience. This explains to us that education helps us to develop the powers of reasoning and judgment,

which generally prepares us intellectually for a mature life.

Education, in human resource development in any society, is developing the latent potential in an average citizen through enlightenment, publicity, and orientation, which can be achieved through education. Thus, human resource development starts with educating the human mind in order for him/her to discover what he/she can achieve for him/her-self and his/her society at large. Education, thus, helps the individual to develop an inbuilt capacity in order to become valuable to him/her-self and his/her society.

It is no gain saying that the human resource development of a country is basically hinged on the quality of education of that country, because human resource development cannot have positive impact on the development of the nation, if the educational system – which is its bedrock – is faulty.

In order to achieve great national development, there must be reasonable investment into the human resource through education as no nation can develop beyond the level of her education. The stuntedness in the economic and social growth experienced in the country is as a result of the decline in the quality of education in the country over decades. Thus, to have a shift from this, there is the need to have an improvement in the educational planning and methods; providing good and conducive learning environment; and quality financial investment and proper monitoring of the system in order to improve on the education standard of the country.

Human resource programs of a nation is expected to be inculcated in its educational system; thus, the quality of the educational system of a country determines the quality of its human resources. It is worthy of note to state that the qualitative educational system of a country is not determined by the number of institutions in such country, but by the result shown in the qualitative and skilled manpower produced.

Education is expected to accelerate economic growth of a nation, equalize income distribution, forge national unity and integration, and enhance cultural and social advancement. All these are expected to be, if the education given is of good standard. A nation's educational system is expected to determine the type, nature, and caliber of manpower to be supplied to its various sectors, but it has been discovered that the various manpower supplied into our nation shows that our educational system is faulty, as it makes some of our graduates to be unfit for the labour market; and, this is so because there is a disconnection between the skills acquired and the labour market requirements.

It is very essential to state that the greatest investment any nation can make for quick development of its economy, politics, sociological, and human resources is Education. Human resource development is symbolically related to a nation's development. Human resource development through education is the only solution to solving the problems of poverty, unemployment, and other developmental problems experienced in the nation; and we must also know that the quality of human resources of a nation determines the rate at which it overcomes some of its developmental problems and challenges and as well achieve its developmental goals.

In achieving good and qualitative education, different players are involved; these players are seen as the stakeholders in the education sector. These are the parents, teachers, government, society, non-governmental organizations, religious bodies, and the students themselves. Every stakeholder has very important roles to play in achieving the type of education that will improve and accelerate the development of our nation and each can play its role well by making having qualitative education a priority.

The articles published in the EDUCARE journal, August 2020 edition, still revolve around education studies from various countries, especially from Indonesia, the Philippines, and Nigeria. The Authors from Indonesia have studied a lot about: "Profile of Early Child Empathy Behavior at the RA Iqra Sabila in Jambi, Indonesia"; "The Construct of Community Empowerment through Social Compass Strategy: Case Study of Empowerment in Processing Waste and Water Hyacinth"; and "Self-Directed Learning Model to Develop Academic Self-Concepts of Class XI Students in 2019/2020 Academic Year".

When the Authors from the Philippines studied about "Profiling the Research Culture of Philippine Higher Education Institutions"; and Author from Nigeria reviewed about "Influence of Socio-Cultural Background of Parents on Girl-Child Education in Ilorin Metropolis, Nigeria". Thus, in the end, education is not only important for the progress of a nation-state in the world, but education will also continue to be studied and researched, in all its dimensions, in order to gain theoretical understanding and good policies to be implemented in a practical level.

Do enjoy reading the EDUCARE journal and hopefully you will derive much benefit from it.

Ilorin, Nigeria: August 30, 2020.

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