

Pre-Service Teachers' Practices on Developing and Using Learning Devices during Practicum

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Abstract

Pre-service teachers' practices of teaching and teacher training programme become an endless discussion among scholars and school communities in Indonesia. In EFL teacher training programmes of university of Pasir Pengaraian, trainees are assigned to go for a teaching practicum in schools where they can experience the real classrooms atmosphere. However, though trainees have prepared with English proficiency and pedagogic, they still find it difficult to practice. Thus, it is essential to explore further phenomenon that might enlighten the programmes in their endeavour to produce competent teachers especially on developing and using the learning devices. For this purpose, the researchers observed and interviewed twelve trainees from university Pasir Pengaraian who were on their practicum. This qualitative case study used rubrics from an observation instrument designed by the teacher's association of Indonesia. The data were analysed on indicators of pedagogic competences. The results show that although pre-service teachers were prepared for the practicum, they find the different practices in developing the learning devices and its uses by teacher training programme and school teachers. This finding has impacts on teacher preparation where the university needs to organize the programme to meet the needs of pre-service teachers and the current policies on school curriculum, and to collaborate closely with stakeholder to ensure both parties are involved.

INTRODUCTION

In Indonesia's education system, teacher training programme has an important role in developing pre service teachers' pedagogic skill and knowledge. Therefore, university of Pasir Pengaraian through its teacher training programme continuesly trains their pre service teacher with knowledge and practices based on national curriculum. One of the practices is known as a practicum of teaching. The practicum has been an obligation course for pre service teachers to involve in the schools-community since they have reached their maximum credits of courses (Aida & Antoni, 2017; Latifah, 2014). In addition, the practicum is the only course where pre-service teachers can succeed or not to practice their English proficiency and pedagogic. Since it is their first opportunity to practice, it is unpredictable how well their preparations, practices and complete whole activities of the practicum (Antoni & Mustafa, 2023).

Some previous qualitative studies on teacher training programme show us apprehensive findings and recommend better improvements on the quality of the training and pre-service teachers' competences as well. As the example, EFL pre-service teachers encountered challenges in effectively communicating instructions, which can be attributed to insufficient proficiency in English and pedagogical knowledge (Abdillah & Fithriani, 2023). The other study results the finding that pre-service teachers experienced challenges related to classroom management, learning materials, teaching aids and methods, learners' English proficiency, language selection, internet connectivity, learners' motivation, evaluation techniques, and parental support (Mudra, 2018). In addition, pre-service teachers have met the minimum criteria for graduation as outlined in the European Profiling Grid (EPG), particularly in the areas of lesson and course planning (Nurkhamidah, 2023). Further discussion on the digital literacy, pre-service teachers primarily connected digital literacy with the limited skill of using online tools and technology equipment, while neglecting the importance of a critical mentality. In addition, they demonstrate a deficiency in their comprehension of critical thinking and digital culture in relation to digital literacy. However, they do exhibit proficiency in information retrieval, communication, and practical abilities (Nabhan, 2021). In short, above discussions of finding illustrate the implication for needs to reorganize the future teacher training programme with the practicum included.

Based on the researchers' preliminary interview, pre service teachers felt apprehensive when they were invited to join the practicum course. Most of them were doubt about their readiness and competences even though the faculty had trained them with knowledge of pedagogic and English proficiency. Mufidah (2019) preceded this statement by arguing that the teaching practice program helped the pre-service teacher to develop their teaching competences. The practicum is an opportunity to develop teaching competences recognized by the work field of teachers or other educational institutions (Latifah, 2014). In the other words, the more pre service teachers are offered with opportunities to practice in real contexts, the wider the scope to reshape their identity and develop their profession as teachers (Farrah, 2019). Hence, as a part of pedagogic competences, pre service teachers are required to be competent in the curriculum development, especially in developing and applying learning devices in the classroom. These phenomena incited the researchers' curiosity on the outcome of the practicum, especially on how pre service teachers prepare the learning devices and apply them during practicum of teaching.

This article is seeking to the answer of a question whether teacher training programme really prepare pre service teachers' competences on developing and using learning devices during the practices of teaching. Through observing their performance in the classroom instruction and analyzing the documents of learning devices prepared, the researchers wish this article results a description of pre service teacher's readiness to be competent teachers of English as a foreign language. Last but not least, the ability to construct better learning devices is pre service teachers' earliest preparation as the guidance to manage school students' learning activities in the classrooms instructions.

METHOD

This research was designed scientifically to collect and analyze the data through a qualitative approach. The researchers used an observation, an interview and the documents analysis as instruments to explore the data of pre service teachers' practices of teaching which was carried out since 2018/2019. There were 12 EFL pre service teachers, schoolteachers, faculty staff and various academic documents as the data resources. The use of concurrent triangulation supported the researchers in analyzing the data. Through a triangulation technique, three kinds of data gained functions to clarify the outcomes of research and conclude the finding.

FINDINGS

The guidance book of curriculum of university of Pasir Pengaraian establishes that the faculty of teacher training is responsible to train their pre service teachers to be competent on teaching English as a foreign language. The main goals of training are to develop pre service teachers' pedagogic competence and their English skills. Therefore, it has been ruled on the syllabus of the programme that the faculty provides a course called curriculum and material development with 3 credits included. In discussion about the goals, pre service teachers have to master the knowledge and practice of pedagogic. One of the competences of pedagogic is the skill to develop the lesson plan and uses it as the guidance of teaching and learning. Furthermore, the subject of curriculum and material development offers some materials of learning such as the history and development of curriculum in Indonesia, the design of syllabus for English lesson and the development of lessons planned used by Indonesian education system (Bastian, 2018). Thus, the existence of the curriculum becomes an important policy to control the quality of teacher training programme.

In discussion about the result of data collection and its analysis to pre service teachers' practices during the practicum, the researcher could present the following explanation. On the beginning of the arrival at partnership schools, pre service teachers have to devote their first week of practicum through the introductory activities together with school societies. The purpose of the introductory is to tighten their cooperation with school communities. Besides that, they carry out various series discussions with schoolteachers and school principals as well. The topics of discussions involve their activities during practicum.

At the beginning of the practicum, I have been facilitated by schoolteachers to observe and advise pre service teacher on preparing learning devices for English lesson especially a lesson plan. The schoolteachers accompanied the researcher on examining learning devices through to her real practices. Therefore, pre service teachers get current experiences whether their knowledge and practices of pedagogic gained before the practicum categorized can be applicable or not in the real classrooms instructions.

The summary of observation are describes as in the following notes and scripts. It begins with first participant (P1) and be continued to the other participants.

On P1's practices, she prepares a different form of lesson plan if it is compared to a document used in this school. She gets difficulties in formulating the indicators of learning goals and describe them the description of basic skills of learning based on the syllabus (Observation to P1 & her Lesson plan).

She does not prepare any paper to note students' characteristics. She is not familiar with the document meant. Just now she talks that some students have less motivation in her class. Her comprehension of transitive or affirmative verbs that are used to design the indicators of learning goals are low. And, the effect is that she gets difficulties to determine the indicators needed. She needs to learn a lot about curriculum 13, how to plan the RPP, its indicators, learning activities that are matching to the curriculum or syllabus. (Interview ST1)

The observation to P3 showed that lesson plan prepared does not meet the standard of lesson plan and syllabus used in curriculum 2013. Her comprehension about learning goals and basic or main competences of learning needs to improve. It seems she is confused in explaining the selection of learning material. For example, it is on relating a textbook and its learning material based on the syllabus (Observation to P3 & her Lesson plan).

Then, the observation to P6 resulted facts that she should develop the lesson plan based on the syllabus through looking at schoolteacher's documents since lesson plan prepared from the university should be revised due to the format is difference form curriculum 2013. Teaching

activities are necessary to revise from students' listening a lot to teachers' explanation into active learning through interactions among students. She cannot explain how to relate between learning material and students' daily life (Observation to P6 & her Lesson plan)

Observation to P8, Lesson plan prepared need to be revised as well as the adjusting to currently curriculum used. Pre service teacher has to learn about the way to arrange the lesson plan not only based on the textbook and the structure of activities are monotones. Her activities to develop the method of learning supporting the goal of learning should be improved as to motivate students to be active in learning. She prepared the learning method that tends to be dominated by her, a teacher center, in which students have fewer opportunities to participate. (Observation to P8 & her lesson plan)

The result of observation to P11, the format of lesson plan is not appropriate to schools need. In addition, she mentions that learning topic is about „Complimentary expression“ and technique of teaching is through „Role play & Drilling“. She is not sure whether those techniques to support much the learning achievements or not. She needs to explain more the learning goal, as to make it specific students' daily life. Her comprehension about the techniques of teaching needs to be improved. (Observation to P11 & her Lesson plan)

Less of comprehension are observable from P5's practices, she cannot explain the reasons about her lesson plan. Her comprehension about the content of lesson plan is not clear and has misconception about the goal of learning. The learning method planned needs to revise as the existing curriculum and technique of assessments as well. She should improve the comprehension about preparing lesson plan need to improve. Assessment of learning need is through giving tasks (Observation to P5 & Her lesson practicum report)

On the observation to P13, she prepares her lesson plan through the topic of learning about „Greeting Card“ and the learning goal as well. She uses a model of discover learning in her teaching. Teaching technique does not support the learning goal. There are some questions as students' task with as the instrument of assessment; unfortunately, she cannot do an evaluation of learning since the time is over. The form of the lesson plan needs to be revised through following the exiting form (Observation sheet to P13 & her practicum diary).

The assessment documents are not prepared yet as to record the progress chart, information about the student's developments and affective score (Interview; ST13)

The other result of observation by P2, the lesson plan prepared is different from what the schoolteacher uses. She needs to study about the lesson plan and understand how to develop lesson plan following syllabus and curriculum 2013. She is confused to explain the learning material of learning and its relationship with students' daily life. On the practice of teaching, the steps of teaching activities cannot be applied orderly as listed on the lesson plans for today's meeting. (Observation to P2 & her Lesson plan)

She gets good and bad experiences from her students. Moreover, she talks me that; of course, she needs to write her information on the diary document, but she thought just let it in her mind. About the document, I tell her that she could make notes and use them as the information for next meeting. (Interview ST2).

Then, the observation to P9, lesson plan arranged does not meet the standard format and syllabus at the present time. Her comprehension about learning goal, primary competence of learning and basic competence of learning, needs to improve. The reason to choose the method of learning needs to relate with material and students' „daily activities. On activities of teaching, the explanation of material of learning is not integrated yet to student's daily activities. (Observation to P9 & her Lesson plan)

Pre service teacher needs to revise the lesson plan based on the curriculum 2013. She understands and enables to the content its lesson plan she prepared but gets difficulties in adjusting

the document into current format of curriculum. One of difficulties is to prepare the interesting material of learning for students. Besides that, she is confused to organize the result of assessment in the previous time to today's meeting lesson (Observation to P7 & her Lesson plan).

Further discussion about pre service teachers' comprehension about the content of learning devices, schoolteachers explains their corrections and suggestions.

She is not ready with all scenarios of activities, also with the document prepared. Activities occurred through showing the advantages and disadvantages are not written yet. If it was there, it only became her thoughts. (Interview ST15)

In addition to other learning devices such a teacher's diary, the schoolteacher says:

She is not ready with her strategy to overcome students' behavior and attitudes in the learning. Says for example; some students behaves their naughtiest; bothering their friends, taking permit to go to toilets and making their own conversations. Besides that, Not only missing about the teacher's diary, pre service teachers also need to prepare the learning devices; the semester programme, effective schedules, syllabus of English lesson and teachers' diaries (Interview ST7).

And also be supported by following response,

She could not practice actively in the teaching. In relation to such situation, she does not predict that she is not going to face any problems during teaching activities. She just lets the learning activities go through whatever the students do and let whatever students do in her mind. Even though, lastly, she is intended to find the solution (Interview ST10).

Based on the data presented above, the researcher concludes that pre service teachers have found challenges on development of learning devices and its uses during their activities of teaching.

1. Irrelevant learning devices against the schools' necessities

First challenging is the learning devices prepared by pre service teachers have not meet the schools' needs based on the current curriculum policies and its changes. Consequently, pre service teachers get difficulties to prove the relevance between their theoretical knowledge of learning devices and the current learning devices used in the schools. Through the analysis of evidences against learning devices prepared, there are about seven formats of lesson plans and those devices contain different structures and contents (Pre service teachers' journal of practicum). Meanwhile, pre service teachers are confused with the other learning devices introduced by school teachers. On previous learning at English department, they are introduced only with lesson plans and syllabus, and are not with other kinds of devices. This phenomena force pre service teachers to learn a lot new devices from schoolteachers. Therefore, schoolteachers offer pre service teachers to their own learning devices as the samples for pre service teachers to learn by themselves. As a result, they gain new knowledge and practices of developing learning devices such as semester programme, applied syllabus, effective hours and schedules, teachers' diary and learning assessment and evaluation.

In addition, the data found also proves that phenomena on the differences of learning devices occurred because of some facts. Pre service teachers' preparation to develop the learning devices becomes meaningless when it is known that few preservice teachers duplicate the examples of learning devices shared by their lecturers who assigned them through handouts, exercises and other projects of learning. Unfortunately, the learning materials and project assigned have not matched enough to the current learning devices used by school teachers. On the other practices, pre service teachers cheat the learning devices and modify them through downloading online resources

available on websites. On the other fact, it seems that the lecturer's role do not care enough to ensure that pre service teachers prepare a better device, In short, those facts describe that pre service teachers have been trained through a poor practice which effect their performances in the practices of teaching.

In considerations to the discrepancy above, a committee of EFL at English department mediates it through her reflection on the last practices.

The practice occurred is that the lecturer roles as an introducer of the course. Through introducing the basic theories from learning resources, next, let students develop their own assignments and materials that are distributed. In regarding to suitability for practicum needs, I think this is one of our mistakes in establishing a concrete understanding between trainings and schools. So far, both of these institutions did not have places to collaborate yet. One of the points is about curriculum there (Interview LT2).

Based on the idea mediated above, it should be reasonable that schoolteachers are noisy with their suggestions and critics. They keep advising pre service teachers through their corrections and assignments for better knowledge and practice on developing learning devices. As a focus of intention, schoolteachers demand pre service teachers to comprehend enough the existing policies which are ruled on the current curriculum and its change.

2. Partial comprehension on the indicators of learning outcomes

On the next discussion, the second challenging faced by pre service teachers in the practices of teaching is their partial comprehension on components of learning devices and indicators of learning outcomes which have relationship to the development of students' cognitive, affective and psychomotor. They begin, practice and end the series of activities of learning on the lesson plan without enough comprehension with its contents. The consequence of partial comprehensions above results a problem which gives further effects to the practices on achieve the target of learning. As an example, it effects to their practices on doing the evaluation of learning.

Looking at lesson plan prepared, she wants to share a students' task through a set of worksheets; unfortunately, she cannot do that since the time is not enough. Meanwhile, she is not ready to explain the exiting project handed (Interview ST13).

It would be better to improve the skill about preparing lesson plan, and need time to learn more for the components. Competences about assessment of learning do not meet the criteria yet (Interview to ST5).

Then, the researcher intends to consult pre service teachers' partial comprehension above with his colleagues lecturers' practices. And, it is found the explanation about a phenomenon which describes how pre service teachers learn in the classroom instruction at the English departement. The phenomenon illustrate about pre servive teachers' learning behavior. During their activities of learning, the lecturers of English department admit that pre service teachers are not accustomed to achieve the target of learning completely. The lecturers rarely face the situation of learning when they ask, argue or criticize a certain topic to their lecturers as to get a lot of comprehension. These behavior, be not willingness to achive the target of learning and keep the costumes of acceptance, become the factor they do not achieve the purpose of learning. Meanwhile, the lecturers consider that they have completed their duties and wish that pre service teachers comprehend enough about the materials of learning.

DISCUSSION

It has been discussed in the beginning of this article that the purpose of this research is seeking to the answer of a question whether teacher training programme really prepare pre service teachers' competences on developing and using learning devices during the practices of teaching. Indifferences to the phenomena described above result a poor quality of pre service teachers' practices in the practicum. The preparation and readiness of the classroom practices are important to ensure proper implementation of the theoretical knowledge. Government and policymakers should be aware of problems and take proper steps for the improvement of the current situation (Al-Amin et al., 2021). Therefore, the phenomena of irrelevant learning devices prepared by pre service teachers and their less comprehension on the components of learning devices and indicators of learning outcomes, recommend a proposal of improvement to the teacher training programme as to evaluate their whole activities of training, included the design of teacher training programme, the lecturers' role and school communities' feedback (Mufidah, 2019).

CONCLUSION

The conclusion is pre service teachers find the difference patterns of learning devices learned at the training programme and learning devices applied by school teachers in the schools. Through practice of teaching, pre service teachers learn and practice to develop new learning devices which have not been learned in the previous training. Their less comprehension on the components of learning devices and indicators of learning outcomes become the main issues of improvements that require serious attention from the teacher training program of University of Pasir Pengaraian.

Hence, to achieve the better quality, the teacher training programs is expected to evaluate their activities of training and build a memorandum of understanding between the committee of teacher training with partnership schools, industries and the local government as to align the policies on education development.

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