EDUCATIONAL INNOVATION IN SOCIETY 5.0 ERA: CHALLENGES AND OPPORTUNITIES

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Pre-service teacher education reform in Indonesia: Traditional and contemporary paradigms

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ABSTRACT: This study aims to explore the experiences and views on pre-service teacher education in Indonesia. It is a case study. The sample is five full-time teacher educators established the non-probability purposive sampling technique. The data were collected through semi-structured interviews and document analysis. The data were reviewed, interpreted, and organized into categories or themes. The findings show that one of the solutions to the deterioration of Indonesian students' achievement is by raising the teacher professionalism. The traditional professionalism lies on reality and theory-based body of knowledge, skills, and culture. This is integrated in the Bachelor of Education (B.Ed.) graduates. In contrast, the contemporary professionalism implies that individuals can be a professional when they acquire a set of skills through competency-based-training. This is realized in the new graduate programme of Pre-service Teacher Education (PsTE). The PsTE programme emphasizes the professional skills through the subject-specific workshops at the university and teaching practice in school.

1 INTRODUCTION

The Indonesian government attempts to improve teacher professionalism through teacher education. This is a response to the deterioration of Indonesian students' achievement both in national and international assessments, such as PISA and TIMSS (Mullis, Martin, Foy, & Arora 2012; OECD 2014; OECD 2016; Pritchett 2015). Beside educational equity and standards-driven accountability, improving teacher quality is a globally *legitimized* yet locally adaptable policy response to international education assessments (Wiseman 2013). However, these assessments are *criticized* and misused as an instrument of intervention into the governance of national education of each participating country (Meyer & Benavot 2013). Within this governance, a teacher is the most important factor in the educational process (OECD 2005). However, this does not view teachers as thinking, judging, and acting professionals (Priestley, Biesta, & Robinson 2015). Instead, it *emphasizes* teaching as technical accomplishment and measurement (Menter 2010).

The Indonesian government centralized pre-service teacher education policy to deal with this challenge (OECD/Asian Development Bank 2015). Teacher education in Indonesia needs fundamental reform. It is important to construct teacher professionalism orientated to the recent economic development

(OECD 2005; OECD/Asian Development Bank 2015) and the traditional independent thinking as well as civic participation (Meyer & Benavot 2013). The national education reform includes the redesigning of the pre-service teacher education curriculum. This curriculum development is an implementation of the national policy change increasing teacher qualification from bachelor degree to graduate professional education (Teacher Act No. 14, 2005). This one-year professional education programme, called Pre-service Teacher Education (PsTE) programme, is intended to upgrade teacher education to the graduate level. This programme has never existed before in Indonesia; and it just started in 2014. The PsTE programme is provided for both Bachelor of Education (B.Ed) holders and other bachelor degree holders. The curriculum of PsTE programme seems to be redundant, overlapping, inefficient, and ineffective to improve teachers' quality (Indriyani 2015; Sutoyo 2014). This is based on the possibility that the four-year-pre-service teacher education of the B.Ed. programme will be ineffective due to the implementation of the PsTE programme (Margi 2013; Suara Merdeka 24th June 2014; Subkhan 2011). Meanwhile, Ningrum (2012) suggests that the curriculum structure and content of the B.Ed. programmes do not have relevance and continuity with the PsTE curriculum. In addition, the teaching practices at the B.Ed. programme and that of the PsTE are overlapping.

In Indonesia, both teacher professionalism and teaching quality are associated with the efforts to improve student performance (Utanto & Gunawan 2017). Then, rigorous teaching license requirements can contribute to good teachers having ideal professionalism and practicing a good teaching. The professional teaching certification in Indonesia refers to the PsTE programme. It is argued that the PsTE's student teachers have both good grounding in developing their pedagogical competence (Anita & Rahman 2013; Maryati Prasetyo, Wilujeng, & Sumintono, 2019) and better ability in terms of subject-specific pedagogy (Anwar 2012). This indicates that the PsTE programme can be a potential medium to develop teacher professionalism and it may subsequently elevate Indonesia's poor achievement in both TIMSS and PISA (Mullis et al. 2012; OECD 2014).

Since teachers are the main resources for every nation to ensure this global competitiveness (OECD 2005), both pre-service teacher education programme and teacher professional development programme have become more crucial for every national education system. Furthermore, both teacher education and teaching profession have become a common major area of government policy intervention within international environment (Furlong 2013). Meanwhile, a proposal to revitalize teaching profession status in Indonesia was made by the Indonesia Teacher Union (ITU). The proposal combined increasing teacher's qualification, quality, and welfare. This was to raise the low status of teaching profession in Indonesia at that time (Chang 2014). The Indonesian government issued the national standard of teaching stipulated on the Teacher Act (2005) and its implemention regulations. The political influences both from the ITU and the parliament significantly shifted the policy preference or paradigm to increase teacher welfare rather than to develop education quality through professional teachers (Raihani & Sumintono 2010; Wibowo 2011). This blurs the urgency of redesigning the pre-service teacher education curriculum both at the B.Ed. programme and the PsTE programme to certify the pre-service teachers. In addition, the abolishment of the Teaching Licensing Programme IV implies distrust from the government in the quality of pre-service teacher education graduates from teacher education institutions at higher education level (Margi 2013; Raihani & Sumintono 2010).

The Teacher Act (2005) has raised crucial issues concerning teacher management and development. This current teacher management and development indicates the effect of the new managerialism on public services. The new managerialism institutionalizes market principles in the public education and it focuses on the outputs measured in terms of performance indicators. However, it often disregards the inputs or resources (Lynch 2012). However, the performance indicators only measure what can be counted and tend to neglect the intangible aspects during the process to achieve that output. Lynch (2012) argues that this relentless output-led monitoring also undermines the care and nurturing dimensions of teaching and learning. This is because of their immeasurability within the confined time frames of performance indicators. Therefore, imperative strategic planning, performance-led measurement, audit culture at school, and the competence-based teacher are emphasized in the new managerialism (Connell 2009). Furthermore, Hoyle (2001) argues that professional teachers as individuals are more important than the teaching profession itself. In addition, individuals can be a professional when they acquire a set of skills through competency-based training. Actually, the current movement of new professionalism can be viewed as a chance to professionalize the teaching profession. The Indonesian government has made a set of policies on teacher competencies, incorporation national teacher standards, and role of various ministry units and agencies to support teacher competencies, teacher certification, and special and professional allowances for teachers (Chan 2014).

With reference to the background and the literature review, this research aims to explore the experiences and views of teacher educators with regard to the national policy change to teacher education provision after the promulgation of Teacher Act No. 14/2005. It explores how teacher educators at an Indonesia university design the teacher education curriculum. The activity of designing a curriculum is a response to reality, which, in this case, is the national policy change regarding teacher education structure and teacher professionalism principles in Indonesia.

2 RESEARCH METHOD

2.1 Research design

This research is qualitative in nature with a case study design to explore deeply the case of the pre-service teacher education reform. It took place in a teacher education institution in Indonesia. The setting was chosen with the consideration of its concerns on education.

2.2 Participants

A non-probability purposive sample of five participants is derived from a group of full-time teacher educators of the teacher education institution. They have experiences regarding the process of teacher education curriculum design for either the B.Ed. programme or the PsTE programme, or both of these programmes. Therefore, the choice of research participants is based on whether they have been involved in the designing of the ITE curriculum. The details of the research participants is shown in Table 1.

Table 1. Participant's education and work experiences.

No	Participants	Involvement in designing ITE curriculum
1	Mr Epsilon (60 years old)	• Head of the Centre for the Development of Educational and Non-Education Profession which is organizing the PPG at Sunny University. • Formulating the PPG policy at the national level.
2	Mrs Gamma (60)	• Designing the "genuine" PPG curriculum in the national level. • Designing the KKNI-based curriculum 2014 for the B.Ed. programme at the national level.
3	Mrs Delta (34)	• The PPG Coordinator at the Science Education Department. • Designing the PPG Curriculum in the national level. • Designing the KKNI-based curriculum 2014 for the B.Ed. in the faculty level.
4	Mrs Beta (40)	• Coordinator of the B.Ed. in History Study Programme • Designing the KKNI-based curriculum 2014 for the B.Ed. in the national level.
5	Mr Alpha (29)	• Designing the KKNI-based curriculum 2014 for the B.Ed. in the departmental level.

2.3 Data collection

The research data were collected through semi-structured interviews and document analysis. The data are verbal in nature, consisting of transcripts of interviews and documents regarding the natural context in which the teacher education curriculum policy change occurs.

2.4 Data analysis

This study employed qualitative thematic analysis by adopting the Framework approach from Ritchie & Spencer (1994). The data analysis was applied in the following order: familiarization, identifying a thematic framework, indexing, charting, and mapping and interpretation. An index of central themes and subthemes, which was represented in a matrix with its display of cases and themes, was developed.

3 FINDINGS AND DISSCUSSION

3.1 Findings

Teacher educators' thought about the current development of PsTE system in Indonesia and interview data on the implementation of teacher education reforms at the university level are presented in Tables 2 and 3.

Table 2. Teacher educators' thought about the current development of pre-service teacher education system in Indonesia.

Codes, Key Features, and Interpretation

Mr Epsilon

• He believes that at the PPG, the non-education graduates should do a matriculation programme at least for one year, because they have deficit in the pedagogic competence. However, the non-education and the B.Ed. are not differentiated on the current PPG. He perceives that this kind of PPG is not fair.
• He believes that the PPG should be selective and prioritizing the B.Ed. graduates.
• Since the competence is standardized into four aspects: pedagogic, professional, personal, and social competence, to achieve wholeness of the four competencies, he believes that ideally the teacher education is a boarding scheme. In the campus is mainly to strengthen the pedagogic and professional competences. Meanwhile in the dormitory is to strengthen the personal and social competences.

Researcher's interpretation: the PPG likely adopts what the established profession applying; however, this is not consistent. The established profession in Indonesia, such as physician, lawyer, pharmacist, only can be enrolled by the bachelor of degree graduates on the same discipline, but the PPG can be enrolled by any bachelor degrees. Although the argument to minimize the non-education enrolment has been proposed, the decision refers the teaching profession as an open profession. The boarding-school scheme that is applied in the PPG is closer to the managerial-controlled professionalism from the Government. I addition, the appreciation for the Post-SM3T PPG graduates who are given the civil servant status is bonding the graduates to be loyal to the Government.

The information from the participants about teacher educators' thought about development of pre-service teacher education system in Indonesia run by PPG programme was inconsistent. The holders of bachelor degrees outside teacher's profession could enter this programme, but they were suggested that they should take a one-year matriculation programme. The holders of bachelor degrees in non-education programme did not lack content knowledge but they did not have educational science to teach student. Other opinions from participants were appreciation about boarding scheme that was applied for Post-SM3T PPG. The boarding scheme also played a role in establishing professional

teacher characters. It helped the government to know the loyalty from the SM3T PPG graduates.

Table 3. The implementation of teacher education reforms at university level.

Codes, Key Features, and Interpretation

Mrs Gamma

- Her beliefs in English Language Initial Teacher Education are that the ITE of English Language Teacher does not makes the student teachers become good in English. Instead, the ITE accepts those having good basic of English, then they refine and polish to be more sophisticated. Then, it is added with both the English linguistics (the English as scientific discipline, not as a skill) and the English pedagogy (a science of teaching English).

- Researcher's interpretation: The ITE should be viewed not only as preparing the teachers with the content and the teaching skills, but also the academic foundations and attitudes. This takes time. The PPG should be provided for the high-quality academic student teachers, who have strong drive to be professional teachers.

Mrs Delta

- The B.Ed. programme emphasizes the instructional theories and subject knowledge content. This applies peer teaching on microteaching and supervised or accompanied teaching. This does not produce teacher candidates, in terms of the graduates is obtaining the B.Ed. title, not as licensed teacher. The B.Ed. programme should be rearranged so that the educational courses are offered in the final semesters. The initial semesters give more portions to the subject knowledge content. However, it is not ignoring the development of teacher professionalism through the habituation since the beginning of the programme.

- Researcher's interpretation: The B.Ed. programme provides the fundamental theories and concepts of education and subject knowledge content. The beliefs about ITE in the B.Ed. that placed the educational courses at the final semesters can be called as the "combined B.Ed.", in which the student teachers learn the content first for several semesters, and then it is added with the educational courses. In the past, the non-education programme continued the study with the Akta IV. Her background in Biology Education and Science Education likely affects this view.

Mrs. Beta

- The PPL (teaching practice) at the B.Ed. should be abolished at all and moved to the PPG, since the graduates are not yet eligible to teach.

- More portions for the subject knowledge content in the B.Ed.

Researcher's interpretation: this ITE attempt to copy the scheme of professional education of the established profession, such as physician. More theoretical content at the bachelor degree, then it is added with the professional education. However, since the PPG also recruits the non-education graduates, it is not consistent. It has been modified, from exclusive to selective. However, the matriculation as the equalization for those from the non-education programme is not implemented. This is not fair enough.

The information from the three participants about the implementation of teacher education reforms in university level is different from one another. The first participant suggested that ITE should drive student teachers to be professional teachers. PPG was the place to establish it. The second participant focused that educational courses were given in the final semester after the student had learned about content. And the third participant suggested that teaching practice had better move to PPG courses and B.Ed. programme should focused on teaching about content.

3.2 Discussion

3.2.1 The development of pre-service teacher education system in Indonesia

The need for quality enhancement for pre-service teacher education in Indonesia was more focused on quantitative expansion in the New Order era in 1966–1998 (Raihani & Sumintono 2010). At that time, the quantity of pre-service teacher education graduates was emphasized to anticipate the rise of student population across the country. Before 2005, secondary school teachers had to obtain a four-and-half-year-undergraduate degree (the B.Ed.; or B.A.) with the Teaching Licensing Programme IV to be a licensed teacher. In contrast, the new requirement to undergo the PsTE is made for all school level teachers in Indonesia. Currently, the Teacher Act (2005) mandates that teachers must have the necessary talent, interest, zeal, idealism, commitment, faith, devoutness, and noble character. For teachers to be able to develop these key attributes, it is perceived that they must undergo appropriate formal pre-service teacher education before they are certified as qualified teachers. Therefore, universities are expected to employ an entry level assessment as a significant overhaul of pre-service teacher education provision (Heryadi 2007). This assessment only recruit's student teachers who really have basic aptitude and interest in teaching.

Among other issues, pre-service teacher education in Indonesia has been bedeviled by an outdated curriculum. "The curriculum in pre-service teacher education is too traditional and not aligned with new, more modern expectations for what teachers should know and do" (USAID 2009: viii). In addition, pre-service teacher education in Indonesia has not shown significant improvement in the education process, which influences the quality of the graduates. This is forcing the graduates to start learning the real encounters once they are in the workplace (Raihani & Sumintono 2010). Furthermore, in Indonesia, not many teacher educators seem to demonstrate enough interaction and recognition of their students' level of understanding (Maison 2013).

The Indonesian government has initiated the new PsTE; it may be viewed as an effort to develop teaching as graduate level-profession. This is contributing to the teacher professional enhancement (OECD 2005). The Indonesian universities are running the PPG

programme for the B.Ed. degree holders. The new policy of teaching qualifications in Indonesia is a move away from the traditional pre-service teacher education practice through the four-year-B.Ed programme. The right to teach of the B.Ed. graduates has been reduced since the implementation of the Teacher Act (2005). The B.Ed. degree holders no longer enjoy the automatic status of licensure. Although the B.Ed. programme is still offered, it is not different from the other non-education majors: in the sense, all graduates from both programmes can automatically become teachers. Furthermore, all graduates wanting to become teachers must obtain the teaching profession certificate through the PsTE programme. This teaching certification through the PsTE is organized and delivered by selected and accredited teacher education institutions at HEI, known as the teacher education institutions. However, most universities still run the B.Ed. programme, even though it is uncertain that B.Ed degree holders would proceed to undertake the PsTE programme, in which it would ensure that they are licensed as qualified teachers upon their graduation (Indriyani 2015). This is because the PsTE programme is run on a limited scale. It would be interesting to find out the current nature of the B.Ed. programme in the aftermath of Teacher Act (2005) in relation to the PsTE programme.

The central government provides a full scholarship for the selected B.Ed. graduates to enroll on the PsTE programme, which is in a boarding school format. This is due to both the educational cost of the programme and the subsequent professional allowance costs (Chang 2014). Nevertheless, this boarding-school-format PsTE programme can build student teachers' social-personal characters more comprehensively since it provides broad learning experience than merely class activities (Suresman 2015). What is equally interesting about the new requirement for licensing teacher is that the B.Ed. graduates are not automatically accommodated to the PsTE programme. Therefore, there are intended characteristics that are needed by both the B.Ed. and the PsTE graduates.

3.2.2 The implementation of the teacher education reforms at the university level

The pre-service teacher education reforms at the university level are manifested in the curriculum development. Basically, the first step of the curriculum design is the formulation of the purpose of the pre-service teacher education programme (Fish & Coles 2005; Tyler, 1971; Utomo Suminar, & Hamidah, 2019). While formulating the purpose, teacher educator embeds teacher professionalism principles stipulated in the Teacher Act (2005) and the national standard of teacher competence (2007) as the ideal curriculum of the teacher education in Indonesia. In addition, at the implementation level, the teacher education curriculum should be designed based on the

Indonesian National Qualification Framework (INQF). The competencies of the B.Ed. graduates should be equal to Learning Outcomes Level 6 of the INQF standard, while the competencies of the PsTE graduates should be equal to Learning Outcomes Level 7 (Table 4).

Table 4. The Level 6 and Level 7 generic learning outcomes.

The Level 6 Learning Outcomes for a Bachelor Degree	The Level 7 Learning Outcomes for a Graduate Professional Education
• Able to apply his or her field and optimize his or her own field of knowledge, technology, and/or arts on problem solving; and able to adapt to the faced situation.	• Able to plan and organize resources under his or her responsibility, and evaluate his or her work comprehensively with optimizing science, technology, and/or arts to take the steps of strategic organizational development.
• Able to master theoretical concepts on a particular field generally; able to master theoretical concepts on a specific field deeply; and able to formulate procedural-problem solving	• Able to solve the problems of science, technology, and/or art under his or her field through mono-disciplinary approach.
• Able to make right decisions based on data and information analysis, and able to give guidance on choosing alternative solutions independently and collectively.	• Able to conduct research and make a strategic decision of all aspects which are under his or her field authority accountably and responsibly.
• Responsible for his or her own tasks; and be given responsibility of organizational performance-outcomes.	

3.2.3 The pre-service teacher education at the undergraduate level of B.Ed. programme

Since the B.Ed. programme is organized by the autonomous department at the university level, its curriculum development much relies on the professional role of teacher educators. The embedded teacher professionalism in the pre-service teacher education is also to sharpen the mind and intellectual processes. Such a personal competency is about "self-conducting in accord with the norms of religion and the Indonesian national and social law and culture" (the National Standard of Teacher Competence, 2007). Furthermore, the B.Ed. graduate profile and learning outcomes should refer to the generic learning outcome standard of the INQF. The INQF-based curriculum of

the B.Ed. programme must have at least 144 credits. The department embeds the teacher professionalism principles stipulated in the Teacher Act (2005) and the National Standard of Teacher Competence (2007) by designing courses. The pedagogic competence is mainly embedded into the general basic educational courses (*Mata Kuliah Dasar Kependidikan*) and the teaching and learning skills courses (*Mata Kuliah Keterampilan Proses Pembelajaran*). The professional competence, in the sense of mastering the subject-matter knowledge, is mainly embedded by teacher educators in the core subject courses and the educational development courses at the departmental level. Furthermore, these groups of courses for the B.Ed programme encompass the four teacher education aspects as the process of education rather than training for becoming a teacher (Ovens 2000). This implies that teacher professionalism embedded in the B.Ed. programme tends to follow the classical requirements of such a true profession which must have theory-based body of knowledge, skills, and culture which are mastered through a lengthy period of specific education and training (Etzioni 1969).

Now, after the introduction of the PsTE programme, the graduates of B.Ed programme are likely to be a half way to becoming teachers. This indicates that the curriculum is an ideological, social, and aspirational document that reflects local circumstances and needs (Grant 2014). Furthermore, the intended teacher education curriculum at the university level is interpreted from the ideal teacher education curriculum (Goodlab & Associates, 1979, quoted in Westbury 2008). This ideal curriculum refers to the National Standard of Teacher Competence (2007). There is a divergent purpose of the teacher education since the B.Ed. programme is not the specific professional education that produces teachers anymore.

With reference to the "what works" (Wiles & Bondi 1989: 48), the B.Ed. curriculum shows the transferability of the taught knowledge, skills, and attitudes. This means that the B.Ed. programme continues the traditional role as a pre-service teacher education graduating novice teachers regardless their status. It is argued that the standardization of the pre-service education throughout the B.Ed. and the PsTE programmes has impacted upon the course design and structure, and particularly the emphasis on the development of subject knowledge at the B.Ed. curriculum (Burgess 2000). The adjustment of the B.Ed. curriculum purpose prepares the B.Ed. graduates to be able to compete in the job market. To prepare the role of their graduates in the society, the department embeds teacher professionalism including the social and personal competencies (the National Standard of Teacher Competence, 2007) into the B.Ed. curriculum. These consist of attitude, knowledge acquisition, specific, and general skills. These are the common B.Ed. learning outcomes, especially the attitude and general skills aspects, as shown in Table 5.

Table 5. The common B.Ed. learning outcomes.

No.	B.Ed. learning outcomes
1.	Devoting to the God and ability to demonstrate religious attitude.
2.	Upholding the humanistic values while conducting task based on religion, morals, and ethics.
3.	Contributing to developing life quality in the society, nation, state, and civilization based on the Pancasila.
4.	Playing a role as citizens who are proud and patriotic, nationalistic, and responsible to the state and nation.
5.	Respecting the diversity of culture, perspectives, beliefs, and religions, and other original thought/findings.
6.	Working together and having social sensitivity and care for the society and environment
7.	Obeying the law and discipline in life within the society and State.
8.	Internalizing the academic values, norms, and ethics.
9.	Demonstrating a responsible attitude in the field of work independently.
10.	Internalizing the spirit of independence, entrepreneurship, and resilience.
11.	Recognizing and care for local wisdom, and ability to adapt to the diversity of social-culture both on the national and global scale.

The expected attitudes in the B.Ed. learning outcomes represent the social and personal competencies (the National Standard of Teacher Competence, 2007). The pre-service teacher education programme is a medium to build the Pancasila ethos of the student teachers. This represents the perennial and idealist philosophies (Wiles & Bondi 1989) that education programmes including the B.Ed programme should teach the eternal truths and wisdom of the ages. The department embeds the teacher professionalism principles, especially on the pedagogic and professional competencies (the National Standard of Teacher Competence, 2007). There are common specific abilities developed in the B.Ed programme graduates, including: (1) the ability to plan, implement, and evaluate the teaching and learning activity suitable for the students' characteristics and the learning materials' characteristics; and (2) the ability to conduct the student-centered teaching and learning process by using the various instructional media and ICT to make the teaching and learning effective, creative, and contextual.

Basically, in addition to educating students to become future teachers, another purpose of the B.Ed. programme contradicts its traditional vision as the genuine pre-service teacher education. The traditional B.Ed programme should specifically prepare student teachers to deal with teaching as complex and demanding intellectual work involving specialized knowledge and skills (Zeichner 2014). The B.Ed. programme in Indonesia employs "two visions of the B.Ed. and two purposes of the B.Ed. curriculum role". Firstly, the B.Ed. programme prepares the students to become teachers, though they have to

undertake the PPG programme, and secondly, it also anticipates the students to be able to get an alternative occupation.

3.2.4 The pre-service teacher education at the graduate level teacher profession education programme

In addition to the B.Ed. programme, the PsTE programme is a professional educational programme specifically preparing student teachers to be professional teachers. There are some significant barriers to teacher education reform in order to support future teachers' competencies (Pujaningsih & Ambarwati 2020). Thus, the curriculum design should answer the question of "what makes for good practice in the teaching profession" (Fish & Coles 2005). According to the Ministry of Education and Culture (2014), the Post-SM3T PsTE programme is designed to produce graduates who have integrated competencies, which are strong character and leadership. The PsTE programme is directed to providing students with the real experience in order to become professional teachers. The teacher professionalism principles stipulated in the National Standard of Teacher Competence (2007) are embedded into the two curricular activities of the PsTE programme. They are both the academic curriculum in the campus and the teaching practice at school, and the boarding-life education curriculum in the campus dormitory. The PsTE curriculum enriches the academic pedagogy or subject knowledge and the professionalism taught in the bachelor degree. The pedagogic, personal, social, and professional competencies stipulated in the Teacher Act (2005) and the National Standard of Teacher Competence (2007) are embedded in the PsTE curriculum throughout the standard of the graduate's competencies, sub-competencies, and indicators. Thus, the PsTE student teachers should achieve the intended learning outcomes.

The teaching profession which has specific values especially on the personal and social competencies derived from the national philosophy of Pancasila, which is according to religious values. Those represent the perennial philosophy in education (Wiles & Bondi 1989). Furthermore, the teacher professionalism principles are embedded in details in the PsTE learning outcomes. The government has set the generic learning outcomes of the PsTE programme, which are synchronized from the graduate's sub-competencies (Ministry of Research, Technology, and Higher Education, 2017). These learning outcomes cover all the teacher professionalism principles stipulated in both the National Standard of Teacher Competences (2007) and the INQF Standard of Learning Outcomes Level 7 (The National Qualification Framework, 2012). These standards of the PsTE learning outcomes answer the next questions from Fish and Coles (2005: 51), namely: "What kind of person should the curriculum seek to create/cultivate?" "What should be the aims of the initial teacher education curriculum?" and "What

capabilities, characteristics, knowledge, and capacities should be developed by the teacher education curriculum?" Furthermore, the learning materials of the PsTE programme are derived from these learning outcomes.

The PsTE curriculum seems to imitate what the established profession applies on its professional education. According to the Ministry of Education and Culture (2014), since the student teachers of the Post-SM3T PsTE are B.Ed degree holders, the curriculum structure of the PsTE programme consists of workshops on organizing or developing the teaching and learning materials for their subject (subject-specific pedagogy). These activities are made similar to the authentic teacher's professional tasks at school. Thus, this confirms the principles that the developed activities, tasks, and experiences must be authentic, real world, relevant, constructive, sequential, and interlinked (Meyers & Nutty 2009). The PsTE programme is professional, practice-oriented in which the curriculum content emphasizes the training of teaching skills and techniques at advanced level and instruction about facts and information (Ovens 2000). Thus, the PsTE programme activities at campus employ the role of the initial teacher training, rather than the initial teacher education.

Teacher professionalism principles, especially the pedagogic and professional competencies stipulated in the Teacher Act (2005) and the National Standard of Teacher Competence (2007) are embedded through the subject-specific pedagogy workshops in the PPG programme (Table 6). This is the workshop on developing teaching and learning materials and it is specifically adjusted to each subject. Furthermore, the activity of the workshop is also synchronized with certain topics, subjects, and grades in the school curriculum. The schools in Indonesia now employ Curriculum 2013. Thus, the workshop in the PsTE programme refers to this school curriculum. In addition, the embedding teacher professionalism that encompasses pedagogic, professional, personal, and social competences continues in the teaching practice at school. It is in line with the opinions of Suryandari, Fatimah, Sajidan, Rahardjo, & Prasetyo (2018) that the modern society is very dependent on the development of science and technology, including social problems.

Although the teacher professionalism in Indonesia is nationally prescribed, there is a broad or extended teacher professionalism applied in the designed teaching practice curriculum. This professional teaching practice does not solely focus on the teaching and learning activity in class promoted by the effective teacher model (Menter 2010), or individualistic and restricted professionalism merely in the classroom context (Bair 2014). The teaching practice also includes professional commitment, showing passion and open-mindedness, leadership and organization of the learning environment, personal competence related to self-knowledge and personal characteristics, and social competence (Malm 2009). In addition, the classroom action research aims to

Table 6. The PPG graduate's competence and indicators.

Competence	Sub-competence	Indicators
Pedagogic	1. Planning the teaching and learning	1. Formulating pupil's competence indicators and learning outcomes based on the standard of graduate competence. 2. Organizing teaching and learning materials, process, sources, media, assessment, and evaluation. 3. Designing teaching plan according to the syllabus and implementing the principles of Techno-Pedagogical Content Knowledge (TPACK).
	2. Conducting the teaching and learning	Making the teaching and learning atmosphere and process which is educative and make the pupil bright based on pedagogic principles to facilitate pupils' potential and character.
	3. Assessing and evaluating the teaching and learning	1. Conducting authentic-holistic learning assessment that measures attitude, knowledge, and skills. This is assessment of learning. 2. Conducting assessment as a learning process. 3. Conducting assessment's results to develop the teaching and learning quality. This is assessment for learning.
Personal	Behaving according to religion norms, law norms, social norms, ethics, and cultural values.	1. Practicing the teaching of his/her own religion, as a human that believes in God, devotion, and having a noble character. 2. Having the nationalist ethos and patriotism based on the Pancasila, the Constitution 1945 of the Republic of Indonesia, commitment to the State of Republic of Indonesia and the spirit of Bhinneka Tunggal Ika (Unity in Diversity). 3. Demonstrating obedience to the law by implementing the norms according to the law and regulation in education and the teaching profession. 4. Performing a role model who is honest, has a noble character, diligent, responsible, and proud of being a teacher. 5. Willing to conduct self-development independently and continuously.
Social	Having ability to communicate, to interact, and to adapt with pupils, colleagues, parents/guardian, and society effectively and efficiently.	1. Communicating and interacting with pupils, colleagues, educational personnel, parents, and society through oral and written forms which are polite, effective, and productive. 2. Participating in the national development as a good citizen. 3. Having commitment to adapt and to use information and communication technology on conducting the professional tasks.
Professional	1. Mastering the learning materials in widely and deeply	1. Analysing the intended pupil's competence (learning outcomes) as the base of selecting materials. 2. Implementing and evaluating learning materials, structure, concept, and scientific paradigm that support the development of science, technology, and arts
	2. Mastering and finding concept, approach, technique, and method of the relevant science, technology, or arts.	1. Mastering concept, approach, technique, or method of the relevant science, technology, or arts. 2. Finding new concepts, approaches, techniques, or methods of the relevant science, technology, or arts.

fix the teaching practice and to develop the teaching and learning quality in school (Wiyarsi & Purtadi 2017). In addition to the core of the professional teaching training at the university campus and school, teacher professionalism principles are also embedded into the boarding-life education in the campus dormitory. The teacher professionalism built in this boarding-scheme is especially the personal and social competencies (National Standard of Teacher Competence, 2007; Teacher Act, 2005). The boarding-life education is a comprehensive-holistic education programme (Ministry of Education and Culture 2014). This boarding-life education is attached to the teacher education programme based on the stipulation of the National Education System Act (2003), the Teacher Act (2005) and their implementation regulations.

The personal and social competencies as part of teacher professionalism (National Standard of Teacher Competence, 2007; Teacher Act, 2005) have been embedded through the structured-life education in the university dormitory. Furthermore, this indicates that the extended teacher professionalism is not focused on student achievement. This extended teacher professionalism contradicts the relentless output-led approach that undermines the care and nurturing dimensions of teaching and learning (Lynch 2012).

4 CONCLUSIONS

In the pre-service teacher education curriculum, teachers must have four basic competencies: pedagogic, personal, social, and professional competencies. Teacher educators have embedded and synchronized such competencies in the B.Ed. programme. The purposes of B.Ed programme now cover both the education of students to become future teachers or take up other occupations. The curriculum design specifically addresses what makes for good teaching practice. The teacher professionalism principles are embedded in selected and organized learning experiences, which encompass the four basics competencies. These learning experiences are actualized into the theoretical and practical courses which emphasize the combination of attitude, knowledge, and skills. Groups of B.Ed. courses essentially focus on the process of education rather than training for becoming a teacher. Meanwhile, selected and organized learning experiences in profession and practice-oriented teacher education, such as the PsTE programme, tend to emphasize the training of teaching skills and techniques at the advanced level, and instruction on facts and information. Thus, the PsTE activities on campus employ the role of initial teacher training, rather than the initial teacher education. However, another aspect of professional education is to foster commitment and conformity to the norms and values of the teaching profession. This aspect is cultivated through the boarding-life education activities and teaching practice in school.

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