THE IMPORTANCE OF COMPREHENSIVE UNDERGRADUATE EDUCATION AT JORGE BASADRE GROHMANN NATIONAL UNIVERSITY AND THE PRIVATE UNIVERSITY OF TACNA IN THE 21ST CENTURY

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ABSTRACT

Objective: This study investigated the importance of comprehensive undergraduate education at the National University Jorge Basadre Grohmann and the Private University of Tacna in the 21st century.

Theoretical Framework: A study was conducted among students to gather their perceptions of education in this century.

Method: The methodological approach was exploratory, utilizing questionnaires administered through Google Forms and informal interviews with professors from both universities. It was noted that, due to the SARS-CoV-2 pandemic, the use of technology and gamification has become necessary.

Results and Discussion: The following result was obtained: 95.8% of respondents believe that technology and its advancements are here to stay, seeking a balance between the presence and the use of new technologies (96.9%) to achieve comprehensive undergraduate education. This implies the necessity for both teachers and students to undergo continuous training.

Research Implications: This research highlights the importance of comprehensive education in university education in the 21st century and the need to adapt to technological changes to improve educational quality.

Originality/Value: The relevance and value of this study lie in its ability to impact the field of study and professional practice. The conclusions emphasize the importance of adapting to technological changes and developing innovative educational strategies that effectively integrate digital tools to enhance the comprehensive education of university students. Furthermore, it underscores the need for continuous training for both teachers and students, which could significantly increase the quality of education and prepare students to face the challenges of the modern world.

Keywords: Education, Training, University, National University, Private University.

A IMPORTÂNCIA DE UMA FORMAÇÃO INTEGRAL DE GRADUAÇÃO AS UNIVERSIDADES JORGE BASADRE GROHMANN E Á UNIVERSIDADE PRIVADA DE TACNA NO SÉCULO 21

RESUMO

Objetivo: Investigou-se a importância da formação integral de graduação nas Universidades Nacionais Jorge Basadre Grohmann e Privadas de Tacna no século XXI. Referencial Teórico: Foi realizado um estudo entre estudantes sobre suas percepções sobre a docência neste século.

Método: A estratégia metodológica foi exploratória, por meio de questionários aplicados em formulários Google, e entrevistas informais com professores de ambas as universidades, constatando-se que, em decorrência da pandemia SARS-CoV2, é necessário o uso de tecnologias e a gamificação.

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Resultados e Discussão: Obteve-se o seguinte resultado: 95,8% dos pesquisados acreditam que a tecnologia e seus avanços vieram para ficar, buscando um equilíbrio entre a presença e o uso de novas tecnologias (96,9%), para alcançar a formação integral dos alunos de graduação, implicando na necessidade de professores e alunos estarem em constante formação.

Implicações da Pesquisa: Esta investigação destaca a importância da formação integral no ensino universitário do século XXI e a necessidade de adaptação às mudanças tecnológicas para melhorar a qualidade educativa.

Originalidade/Valor: A relevância e o valor deste estudo reside na sua capacidade de influenciar a área de estudo e a prática profissional. As conclusões destacam a importância da adaptação às mudanças tecnológicas e do desenvolvimento de estratégias educacionais inovadoras que integrem efetivamente as ferramentas digitais para melhorar a formação integral dos estudantes universitários. Além disso, sublinha a necessidade de formação contínua tanto para professores como para alunos, o que poderia aumentar consideravelmente a qualidade educativa e preparar os formandos para enfrentar os desafios do mundo moderno.

Palavras-chave: Educação, Formação, Universidade, Universidade Nacional, Universidade Privada, Universidade Privada.

LA IMPORTANCIA DE LA FORMACIÓN INTEGRAL EN PREGRADO DE LAS UNIVERSIDADES JORGE BASADRE GROHMANN Y UNIVERSIDAD PRIVADA DE TACNA EN EL SIGLO XXI

RESUMEN

Objetivo: Se investigó la importancia de la formación integral de pregrado en las Universidades Nacional Jorge Basadre Grohmann y Universidades Privadas de Tacna en el siglo XXI. Marco Teórico: Se realizó un estudio entre estudiantes sobre sus percepciones sobre la enseñanza en este siglo.

Método: La estrategia metodológica fue exploratoria, utilizando cuestionarios aplicados en formularios de Google y entrevistas informales a profesores de ambas universidades, advirtiendo que, a raíz de la pandemia por SARS-CoV2, es necesario el uso de tecnologías y la gamificación.

Resultados y Discusión: Se obtuvo el siguiente resultado: El 95.8% de los encuestados cree que la tecnología y sus avances llegaron para quedarse, buscando un equilibrio entre la presencia y el uso de las nuevas tecnologías (96.9%), para lograr una formación integral de los estudiantes de pregrado, implicando la necesidad de que docentes y estudiantes estén en constante capacitación.

Implicaciones de Investigación: Esta investigación destaca la importancia de la formación integral en la educación universitaria en el siglo XXI y la necesidad de adaptarse a los cambios tecnológicos para mejorar la calidad educativa.

Originalidad/Valor: La relevancia y valor de este estudio radica en su capacidad de incidir en el área de estudio y práctica profesional. Las conclusiones resaltan la importancia de adaptarse a los cambios tecnológicos y desarrollar estrategias educativas innovadoras que integren de manera efectiva las herramientas digitales para mejorar la formación integral de los estudiantes universitarios. Además, destaca la necesidad de una formación contínua tanto para profesores como para estudiantes, lo que podría aumentar considerablemente la calidad de la educación y preparar a los alumnos para afrontar los desafíos del mundo moderno.

Palabras clave: Educación, Formación, Universidad, universidad Nacional, Universidad Privada, Universidad Privada.

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1 INTRODUCTION

The importance of integral training in undergraduate studies is what motivated this study, which will ultimately leave lines of research, especially when it is understood that it must have content aimed at the human dimensions, which is not necessarily determined in some political discourse and which will depend, above all, on the trainers, known as teachers or professors who care more than just sharing knowledge or being mere instructors about something that students must know to develop in their professional career, concerned only with their economy, lacking interest in forming professionals who can develop as people inserted into a society and are agents of change in the country's development (Nova Herrera, 2017).

 Precisely, what makes a person a better professional is when he has absorbed the knowledge and skills of all his teachers and discovered others that will make his growth sustained over time, contributing to the development of his closest environment resulting in the growth of his environment. the country, as it will make others have similar ambitions, demanding from his teachers not only their knowledge, but also the sharing of their life experiences, at work and personally. A fully formed person stands as a standout in society, diminishing mediocrity, carrying with him, tattooed, the compilation of all the people who have passed through his life and left an indelible mark that will be appreciated over time, and ethical and moral values. reproduced for its sustainability, considering that knowledge management allows to break with the traditional standard of university education in areas generating new knowledge and skills (Moro Ortiz, 2022).

For this reason, we affirm that the lines of research that remain outstanding, among others, are the possibility of improvement of the curriculum, the entry into the professional teaching career in an appropriate manner, the need for a larger budget, the importance of evaluations in the entry into the professional career, as the case may be, teaching by skills and homogeneity within the same Professional School, so that all teachers have the same line of teaching, the importance of tutoring in the first years, and the follow-up that the university should carry out on their graduates, for a determined period of time, as well as the follow-up of their return for at least one year.

The strategy used was research aimed at the teaching population and students of the Jorge Basadre Grohmann National University and the Private University of Tacna, as well as formal and informal interviews conducted over five years ago, which are within the experience of the researcher, in the same way, a documentary investigation of different definitions of
integral formation was carried out, with the objective of deepening the theme and determining lines of research.

**2 THEORETICAL FRAME**

In determining the theme of the research, because it is worrying, the search for information began, resulting in studies from several countries, what called attention is the little importance that in Peru is given to this theme, since there are few researchers who have dealt with the subject. However, we find Spanish authors who agree on the importance of integral training, so, for example, a team of specialists from the University of Valencia (2022), carried out an investigation on "Integral training: a fundamental pillar in educational and professional development", defining itself as an ongoing process to develop several fundamental aspects of a person. It seeks the holistic and harmonious development of people, promoting their cognitive, moral, affective and communicative development. Therefore, its implementation has an extremely significant impact on the social, political and economic progress of society. For this reason, we can ensure that, with full education, a country can acquire the human resources needed to achieve progressive development over the years. The main reason for this is that quality education of citizens makes a significant contribution to the societies and countries to which they belong. Through this process, anyone can obtain the knowledge and resources necessary for personal fulfillment. In addition, it is a pedagogical counseling for all types of students.

Upon reaching university level, the person accesses a preparatory academic system that allows him to use his knowledge professionally. At this stage, full training reinforces all knowledge previously acquired by the student, regardless of the career chosen. In this way, several university institutions can create more complete curricula and academic curricula. Today, and as a result of the COVID-19 pandemic, online undergraduate courses have invaded the world, although in some countries, they have not. with the intensity achieved since 2020, they are now the appropriate channel for a comprehensive education to provide students with the professional cognitive resources they need. This is because online training has allowed the implementation of more sophisticated and effective academic tools, questioning us again about full professional training, summarizing it as a theoretical process and applied to the development of technical and scientific knowledge. On the one hand, it aims to promote competences and values of coexistence that favor the integration of each person in society. In addition, it has other
foundations to stimulate creativity and critical thinking so that people can apply them in their work and personal environment (Expert team from the University of Valencia, 2022a).

General vocational training focuses on the transmission of knowledge enabling the instrumental and operational mastery of a given profession. This is achieved through the certification of professionally applicable technical and technical skills. At the same time, the process of vocational training influences the development of the sector's capacity to adapt to its productive needs. One of the most interesting features of integral vocational training is that it puts knowledge into practice. To achieve this, we provide the categorical knowledge necessary for a great understanding, explanation and transformation of concepts. Through this process, humans can solve problems creatively while learning to solve them effectively (University of Valencia Expert Team, 2022b).

Likewise, Cuban Adriana María Moro Ortiz (2022) made one in which it is indicated: "...the theoretical foundations necessary to understand the relationship between knowledge management and the student's integral formation in Higher Education. Knowledge management allows breaking the standards of traditional university education in the field of generating new knowledge and skills. "This management is related to the integral training of university students, which is why the theme has become of interest to academics and professionals, who recognize its positive impact on learning." It also indicates that this knowledge has a strategic character, confirming our hypothesis of the Importance of integral undergraduate training, since it influences social and cultural development.

In Peru, education is a right protected by the 1993 Political Constitution of the State, which radically differentiates between national and private education, mainly for budgetary reasons, since the State does not properly administer the resources for this sector of such importance. The development of the country, which despite being a state policy, is not given due importance, even if the speeches indicate otherwise. This is how, since the last century, there has been an educational formation not matching the times, technology, timidly entering the last century, which begins to strengthen in the 21st century (Sucari León et al., 2022), we understand that it occurs as a result of the pandemic, which forces virtual education, related to the use of Information and Communication Technology (ICT), likewise, the social problem in integral education becomes strong, in a country convulsed by social, economic and political forces that have education and training as the common denominator integral to the university student, turning to an innovative activity, critical and reflective. Education; However, it is impossible not to observe the inequalities existing in the national universities, whose students' family
income is not sufficient to acquire computers or Internet with adequate bandwidth to receive synchronous sessions (Huanca-Arohuancá et al., 2020), which has led to a greater effort by teachers to qualify in technological tools, as well as by students, enabling the discovery and development of virtual and integral education through gamified teaching, the same happens in the private university, with the difference in the economic situation of the students; that, although it is true, not all belong to an economy that allows them to access high costs due to accessibility of bandwidth or a computer, the situation is more homogenous and allows the vast majority to have access to technology, so there is a gap that is beginning to be determined in the undergraduate education, allied to the inadequate didactic that is used in the classroom, therefore, the integral training must begin from the first school years, so that upon reaching graduation, the student has tools to face different scenarios and be disruptive in his actions, as well as the teacher, who should not only worry about transmitting knowledge, but should continue with the person’s formation, basically in research, so that the graduate has the values that society demands (Silva-Díaz & Cajandiaz-Díaz, 2018).

In the universities to which we refer, in the professional courses they teach, because there is a difference between students, as well as teachers, one notices the inequality between the soft skills developed, for example, in both, the existence of teachers as students, who have a good mastery of these competences, as well as others who need to develop them, which makes us conclude that graduates, both school and university level, are the accumulation of everything they have learned with their teachers and teachers during the course of their life, being the family a very important factor in the formation of the person, contributing to it (Bellei C., s.d.).

Likewise, there is a dissimilarity in the management of the lexicon, which already differentiates it in its modes and constructions, writing as they speak, to the detriment of an integral education in the universities mentioned, referring to its way of inserting itself into the economically active population and being competitive at national and international level, not promoting its creativity because there is no homogeneity in the training of teachers, some being very permissive and others very rigid, not having a balance between both, which damages the student, as well as the resistance to change on the part of the teacher who does not use Information and Communication Technologies, so that he walks at the same pace as the student, as ICT offers new opportunities learning in a society that has already increased its connectivity and made internet accessibility cheaper to help meet the needs that have emerged as a result of covid-19 (Cuetos Revuelta et al., 2020). The objective is to determine the importance of full
undergraduate education at Jorge Basadre Grohmann National and Private Universities of Tacna in the 21st century.

3 METHODOLOGY

Exploratory, through questionnaires applied on Google Forms, and informal interviews with professors from the two universities, being a cross-sectional study

4 RESULTS AND DISCUSSIONS

In Peru, education is a right protected by the 1993 Political Constitution of the State, which radically differentiates between education that is under the charge of the State and the private, this for budgetary reasons, predominantly, since the State administers a budget of S/. 35.228 million for this sector of such importance for the development of the country (MINEDU, 2021), which despite being a state policy, does not receive due importance, although the speeches indicate the contrary, so that since the last century there has been an educational formation that does not follow the times, technology entering timidly in the last century, which begins to strengthen in the 21st century (Sucari León et al., 2022), we understand that it occurs as a consequence of the pandemic, which requires virtual education, related to the use of Information and Communication Technologies (ICT), Likewise, the social problem in integral education becomes strong, in a country convulsed by social, economic policies and which have as common denominator the teaching and integral training of the university student, turning to an innovative, critical and reflective training; However, it is impossible not to observe the inequalities existing in national universities, whose family income of students is not sufficient to acquire computers or Internet with adequate bandwidth to receive synchronous sessions (Huanca-Arohuanca et al., 2020), which has led to a greater effort of teachers to qualify in technological tools, as well as of students, enabling and the development of virtual and integral education by means of gamified teaching, the same happens in private university, with the difference in the economic situation of the students; that, although it is true, not all belong to an economy that allows them to access high costs due to the accessibility of bandwidth or a computer, the situation is more homogeneous and allows the vast majority to have access to technology, so that there is a gap is beginning to be determined in the undergraduate education, allied to the inadequate didactic that is used in the classroom, therefore, the integral training
must begin from the first school years, so that upon graduation the student has tools to face different scenarios and be disruptive in their actions so, like the teacher, who should not only worry about passing on knowledge, but should continue with the person's training, basically in research, so that the graduate has the values that society demands (Silva- Díaz & Cajandilay-Díaz, 2018).

In the universities to which we refer, in the professional courses they teach, because there is a difference between students, as well as teachers, one notices the inequality between the soft skills developed, for example, in both, the existence of teachers as students, who have a good mastery of these competences, as well as others who need to develop them, which makes us conclude that graduates, both school and university level, are the accumulation of everything they have learned with their teachers and teachers during the course of their life, being the family a very important factor in the formation of the person, contributing to it (Bellei C., s.d.).

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The objective is to determine the importance of full undergraduate education at Jorge Basadre Grohmann National and Private Universities of Tacna in the 21st century.

We should consider that in Peru, in 2020, the year when the pandemic is evident and subject us to a strict quarantine through legal regulations in Peru and the evolution of Information and Communication Technologies (ICT) accelerates, not only in the workplace, but also in the academic field (Díaz Vera et al., 2021), becoming an important tool in the educational field, taking advantage of the resources that the Web offers us and the use it is given to better educate students (Hernández et al., 2018).

Of the research and interviews carried out with professors and students from the two universities, 93.4% report that they learned to use the technology as a result of the pandemic,
which started in March 2020 in Peru, with the quarantine that was installed in March. On the 16th of that year, I made it so that we all had to learn to use technology, in all its forms, depending on where it works. In this case, in the academic area; however, 6.6% did not learn to use the technology, evidencing the lack of progress and personal development.

**Figure 1**

*¿With the pandemic, the non-face sessions (virtuality) came and made you learn how to use technology?*

![Bar chart showing the percentage of people who did and did not learn to use technology.](image)

Figure 2 shows that 72.3% of those surveyed have already received lessons through games, called teaching gamification, or other technological tools, while 27.7% did not have gamified lessons, demonstrating that not all teachers have bothered to discover new forms of teaching, which results in detriment to an integral formation, depending on the times, diminishing the importance of this formation.
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Figure 2
Knowing about the use of Information and Communication Technology (ICT), were the lessons taken with games (Gamification) or other technological tools?

78.1%, as shown in Figure 3, indicated that the education they provide, in the case of teachers, and what they receive, in the case of students, is considered to be full training, and it is worrying that 21.9% of respondents, have not provided or received that training that increases

Figure 3
Do you consider the education you offer or receive, as appropriate, as comprehensive training?

78.1%, as shown in Figure 3, indicated that the education they provide, in the case of teachers, and what they receive, in the case of students, is considered to be full training, and it is worrying that 21.9% of respondents, have not provided or received that training that increases
the person's skills, as well as their values for the proper and adequate exercise of their profession, knowing how to work in the field of work.

In figure 4, it was found that 94.2% would like to keep the use of technological tools simultaneously, while 5.8% would not like to use those tools already learned, and this is reflected in figure 1, in which 6.6% of those surveyed said that they did not learn to use the technology.

**Figure 4**

*Now that you've returned to face-to-face, would you like to maintain the use of technological tools simultaneously?*

![Bar chart showing 94.2% for 'Sim' (Yes) and 5.8% for 'Não' (No)]

In Figure 5, 9.4% determined that the technology came to stay and 3.6% believe the contrary; However, it should be noted that the technology has been in the world for several years, in some universities of Peru, the same, since the professional undergraduate and postgraduate courses have been taught in a semi-physical way and, in the last case, in 100% non-face, which implies resistance to change, being relatively protected by the 6.6% who did not learn to use the technology, as shown in Figure 1.
Figure 5

*Can you believe the technology is here to stay?*

![Bar chart showing 96.4% in favor and 3.6% against the belief that technology is here to stay.]

Figure 6

*Do you believe that teachers and students should maintain constant training in ICT?*

![Bar chart showing 98.5% in favor and 1.5% against the belief that teachers and students should maintain constant training in ICT.]

98.5% of respondents believe that constant training in ICT should be maintained, and 1.5% the other way around, meeting again with the number 1, where 6.6% do not learn the use of technology, even though it is an uncontrollable exogenous factor to consider in globalization, and where academia should be the first actor for its development, hampering integral training, in that this is not only the transmission of knowledge, instilling ethical and moral values, but
also involves teaching and learning technology, so that teacher and student can face technological factors in its advance and application for comprehensive development.

5 CONCLUSION

The results obtained satisfy the purpose of this research, which is to prove the importance of full undergraduate training at Jorge Basadre Grohmann and Privadas de Tacna National Universities in the 21st century, not only as a result of the reading of applied research, but is also elucidated by the interviews carried out over five years, with the hired and appointed professors, as well as with the students of the two universities, of which there are already graduates and professionals, bringing to light the lack of an integral formation and the importance given to it when we look back.

It is also proven that the virtual environment of learning, whether we like it or not, has come to stay, and its importance in education and training in the 21st century (Urquidi Martín et al., 2020), in which the Teachers demand greater skills and competences, not only as such, but must complement their knowledge with transversal knowledge that support their development and development before the student who must graduate, therefore, must know psychology, administration, technology, history and others that contribute to the completeness training of the undergraduate student in the Jorge Basadre Grohmann and Privadas Universities of Tacna, in which despite some training, in which is worth nothing if the teacher does not apply to his students, without fear and correcting what must be done and motivating or affirming good in the vision of the future that leads the student to be a better person, a professional and a factor of growth and development in his country, making technology an important factor as a competence that the student must acquire (Gutiérrez Martín et. al., 2022).

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