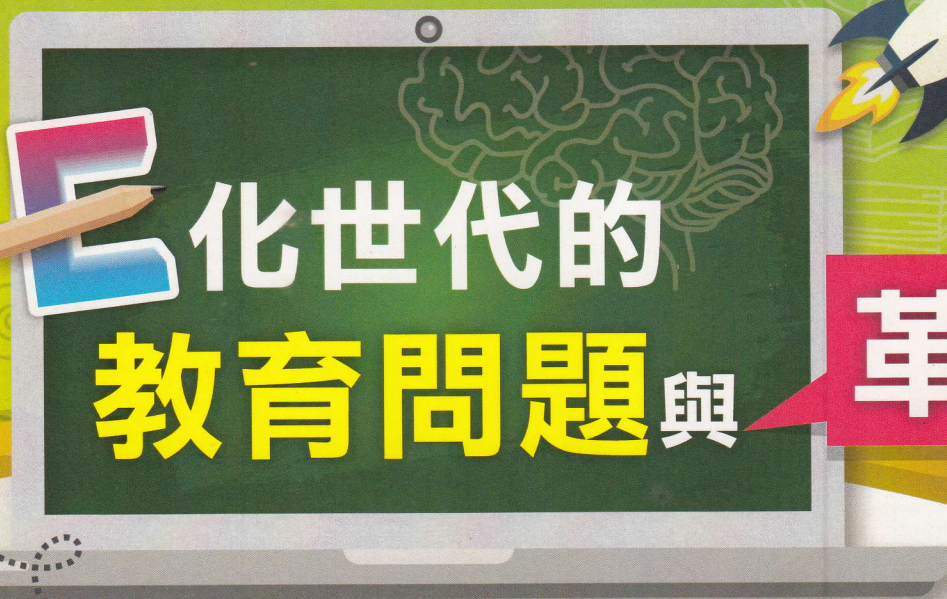




國立嘉義大學教育學系暨研究所

Department of Education, National Chiayi University

2018年度



革新

國際學術研討會

Manual of 2018 International Conference on Educational Issues and Reformation of the E-Generation

2018/10/25 Thu — 10/26 Fri

國立嘉義大學民雄校區教育館

研討會手冊

指導單位(Sponsor)

教育部師資培育及藝術教育司

教育部國民及學前教育署

公益財團法人日本台灣交流協會

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協辦單位(Collaborative Institute)

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國立嘉義大學師資培育中心

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國立嘉義大學教育學系  
National Chiayi University, Department of Education

2018 年 E 化世代的教育問題與革新國際學術研討會  
2018 International Conference on Educational Issues and Reformation of the E-Generation

## 感謝狀

茲感謝 **Dr. Ali Mustadi** 於 2018 年 10 月 25 日擔任本校教育學系辦理 2018 年「E 化世代的教育問題與革新」國際學術研討會之 **專題演講主講人**，使研討會得以圓滿完成，特以此狀，申致謝忱。

## Certificate of Appreciation

This Certificate of Appreciation is hereby presented to

**Dr. Ali Mustadi**

in recognition of your assistance to the **2018 International Conference on Educational Issues and Reformation of the E-Generation** as Keynote Speaker. Your contribution is greatly appreciated.

October 25, 2018

A handwritten signature in black ink that reads "Lin Ming-Huang".

Lin, Ming-Huang  
Chairman, Department of Education  
National Chiayi University, Taiwan



# 國立嘉義大學教育學系

Department of Education, National Chiayi University

October 09, 2018

Dr. Ali Mustadi, MPd

Lecturer of Primary Teacher Education Department & Graduate School

Yogyakarta State University, Indonesia

Jl. Colombo No.1, Karang Malang, Caturtunggal, Kec. Depok, Kabupaten Sleman,  
Daerah Istimewa Yogyakarta, Indonesia 55281

Dear Dr. Mustadi,

I am writing on the behalf of my department to invite you to present a paper at the roundtable session with the scholars from Taiwan, Japan and China on the educational reform in the E-era. This conference will be held by the Department of Education, National Chiayi University (NCYU) on October 25-26, 2018.

Dr. Mei-ying Chen, an associate professor of my department who visited your university on February 21, 2018 will assist you with related issues. If you have any concern, please feel free to contact her and my department.

I hereby sincerely welcome you to come to Taiwan on October 24-26 to share your thoughts on educational reform of Indonesia.

Yours Sincerely

Ming-huang Lin, Ph. D.  
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National Chiayi University  
85 Wenlong Village  
Minhsiung Hsiang  
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Website: [http://www1.ncyu.edu.tw/giee\\_eng/content.aspx?site\\_content\\_sn=24574](http://www1.ncyu.edu.tw/giee_eng/content.aspx?site_content_sn=24574)



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
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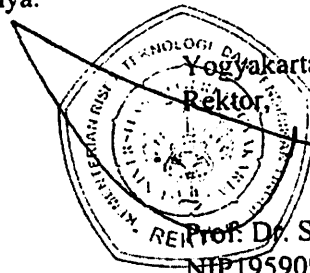
**SURAT TUGAS**

Nomor : 1004.b/UN34/TU.03.01/2018

Rektor Universitas Negeri Yogyakarta, memberikan tugas kepada :

Nama : Dr. Ali Mustadi, M.Pd.  
NIP : 197807102008011012  
Jabatan : Kaprodi Pendidikan Dasar PPS UNY  
Keperluan : Menjadi Pembicara dalam Seminar Internasional dengan judul "*Educational Reform in Indonesia*"  
Tempat : National Chiayi University, Taiwan  
Waktu : 25 - 26 Oktober 2018  
Keterangan : Berdasarkan surat undangan dari National Chiayi University tertanggal 9 Oktober 2018. Biaya perjalanan internasional PP dibiayai dan akomodasi ditanggung oleh panitia penyelenggara sedangkan uang harian ditanggung oleh DIPA UNY melalui RKPT PPS.

Surat penugasan ini diberikan untuk dipergunakan dan dilaksanakan sebaik-baiknya dan setelah selesai melaksanakan tugas agar melaporkan hasilnya.



Yogyakarta, 19 Oktober 2018

Rektor,

Prof. Dr. Sutrisna Wibawa, M.Pd.  
NIP 195909011986011002

Tembusan :

1. Wakil Rektor I
2. Wakil Rektor II
3. Wakil Rektor IV
4. Dekan FIP
5. Direktur PPS
6. Kepala Kantor Urusan Internasional dan Kemitraan

My Distinguished Guest:

Welcome to Taiwan and the National Chiayi University.

The accommodation will be arranged in the Maison de Chine Hotel Chiayi on 10/24, 10/25, 10/26 ( 257 Wenhua Rd., Chiayi City).

If you have any question, please contact me. My cellphone:0952860310.

I would like to inform you the following arrangement.

10/24 6:00 pm Welcome Banquet in 蚵庄 Restaurant

**10/25 7:40am Assembling in the Hotel Lobby and taking cars to National Chiayi University.**

8:30am Opening Ceremony

6:30pm Thanksgiving Feast

**10/26 Schedule of Visiting and Sightseeing**

9:10 Assembling in the Hotel Lobby and taking car to Giao Ping Elementary School.

9:30-11:30 in Giao Ping Elementary School

11:50-13:00 lunch time (One-Leaf Japanese Cuisine)

13:30-15:30 Visiting Southern Branch of the National Palace Museum

16:00-17:00 Visiting Hinoki Village

17:30-19:20 Enjoying beautiful view and nice dinner in 清豐濤

月

19:20 Back to Hotel

*Li-Ching*

## 印尼日惹大學初等教育系蒞臨本校教育學系參訪行程表

日期：107年10月23日（星期二）15：00

地點：本校民雄校區初等教育館三樓 B309 會議室

時間	會議內容	
15：00-15：10	相見歡、互相認識 Saling kenal. Pertemuan perkenalan	<del>Jurusan pendidikan</del> Universitas 嘉義大學教育學系： ketua jurusan Lin Minghuang 林明煌主任 日惹大學初教系： 主任
15：10-15：20	介紹嘉大教育學系 Universitas Jia Yi	林明煌主任
15：20-15：30	介紹日惹大學教育學系 kenalkan jurusan pendidikan UNY	主任
15：30-16：30	雙方溝通 saling	berkomunikasi
16：30-16：40	大合照 ambil foto bersama	
16：40-19：00	嘉義大學國際事務相關長官、教育學系師生與日惹大學貴賓學術交流會	<del>dr</del> Pemimpin dr Kantor Intern Jurusan

Jia Yi, Dosen-dosen dan mahasiswa-mahasiswa jurusan pendidikan dr Universitas Jia Yi sama dengan UNY akademik komunikasi

## **PRE-SERVICE TEACHER EDUCATION REFORM IN INDONESIA: TRADITIONAL AND CONTEMPORARY PARADIGMS**

Ali Mustadi<sup>1\*</sup>, Priadi Surya<sup>2</sup>, & Mei-Ying Chen<sup>3</sup>

<sup>1</sup><sup>2</sup>Universitas Negeri Yogyakarta, Indonesia

<sup>3</sup> National Chiayi University, Taiwan

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**Abstract:** Pre-service teacher education becomes the crucial aspect in preparing professional teachers. The study aimed to explore the experiences and views on pre-service teacher education in Indonesia. This research employed a case study design. A non-probability purposive sample were five participants derived from the full time teacher educators. The data were collected by using semi-structured interviews and documents analysis. The data was focussed on the designing of teacher education curriculum. The data were reviewed interpreted, and organised into categories or themes that drew from all of the data sources. The result shows; one of the solutions to respond the deterioration of Indonesia pupil achievement is by raising the teacher professionalism. The traditional professionalism lies on empirical and theoretical-based body of knowledge, skills, and culture. This is actualized in the undergraduate pre-service teacher education: the four-year-Bachelor of Education (B.Ed.). In contrast, the new professionalism implies that individuals can be a professional when they acquire a set of skills through competency-based training. This is actualized in the new postgraduate Pre-service Teacher Education (PsTE). The PsTE emphasizes the professional skills through the subject specific workshops and teaching practice at school. This professional education replaces the Teaching Licensing Program IV previously included in the B.Ed.

**Keywords:** *pre-service teacher education, teacher professionalism*

### **REFORMASI PENDIDIKAN PROFESI GURU DI INDONESIA: PARADIGMA TRADITIONAL DAN KONTEMPORER**

**Abstrak:** Pendidikan Profesi Guru menjadi unsur penting dalam penyiapan guru profesional. Penelitian ini bertujuan untuk mengeksplorasi pengalaman dan pandangan tentang Pendidikan Profesi Guru di Indonesia. Penelitian ini menggunakan desain studi kasus. Sampel purposif non-probabilitas yaitu lima peserta yang berasal dari pendidik guru penuh waktu. Peneliti merupakan instrumen utama dan data dikumpulkan melalui wawancara semi-struktur dan analisis dokumen. Data terfokus pada desain kurikulum Pendidikan Profesi Guru. Peneliti mereviu semua data kemudian menginterpretasi dan mengorganisasi ke dalam kategorisasi tema sesuai sumber data. Hasil penelitian menunjukkan bahwa salah satu solusi untuk menanggapi memburuknya prestasi murid Indonesia adalah dengan meningkatkan profesionalisme guru. Profesionalisme tradisional terletak pada tubuh pengetahuan, keterampilan, dan budaya yang berdasarkan teori dan empiris. Ini diaktualisasikan dalam pendidikan guru pra-jabatan sarjana: Sarjana Pendidikan empat tahun. Sebaliknya, profesionalisme baru menyiratkan bahwa individu dapat menjadi profesional ketika mereka memperoleh seperangkat keterampilan melalui pelatihan berbasis kompetensi. Ini diaktualisasikan dalam pendidikan guru pra-jabatan pascasarjana yang baru: Pendidikan Profesi Guru (PPG).



PPG menekankan keterampilan profesional melalui lokakarya mata pelajaran khusus dan praktik mengajar di sekolah. Pendidikan profesional ini menggantikan program lisensi Akta Pengajaran IV yang sebelumnya termasuk dalam B.Ed.

*Kata kunci : Pendidikan Profesi Guru, guru profesional*

## **INTRODUCTION**

The Indonesia Government attempts to improve teacher professionalism through teacher education. This is a response to the deterioration of Indonesia pupils' achievement both in national and international assessments, such as PISA and TIMSS (Mullis, Martin, Foy, & Arora, 2012; OECD, 2014; OECD, 2016; Pritchett, 2015). Besides educational equity and standards-driven accountability, improving teacher quality is a globally legitimised yet locally adaptable policy response to international education assessments (Wiseman, 2013). However, these assessments are criticised 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 emphasises teaching as technical accomplishment and measurement (Menter, 2010).

The Indonesia Government centralised 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 also 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 professional education at postgraduate level (Teacher Act No. 14, 2005). This one year professional education for being a teacher at postgraduate level, the Pre-service Teacher Education (PsTE), never existed before in Indonesia; and it just started from 2014.

This PsTE is provided for both the B.Ed. graduates and the other graduates. The curriculums of these pre-service teacher education degrees are likely to be redundant,

overlapping, inefficient, and ineffective to improve teachers' quality (Indriyani, 2015; Sutoyo, 2014). This is based on possibility that the four-year-pre-service teacher education at the B.Ed. will be ineffective due to the implementation of the PsTE (Margi, 2013; *Suara Merdeka*, 24<sup>th</sup> June 2014; Subkhan, 2011). Meanwhile, Ningrum (2012) suggests that the curriculum's structure and content of the B.Ed. programmes does not have relevance and continuity with the PsTE curriculum. In addition, both the teaching practices at the B.Ed. and the PsTE are overlapping.

In Indonesia, both teacher professionalism and teaching quality are associated with efforts to improve pupil performance (Utanto & Gunawan, 2017). Then, rigorous teaching license requirements can contribute to good teachers having an ideal professionalism and practising a good teaching. The professional teaching certification in Indonesia refers to the PsTE. 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 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 and teacher professional development have become more crucial for every national education system. Furthermore, both teacher education and the teaching profession have become a common major area of government policy intervention within international environment (Furlong, 2013). Meanwhile, an effort to revitalise teaching profession status in Indonesia was proposed by the Indonesia Teacher Union (ITU). The proposal combined increasing teacher's qualification, quality, and welfare. This was to raise the low status of the teaching profession in Indonesia at that time (Chang, 2014). Indonesian Government issued the national standard of teaching stipulated on the Teacher Act (2005) and its implementing 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. and the PsTE to certify the

pre-service teachers. In addition, the abolishment of the Teaching Licensing Program 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 influence of new managerialism idea on public services. The new managerialism institutionalises market principles in the public education and it focuses on 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 tends 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 emphasised in the new managerialism (Connell, 2009). Furthermore, Hoyle (2001) argues that professional teachers as individuals are more considered rather 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 professionalise the teaching profession. Indonesian Government has made a set of policies about teacher's competencies, incorporation national teacher standards, the role of various ministry units and agencies to support teachers competencies, the teacher certification, and special and professional allowances for teachers (Chan, 2014).

Referring 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. The research explored how teacher educators at an Indonesia university design the teacher education curriculum. The activity of designing curriculum is as a response to reality, which, in this case, is the national policy change regarding teacher education structure and teacher professionalism principles in Indonesia.

## METHODS

### Research Design

This research employed qualitative research methods due to the researcher's intention to describe and understand teacher educators' experiences of a social phenomenon regarding teacher education curriculum design in teacher education institution through an interpretivist approach. The research focuses on the interpretation of the teacher education curriculum design experienced by the participants in the natural settings. This research employed a case study design to explore the case deeply of the teacher education curriculum design process in the teacher education institution in which teacher educators responded to the national policy change on teacher education structure and teacher professionalism. This study took place in Yogyakarta State University as one of the Teacher Education Institutions in Indonesia. The setting were chosen in the consideration of their concerns on education and suitability to the feasibility of carrying out the research, and the ease of access. A non-probability purposive sample of five participants derived from a group of full time teacher educators of the teacher education institution who have experiences regarding the process of teacher education curriculum design for either the B.Ed. or the PsTE, or both of these programmes. Therefore, the choice of participants in this research was considered whether those had been involved in the designing the ITE curriculum.

**Table 1. Participants' Educational and Working Experiences**

No	Participants (pseudonyms)	Educational background	Working experience	Involvement in the designing the ITE curriculum
1	Mr. Epsilon (60 years old)	- B.Ed. in Educational Administration; - M.Ed. in Educational Research and Evaluation; and - ongoing Doctor of Education in Educational Management.	- Teaching in higher secondary school teacher for one year. - Lecturer of the Department of Educational Administration, the Sunny University for 30 years. - Member of the Teacher Policy Development team at the Directorate Higher Education, Ministry of Education (1993-2012).	- Head of the Centre for the Development of Educational and Non-Education Profession which is organising the PPG at the Sunny University. - Formulating the PPG policy at the national level.
2	Mrs. Gamma (60 years old)	- B.Ed. in English Language Education; - MA in Applied Linguistics in English (overseas).	- Teaching in lower secondary school teacher for ten years. - Teacher educator of the Department of English	- Designing the "genuine" PPG curriculum in the national level. - Designing the KKNI-

			Language Education, the Sunny University for 29 years.	based curriculum 2014 for the B.Ed. in the national level.
			- In charge as the Head and the Secretary of the Department of English Language Education, the Sunny University for 16 years.	
3	Mrs. Delta (34years old)	- B.Ed. in Biology Education; - M.Ed. in Science Education, ongoing Doctor of Education in Educational Sciences, concentration on Science Education).	- Teaching Biology in Islamic lower secondary school for six months. - Teacher educator of the Department of Science Education, the Sunny University for 11 years.	- 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 years old)	- B.A. in Indonesian History; - M.Ed. in History Education; - Doctor of Education in Educational Sciences.	- Teacher educator of the History Education, the Sunny University for 14 years.	- 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 years old)	- B.Ed. in Accountancy Education; - M.Ed. in Vocational and Technology Education	- Teaching ICT in lower secondary school for one year. - Teacher educator of the Accountancy Education, the Sunny University for 5 years.	- Designing the KKNI-based curriculum 2014 for the B.Ed. in the Department level.

Data collection was implemented by using semi-structured interviews and documents analysis. The data collected in this interpretive research are verbal in nature: transcripts of interviews and documents regarding the natural context in which the teacher education curriculum policy change occurs. This study employed qualitative thematic analysis by adopting the Framework approach from Ritchie & Spencer (1994). The Framework was used to uncover concepts or theories regarding teacher educator's agency while designing teacher education curriculum, teacher professionalism and teacher education curriculum. The data analysis was applied in the following order: familiarisation, identifying a thematic framework, indexing, charting, and mapping and interpretation. An index of central themes and subthemes, which were represented in a matrix with its display of cases and themes were developed.

## RESULT AND DISCUSSION

## Result

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

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

Codes, Key Features, and Interpretation
<p><b>Mr. Epsilon</b></p> <ul style="list-style-type: none"><li>- He believes that at the PPG, the <i>non-education graduates should have a matriculation</i> at least for one year, because they have <i>deficit in the pedagogic competence</i>. However, the non-education and the B.Ed. are not differentiated on the current PPG. He perceives that this kind of PPG is <i>not fair</i>.</li><li>- The <i>B.Ed. does not deficit in the subject knowledge content</i>. This is <i>enough for teaching</i> at school. On the other hand, the ultimate different is that the Bachelor degree graduates from the <i>non-education programme do not have educational sciences</i>. Therefore, there <i>should be the matriculation</i>.</li><li>- The <i>educationist lost to the non-education graduates who become the policy makers</i> at the ministerial positions <i>in the debate of who are eligible to teach and who are eligible to enrol the PPG</i>.</li><li>- He believes that the PPG should be selective and prioritising the B.Ed. graduates.</li><li>- Since the <i>competence is standardised</i> into four aspects: <i>pedagogic, professional, personal, and social competences</i>, therefore <i>to achieve wholeness of the four competences</i>, he believes that ideally <i>the teacher education is a boarding scheme</i>. In the <i>campus is mainly to strengthen the pedagogic and professional competences</i>. Meanwhile in the <i>dormitory is to strengthen the personal and social competences</i>.</li><li>- <b>Researchers interpretation:</b> the PPG likely <i>adopts what the established profession applying</i>; however, this is <i>not consistent</i>. 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 <i>argument to minimise the non-education enrolment has been proposed</i>, the <i>decision refers the teaching profession as an open profession</i>. The <i>boarding-school scheme that is applied in the PPG is closer to the managerial-controlled professionalism from the Government</i>. In addition, the appreciation for the Post-SM3T PPG graduates who are given the <i>civil servant status is bonding the graduates to be loyal to the Government</i>.</li></ul>

Information from the participants about teacher educators' thought about development of pre-service teacher education system in Indonesia run by PPG program wasn't consistent. Bachelor degree outside teacher's profession could enter this program, but the participant suggested to face this situation, the bachelor degree outside of educational background have to take matriculation for one years. Bachelor degree graduates from the non-education programme wasn't lack of content knowledge but they didn't have educational science to teach student. Other opinion from participant was appreciation about boarding scheme that was applied for Post-SM3T PPG. The

boarding scheme also took role to establish professional teacher's character. It helped government to know the loyalty from the SM3T PPG graduates.

**Table 3. The implementation of teacher education reforms in university level**

Codes, Key Features, and Interpretation
<p><b>Mrs. Gamma</b></p> <ul style="list-style-type: none"> <li>- Her beliefs about 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).</li> <li>- <b>Researcher interpretation:</b> the ITE should be viewed not only as prepare the teachers with the content and the teaching skills, but also the academic foundations and attitudes. This needs lengthy time. The PPG should be provided for the high quality academic student teachers, who have strong drive to be a professional teacher.</li> </ul>
<p><b>Mrs. Delta</b></p> <ul style="list-style-type: none"> <li>- The B.Ed. emphasises 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.</li> <li>- The B.Ed. should be rearranged that the educational courses must be placed on the lasts semesters. Instead the initial semesters give more portions to the subject knowledge content. Tough, it is not ignore the development of teacher professionalism through the habituation since the beginning of the programme.</li> <li>- <b>Researchers interpretation:</b> The B.Ed. provides the foundational theories and concepts of education and subject knowledge content. The beliefs about ITE in the B.Ed. that placed the educational courses at the last semesters can be called as the “combine B.Ed.”, in which the student teachers learn the content first for several semesters, than it is added with the educational courses. In the past, the non-education programme continues the study with the Akta IV. Her background in Biology Education and Science Education likely influences this view.</li> </ul>
<p><b>Mrs Beta</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- More portions for the subject knowledge content in the B.Ed.</li> <li>- <b>Researchers interpretation:</b> 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 equalisation for those from the non-education programmes is not implemented. This is not fair enough.</li> </ul>

Information from the three participants about the implementation of teacher education reforms in university level were different. First participant gave suggest that ITE had to drive student teacher be a professional teacher. PPG was place to establish it. Second participant focused that educational courses was given in last semester after the

student learned about content. And third participant suggested that teaching practice better moved to PPG courses and B.Ed. program focused to learn about content.

## **Discussion**

### **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, 1966-1998 (Raihani & Sumintono, 2010). At that time, the quantity of pre-service teacher education graduates was emphasised to anticipate the rise of pupil 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 Program 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 a 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 recruits student teachers who really have basic aptitude and interest for teaching.

Among other issues, pre-service teacher education in Indonesia has been bedevilled 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 their 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 appear to demonstrate enough interaction and recognition of their students' level of understanding (Maison, 2013).

The Indonesia Government has initiated the new PsTE; it may be viewed as an effort to develop teaching as postgraduate level-profession. This is contributing to the teacher professional enhancement (OECD, 2005). The Indonesia universities are



running the PPG programme for the B.Ed. graduates. 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. The authority to teach of the B.Ed. graduates has been reduced since the implementation of the Teacher Act (2005). The B.Ed. no longer enjoys the automatic status of licensure.

Although the B.Ed. programmes continue being offered, they are not distinguished 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. This teaching certification through the PsTE is organised and delivered by selected and accredited teacher education institutions at HEI, known as the teacher education institutions. However, most universities are still enrolling students on the B.Ed. programmes. Even though, it is uncertain whether they would proceed to undertake the PsTE, in which it would ensure that they are licensed as qualified teachers (Indriyani, 2015). This is due to the PsTE is offered on a limited scale. It would be interesting to find out the current nature of the B.Ed. in the aftermath of Teacher Act (2005) in connected to the PsTE.

The central government provides a full scholarship for the selective B.Ed. graduates to enrol on the PsTE, which is a boarding school scheme. This is due to both the educational cost of the programmes and the subsequent professional allowance costs (Chang, 2014). Nevertheless, this boarding school PsTE 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. Therefore, there are intended characteristics that are needed by both the B.Ed. and the PsTE graduates.

### **The Implementation of the Teacher Education Reforms in the University Level**

The pre-service teacher education reforms in the university level are actualised in the curriculum development. Basically, the first step of the curriculum design is to formulate 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 on the

Teacher Act (2005) and the national standard of teacher competence (2007), as the *ideal* curriculum of the teacher education in Indonesia. In addition, on the implementation level, the teacher education curriculum should be made based on the the Indonesia National Qualification Framework (INQF). The competences of the B.Ed. graduates should be equal to Learning Outcomes Level 6 of the INQF standard, while the competences of the PsTE graduates should be equal to Learning Outcomes Level 7.

**Table 4. The Level 6 and Level 7 Generic Learning Outcomes**

<b>The Level 6 Learning Outcomes for a Bachelor Degree</b>	<b>The Level 7 Learning Outcomes for a Postgraduate Professional Education</b>
<ul style="list-style-type: none"> <li>- Able to apply his or her field and optimise his or her own field of knowledge, technology, and/or arts on problem solving; and able to adapt to the faced situation.</li> <li>- 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</li> <li>- Able to make right decisions based on data and information analysis, and able to give guidance on choosing alternative solutions independently and collectively.</li> <li>- Responsible for his or her own tasks; and be given responsibility of organisational performance-outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>- Able to plan and organise resources under his or her responsibility, and evaluate his or her work comprehensively with optimising science, technology, and/or arts to take the steps of strategic organisational development.</li> <li>- Able to solve the problems of science, technology, and/or art under his or her field through mono-disciplinary approach.</li> <li>- Able to conduct research and make a strategic decision of all aspects which are under his or her field authority accountably and responsibly.</li> </ul>

### **The Pre-Service Teacher Education at the Undergraduate Level: *Sarjana Pendidikan/ Bachelor of Education Programme***

Since the B.Ed. programme is organised by the autonomous department in the university level, its curriculum development much relied 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 national Indonesia law, social, and culture” (the National Standard of Teacher Competence, 2007).

Furthermore, the B.Ed. graduate profile and learning outcomes should refer to the generic learning outcomes standard of the INQF. The INQF-based curriculum of the B.Ed. study programmes must have at least 144 credits. The department embeds the teacher professionalism principles stipulated on 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). Then, the professional competence, in the sense of mastering the subject matter knowledge, is mainly embedded by teacher educators on the core subject courses and the educational development courses at the study programme level. Furthermore, these groups of courses for the B.Ed. 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. programmes tends to follow the classical requirements of such a true profession which must have empirical and theoretical-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, the B.Ed. is likely to be a half way to becoming a teacher. 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 university level is interpreted from the ideal teacher education curriculum (Goodlab & Associates, 1979, quoted in Westbury, 2008: 49). 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. programmes are not the specific professional education for being a teacher anymore.

Considering the “what works” (Wiles & Bondi, 1989: 48), the B.Ed. curriculum shows the transferability of the taught knowledge, skills, and attitudes. It means the B.Ed. continues the traditional role as a pre-service teacher education graduating novice teachers regardless their status. It is argued that the standardisation 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 competences (the National

Standard of Teacher Competence, 2007) into the B.Ed. curriculum. These consist of attitude, knowledge acquisition, specific skills and general skills. These are the common B.Ed. learning outcomes, especially the attitude and general skills aspects as follow:

1. Devout to the God and able to demonstrate religious attitude.
2. Uphold the humanistic values while conducting task based on religion, morals, and ethics.
3. Contribute in developing life quality in the society, nation, state, and civilisation based on the *Pancasila*.
4. Take a role as citizens who are proud and patriotic, nationalist and responsible to the State and nation.
5. Respect 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. Obey the law and discipline in life within the society and State.
8. Internalise the academic values, norms, and ethics.
9. Demonstrate a responsible attitude in the field of work independently.
10. Internalise the spirit of independence, entrepreneurship, and resilience.
11. Recognise and care for local wisdom, and able 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 competences (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. should teach the eternal truths and wisdom of the ages. The department embeds the teacher professionalism principles, especially on the pedagogic and professional competences (the National Standard of Teacher Competence, 2007). There are common specific skills of the B.Ed. programmes, such as: (1) ability to plan, implement, and evaluate the teaching and learning activity suitable for the pupils' characteristics and the learning materials' characteristics; and (2) the ability to conduct the pupil-centred teaching and learning

process by using the various instructional media and ICT to make the teaching and learning effective, creative and contextual.

Basically, besides educating students to become the 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 specialised knowledge and skills (Zeichner, 2014). The B.Ed. programmes in Indonesia employ “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 a teacher, though they must enrol the PPG, and secondly, it also anticipates the students to be able to get an alternative occupation than teaching.

### **The Pre-Service Teacher Education at the Postgraduate Level: *Pendidikan Profesi Guru/ Teacher Profession Education Programme***

In addition to the B.Ed. programme, the PsTE is a professional education specifically preparing student teachers to be a professional teacher. There are some significant barriers to teacher education reform in order to support future teachers competencies (Pujaningsih & Ambarwati, 2020: 80). Thus, the curriculum design should answer “what makes for good practice in the teaching profession?” (Fish & Coles, 2005: 51). According to the Ministry of Education and Culture (2014), the Post-SM3T PsTE is designed to produce graduates who have integrated competences, which are strong character and leadership. The PsTE is directed to provide the real experience for being 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. These are both the academic curricular in the campus and the teaching practice at school, and the boarding life-education curricular 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 competences stipulated on 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 competences, sub-competences, and

indicators. Thus, the PsTE student teachers should achieve the intended learning outcomes.

**Table 5. The PPG Graduate’s Competence, Sub-competence, and Indicators**

No.	Competence	Sub-competence	Indicators
1	Pedagogic	<ol style="list-style-type: none"> <li>1. Planning the teaching and learning</li> <li>2. Conducting the teaching and learning</li> <li>3. Assessing and evaluating the teaching and learning</li> </ol>	<ol style="list-style-type: none"> <li>1. Formulating pupil’s competence indicators and learning outcomes based on the standard of graduate competence.</li> <li>2. Organising teaching and learning materials, process, sources, media, assessment, and evaluation.</li> <li>3. Designing teaching plan according to the syllabus and implementing the principles of Techno-Pedagogical Content Knowledge (TPACK).</li> </ol> <p>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.</p> <ol style="list-style-type: none"> <li>1. Conducting authentic-holistic learning assessment that measures attitude, knowledge, and skills. This is assessment of learning.</li> <li>2. Conducting assessment as a learning process.</li> <li>3. Conducting assessment’s results to develop the teaching and learning quality. This is assessment for learning.</li> </ol>
2	Personal	Behaving according to religion norms, law norms, social norms, ethics, and cultural values.	<ol style="list-style-type: none"> <li>1. Practicing the teaching of his/her own religion, as a human that believes in God, devotion, and having a noble character.</li> <li>2. Having the nationalist ethos and patriotism based on the <i>Pancasila</i>, the Constitution 1945 of the Republic of Indonesia, commitment to the State of Republic of Indonesia and the spirit of <i>Bhinneka Tunggal Ika</i> (Unity in Diversity).</li> <li>3. Demonstrating obedience to the law by implementing the norms according to the law and regulation in education and the teaching profession.</li> <li>4. Performing a role model who is honest, has a noble character, diligent, responsible, and proud of being a teacher.</li> <li>5. Willing to conduct self-development independently and continuously.</li> </ol>
3	Social	Having ability to communicate, to interact, and to adapt with pupils, colleagues, parents/guardian, and society effectively and efficiently.	<ol style="list-style-type: none"> <li>1. Communicating and interacting with pupils, colleagues, educational personnel, parents, and society through oral and written forms which are polite, effective, and productive.</li> <li>2. Participating in the national development as a good citizen.</li> <li>3. Having commitment to adapt and to use information and communication technology on conducting the professional tasks.</li> </ol>
4	Professional	<ol style="list-style-type: none"> <li>1. Mastering the learning materials in widely and deeply.</li> <li>2. Mastering and finding concept, approach, technique, and method of the relevant science, technology, or arts.</li> </ol>	<ol style="list-style-type: none"> <li>1. Analysing the intended pupil’s competence (learning outcomes) as the base of selecting materials.</li> <li>2. Implementing and evaluating learning materials, structure, concept, and scientific paradigm that support the development of science, technology, and arts.</li> </ol> <ol style="list-style-type: none"> <li>1. Mastering concept, approach, technique, or method of the relevant science, technology, or arts.</li> <li>2. Finding new concepts, approaches, techniques, or methods of the relevant science, technology, or arts.</li> </ol>

The teaching profession which has specific values especially on the personal and social competences derived from the national philosophy, the *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 of the PsTE learning outcomes. The Government has set the generic learning outcomes of the PsTE that are synchronised from the graduate's sub-competences (Ministry Research, Technology, and Higher Education, 2017). These learning outcomes cover both all the teacher professionalism principles stipulated on 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 question from Fish & Coles (2005: 51) “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 are derived from these learning outcomes.

The PsTE curriculum seems 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 those having the academic degree of the B.Ed., the curriculum structure of the PsTE is workshop of organising or developing the teaching and learning materials for their subject (subject-specific pedagogy). These activities are made similarly 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 & Nulty, 2009). The PsTE is professional-practice oriented in which the curriculum content emphasises the training of teaching skills and techniques at advanced level and instruction about facts and information (Ovens, 2000). Thus, the PsTE 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 competences stipulated in the Teacher Act (2005) and the National Standard of Teacher Competence (2007) are embedded through the subject-specific pedagogy workshop in the PPG. This is the workshop of developing teaching and learning materials and specifically adjusted to each subject. Furthermore, the activity of the workshop is also synchronised with certain topics, subjects, and grades in the school curriculum. The schools in Indonesia now employ the Curriculum 2013. Thus, the workshop in the PsTE

refers to this school curriculum. In addition, the embedding teacher professionalism that encompasses pedagogic, professional, personal, and social competences is continued in the teaching practice at school. It is inline with (Suryandari, Fatimah, Sajidan, Rahardjo, & Prasetyo, 2018) that the modern society that are very dependent on the development of science and technology, including also 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 is also including professional commitment, showing passion and open mind, leadership and organisation 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 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 educators also embedded the teacher professionalism principles into the boarding life-education in the campus dormitory. The teacher professionalism built in this boarding-scheme is especially the personal and social competences (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 implementing regulations.

The personal and social competences 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 the extended teacher professionalism that is not focused on pupil achievement. This extended teacher professionalism contradicts the relentless output-led approach that undermines the care and nurturing dimensions of teaching and learning (Lynch, 2012).



## CONCLUSION

In the pre-service teacher education curriculum, teachers must have four basic competences. Teacher educators have embedded and synchronised such competences in the B.Ed. programme. The purposes of B.Ed. programmes 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 embedded in selected and organised learning experiences, which encompass the four basics competences. These learning experiences are actualised into the theoretical and practical courses which emphasise 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 organised learning experiences in professional practice-oriented teacher education, such as the PsTE programme, tend to emphasise the training of teaching skills and techniques at 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 at school.

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