Impact of Pre-service Teacher Training: A Case Study of Teacher Education Programme in Indonesia
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Abstract
Globalization and free trade in South East Asia is just around the corner, all countries are preparing themselves to face the new era along with its challenges. One of the important aspects in facing such challenges is the readiness of teachers in preparing the next generations. Many teachers in Indonesia do not have substantial training before they become teachers, while they are experts in the subject content they teach. The Sampoerna Foundation Teacher Institute (SFTI), an Indonesian philanthropy organization that focuses on developing the quality of education through teacher trainings across the archipelago, is responding to the challenge with the Teacher Education Programme (TEP), a one-year teacher training course that gives basic pedagogic skills development, teaching and learning strategies, integration of technology in the classroom, English language skills enhancement, and monitored teaching practice sessions to ensure that the student teachers meet the requirements of a 21st century teacher. Questionnaires and interviews conducted at the end of the academic year show that this training gives impact to the teachers in ways of becoming reflective practitioners, sensitive to educational issues, and starting to make a change to themselves and their environment.

Keywords: Pre-service teacher, teacher training, Teacher Education Programme (TEP), philanthropy, reflective practitioners, 21st century teacher
Introduction
Globalization is affecting all countries in many aspects including education. Space and time are transforming the situation into new high tech global economy. This transformation requires people to develop new knowledge and skills. Thus schools, in this case teachers, play an important role in preparing next generations to face this new reality. Teachers need to have the ability to integrate many kinds of knowledge and skills in order to pursue multiple goals with learners who have different needs. Many teachers in Indonesia do not have such training before they become teachers, while they are experts in the subject content they teach. Therefore this becomes a challenge for teacher training institutions to help them develop this competency.

Sampoerna Foundation Teacher Institute and Teacher Education Programme
The Sampoerna Foundation Teacher Institute (SFTI), an Indonesian philanthropy organization that focuses on developing the quality of education through teacher trainings across the archipelago, is responding to the challenge with the Teacher Education Programme (TEP). The program is an intensive one-year teacher training aiming on preparing pre-service and in-service teachers with necessary knowledge, skills, ability to become successful school teachers. Incorporating the latest thinking in educational theories and putting them into practice, the program provides student teachers with knowledge on understanding the key concepts and principles of teaching and learning, and skills in implementing, analyzing key instructional processes. Added to that, TEP participants are being prepared to teach bilingually, i.e. in English and Bahasa Indonesia. Initially, the TEP is designed only for secondary school teachers. Currently it has expanded to elementary levels due to the increasing demand on teacher training for elementary school teachers.

The TEP comprises four main components of study: Education Studies, Curriculum Studies, English communication skills and practicum. The Education Studies are designed to induct student teachers into the world of education by addressing the fundamental question of what it means to be a teacher in the context of the profession of education. Employing both theoretical and empirical approaches, this component of the TEP prepares student teachers to confront and address the prospects and challenges of education at the global, national, and local levels. Through these courses, student teachers learn social context of schooling, sociological and psychological concepts, teaching and learning issues, and use of ICT to foster engaged learning. On the other hand, the Curriculum Studies aims to expose student teachers to the syllabi and textbooks in the curriculum and equip them with methods and strategies of teaching high school subjects. In addition to that, English communication skill classes provide a change for student teachers to enhance their English for academic discourse skills. This practical module is designed to provide students with speaking and writing skills necessary for effective communication as teachers in the classroom and in their professional interaction with colleagues, parents, and the public.

Furthermore, the TEP students are also equipped with teaching practice. The main function of the Practicum is to enable the students to develop teaching competencies in a variety of instructional contexts in real-world practice, i.e. schools, in a supportive environment under the guidance and supervision of experienced teachers (mentor teachers) and TEP facilitators. During the Practicum, the student teachers have the opportunity to use the knowledge and skills learned in the Social and Curriculum Studies in their classrooms. The TEP practicum is quite different from
those conducted by other teacher training institutions. While other institutions require their participants to conduct the practicum for one month, the TEP asks students teachers to do teaching practice six times and observe the class they are going to teach beforehand.

During teaching practice student teachers are required to conduct a classroom action research supervised by TEP facilitators. Through this action, they learn how to analyze pupils’ needs and then develop lessons based on the findings. At the end of each session students teachers should reflect on what they have done in class orally or in written. They also get feedback from mentor teachers and facilitators about their teaching and lessons. By doing this, they get a chance to develop their reflective and teaching skills.

The TEP participants were awarded with tuition fee scholarship to pursue the course in SFTI campus for one year. Twenty scholarships were awarded to twenty student teachers, comprised of three pre-service teachers and seventeen in-service teachers. There was one student teacher who was originally applying for the scholarship but did not make the selection, but still willing to join this program at her own costs. The scholarship was given with a condition that these teachers must fulfill minimum GPA in each semester and they are to be ready to be located in any of our school partner, if needed. Half the student teachers did not make it to the second semester, due to insufficient GPA acquired.

**Theoretical Framework**

Writing in his broadly acclaimed book, *The World is Flat*, Thomas Friedman comments on the impact of the new age of globalization. He argues that the world is shrinking from size small to size tiny and demonstrates how flat the global economic playing field has become. For Friedman the tipping point was less than a decade ago when World Wide Web widened the playing field and enabled individuals to collaborate in real time. Since that change, the rate of change has been spectacular and the Web is now used universally as a tool for learning tool. One of the important aspects in facing such challenges is the readiness of teachers in preparing the next generations.

The endeavor to improve teachers’ professionalism is not as easy as it seems. Teachers need to review their curricula, change their classroom environment and adjust to what the students would need to survive in this globalization era.

Educators wrongly believed that one-shot professional development sessions would transform not only teacher classroom behavior but also student learning (Joellen Killion, 2005) Confronting this fallacy presented a new challenge for professional development leaders and providers: If one-shot sessions do not work, what does it take to change teacher classroom behavior and student learning? Through two years research she found that ongoing sessions of learning, collaboration, and application, accompanied by school- and classroom-based support, over an ample time period are necessary to incorporate new behaviors fully into a teacher’s repertoire. If the design of professional development is sufficiently strong and long enough to promote deep changes, it will be possible to measure the impact of professional development on student learning.
She added that to establish teacher professional development program and to know that its working, the steps to take are: (1) *Visiting other schools.* Teachers visited a high-performing school. This experience shaped our vision for professional development—a vision that embodies “reciprocal responsibility,” whereby the principal provides adequate professional development and the teachers identify necessary supports and implement practices; (2) Designing a personal professional development plan, where teachers create individual professional development plans approved by the principal; (3) Collaborative coaching and learning; (4) Exercising teacher leadership through sharing their skills and knowledge with others.

Robert C. Pianta (2005) who studied *the basis for individualized professional development to strengthen teachers’ classroom practice* recommend that systematic and standardized observation of real classroom practice contribute to teacher quality. It embedded not only in credentials or in coursework but in what teachers do in classrooms.

Karen, et al (2005, in Darling-Hammond, p. 359) pay particular attention to three widely documented problems in learning to teach.(1) learning to teach requires that new teachers come to think about (and understand) teaching in ways quite different from what they have learned from their own experience as a students. (2), helping teacher learn to teach more effectively requires them not only develop the ability to “think like a teacher” but also to put what they know into action, and (3) issue is “the problem of complexity.” Teacher typically work with many students at once and have to juggle multiple academic and social goals requiring trade-offs from moment to moment and day to day.

The survey done by London strategic learning for skill and workforce (2004) underpinned seven principles as the basis for a new quality assurance framework for teaching practice placements, which are: (1) *the aim of teaching practice placements is to develop the teaching skills and professional orientation of trainee teachers, and to integrate teaching practice with the taught elements of the training programme;* (2) primary purpose of teaching practice is for trainees to gain practical teaching experience and to receive ongoing formative developmental feedback on their teaching from experienced teachers, to complement the taught elements of the training course and the summative (graded) observations of teaching practice periodically carried out by the trainers; (3) *Trainees are learning their professional skills and need supported practical teaching placements throughout their training;* (4) *Supporting trainee teachers with observation and formative feedback provides enormous potential for the professional development of existing staff in the host organisation. The work should aim to maximise this potential for the benefit of organisations as well as trainee teachers.*

TEP is based on adult education principles. Knowles (1998) states 6 principles that need to be fulfilled in adult education. First, students must know the why, what and how of a subject. Second, students should be aware of the presence of self directed learning and independency. Third, students should possess basic knowledge that will help them to accept new materials. Fourth, students’ readiness to learn, since it is related to the work they are doing, in this case most of the students are teachers. Therefore, the materials given are related to their teaching experience and this actually added values to their understanding upon the materials. Fifth, their learning
orientation is centered on problems. The problems they found in the classroom while teaching become the stimulus for learning, hence made TEP materials delivery become contextual and related to their daily experience. Last, the presence of learning motivation. Related to each student’s goals in joining TEP, eventually those have enough motivation would finish this one-year programme.

Methodology
This research adopted the questionnaire tool from Training and Development Agency for School (TDA), London, UK, in Impact Evaluation of CPD (2007). The original questionnaire consists of questions to student teacher, leader or coordinator of Professional Development, and line manager of the teachers in their respective schools. Questions were asked to the student teachers prior to their professional development and after they had finished their professional development sessions. The impacts were then measured and evaluated, based on the testimonials of the teachers and related parties.

For the purpose of this research, the questionnaire was adopted and modified into three categories: before joining TEP, after finishing TEP and teaching practice. There were a total of twelve questions asked to TEP student teachers, some were interviewed and videotaped. But for some who were not available to be interviewed, the questionnaire was sent through email and was responded by the student teachers. The questionnaire was administered to all the remaining TEP student teachers at the end of the programme.

Findings
TEP students responded the questionnaire through the forms of interview and fill-in-questionnaire as some of them were unable to be visited during data collection period.

The questionnaire was asking the students’ motivation in joining TEP, expected outcomes of TEP, the impact that they felt after finishing TEP, the evidence of the impact they felt and the reflection of the teaching practice that they did.

An interesting finding of these students is that many of them are motivated to even continue their education to a higher degree after finishing TEP; some are immediately applying for various scholarships for studying Masters of Education abroad.

The responses that students gave with regards to the motivation in joining TEP were similar, such as to pursue professional development, as well as improving their English skills since the programme was conducted bilingually in English and Bahasa Indonesia. This shows that there are quite a few teachers who are aware the need to upgrade themselves in the aspect of language, as well as acquiring more skills and knowledge on teaching and learning processes, especially in teaching 21st century generation. Students now need to master at least one foreign language, if not more than that, in order to survive in globalization, as well as graduating from high school.

While the element of expected outcomes contains similar hope: to be a better teacher in the classroom and able to use multiple methodologies and strategies in teaching. Some also responded that they wanted to gain more confidence in teaching the materials to their students in their classrooms, as well as understanding the curriculum since some of them did not have prior teacher training before becoming a teacher. At
the same time, these student teachers are expected to understand how to combine and integrate various international standards into their preparation and delivery. Another interesting finding is that some of the participants hoped that after finishing TEP, they will have a better opportunity when applying for a Master degree scholarship abroad.

When these student teachers are asked on the benefits their environments would get with them joining TEP, a similar finding from almost all them is that the sharing of materials and experiences that they got from the programme. Including how to develop materials, delivering them, assessing their practices, as well as teaching in another school for their teaching practices. The coaching that they got was also shared with colleagues in their respective schools.

With regards to the teaching practice, all student teachers responded that the guided and mentored teaching practices had really helped them in designing, delivering and evaluating their teaching skills. Especially for those who were new in the field, this experience brought them confidence in the end since they were completely guided throughout the whole teaching practice sessions.

Some of the student teachers were graduated from teacher’s college; therefore a question was raised upon them to compare their previous teaching practice experience with the current one. Their responses were similar, that this experience is totally different than the previous one and more impactful for them with the immediate feedback from the mentor teachers and TEP facilitators. The short span of teaching practice of only six sessions had shown them the application of the theories they had in the classrooms earlier, combined with Classroom Action Research so that they are equipped with the skills to keep on upgrading themselves in the future as lifelong learners.

**Reflective practitioner**

Upon the questions on impact that they felt, almost all student teachers responded that their teaching methods had shifted. Their teaching method is now more towards teacher-centered, as well as becoming more reflective now in preparing and delivering the lesson.

They gave a project to their students on the topic of social arithmetic, having them to prepare some food at home and then told them to sell it in the cafeteria to gain profit. The teacher made sure that the students are getting the correct message and that they were able to implement it immediately. With the notion of cross-curricula lesson was explicitly discussed in the course, student teachers were expected to implement that in their classroom whenever possible. This activity showed how integration was made, with students developing their social arithmetic skills, language and learn about confidence at the same time.

Teaching practice that they did also made them realize many aspects that they have to pay attention to, such as student’s psychological condition, multiple teaching methods and personal approaches, the importance of classroom management, and understanding various different perspectives. These showed them so many aspects in teaching that are not defined in the syllabus and curriculum of the school, yet they are important elements of teaching. Upon realizing theses, they claimed that they are now putting into considerations of these elements when preparing their lessons.
**Sensitive to educational issue**

Classroom Action Research (CAR) also brings changes to these student teachers; one claimed that by doing CAR, she now becomes sensitive to student’s responses to her teaching.

Another student teacher commented upon one of the materials given during the course, that it had made her eyes opened that ‘there is no stupid or fool student, the teacher needs to make proper communication with the students in order to teach them well’. All TEP student teachers were supposed to do research in one of the course titled ‘Social Context of Education in Indonesia’, hence their researches had proven that so many social issues that need to be considered upon developing lessons in the classroom. Some of the researches were the impact of having school hours started earlier with students’ academic performance, surveying internet usage and its impact on students, parents’ involvement in school development, impact of Credit Hours System on students’ academic performance, and impact of pictures and videos in improving pupils listening skill.

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**Change to self and environment**

Having these student teachers as role models to the schools they are working at, many of their colleagues were interested in joining TEP as well. While there was no opening yet, some of the participants shared and mentored their colleagues in their respective schools. With new teaching methodologies and strategies given were implemented immediately in the classrooms by the student teachers, some of the schools’ principals asked the TEP students to share their skills and knowledge. Therefore, these students benefit both themselves and their schools.

Another change that took place on the students is that they claimed to be more confident in using ICT in their classroom, so now they are starting to use ICT in their classroom in motivating their students for engaged learning experiences. Student teachers commented that through coaching, mentoring and updates of educational issue, they had better understanding on education as well as teaching and learning experiences. Hence, made impact to their school as well since they were modeling a different approach to teaching to other teachers. Another benefit that they gained was the extended networking with other teachers and educators, for they are learning so many new things from them.

The practice of assessing student’s skills in language had changed, according to one student teacher’s testimonial. She used to test them in using classical pencil and paper test, but now she is testing all their language skills through various methods of assessments. Also, she had just learned the importance of having pre and post test upon teaching a new topic.
TEP Achievement
There are two of TEP CAR papers that have been presented in both national and international conference. Both of them are related to English language teaching (ELT). The CAR paper which was presented in ELT national conference discussed about the use of games on teaching grammar. The student teacher chose this method on teaching English because her pupils need to be motivated on learning English grammar. The other CAR paper which is to be presented in an international conference studied on the impact of pictures and videos in improving pupils listening skill. The student teacher decided to use those teaching strategies to meet pupils need (improving their listening skill).

Conclusion and Recommendation
TEP aims to answer the challenge of preparing next generation teachers, who are equipped with excellent knowledge, practical teaching skills and strategies, ability to teach bilingually, reflective practice and ICT ready. All of these are answered based upon the results of the interviews and questionnaires, as the student teachers of TEP responded that they felt more prepared as teacher upon completion of the programme, as well as becoming more confident in teaching their subjects through the guided and mentored teaching practice. They also shifted their practice from only drilling to use various methodologies and strategies in the classroom. The student teacher’s confidence to converse in English is another success element that these students gained, along with practical skills to conduct Classroom Action Research on their own as a practice of reflective teaching and becoming more sensitive to the educational issues in Indonesia.

While there are many other institutions that offer similar programme, the main focus is recommended to be in the teaching practice element, especially with guided and mentored teaching practice. It is proven based on the comparison of the student teachers who have undergone both versions of teaching practice, unguided and guided teaching practice, that with guidance and mentoring, they can immediately know the elements that they need to work on and gain more confident in going into the class next time.

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