



PRE-SERVICE TEACHER TRAINING PROGRAMS IN INDONESIA AND EGYPT: A Comparative Study

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Background

- To foster the national education, the provision of qualified teachers are certainly required.
- Government serious efforts : Laws and regulations in education
- Law No 20/2003 (the System of National Education);
Law No 14/2005 (Teacher and Lecturer);
Gov. Reg. No 19/2005 (National Edu. Standard);
Ministry Reg. No 16/2007 (Teacher's Competence and Academic Qualification Standard).

- Teachers **play a strategic and crucial role** in fostering education quality (Admirel, 1990; Arikan, Tager & Sarac-Suzer, 2008)
- As **agents of change**, teachers need to be qualified and competent (Darling-Hammond, 2006)
- Qualification and competence can be achieved through a stage of education process: **A teacher education**
- It is a place where future teachers are **educated**, **trained**, and **prepared**. So important is the role of a teacher education that it needs to be **planned**, **organized**, and **managed seriously**.

FTTE, Sriwijaya University manage to have:

- Cooperation with other institutions:
 - Provincial Education Office
 - Provincial Quality Assurance Institute (LPMP);
 - Education and Culture Palembang City Office;
 - Partner-schools (primary & secondary levels)
- International collaboration:
 - Oversea student-exchange program
 - International collaborative research: Netherlands, Japan, Australia, Philippines, **Egypt (Cairo University)**

Why comparative?

- FTTE, Sriwijaya University and FGSE, Cairo University are teacher education institutions.
- Share **similarities** and **differences** in terms of policy and program implementation.
- **Worth investigating** to find out the typical characteristics of each. One **could learn from the expertise of the other or vice versa**. Therefore, each could benefit from the other.

Research Problems

- How do the two faculties **recruit** their students?
- How do the two faculties **run** their pre-service teacher training programs?
- What **level** of education will the students be trained for?
- What **problems** do the two faculties have in running their pre-service teacher training programs?

Methodology

- The 1st year of a three-years study
- Mixed-methods design
- 30 lecturers FTTE Unsri and 6 lecturers FGSE CU
- Documentation, Survey Questionnaire (30/16), and Interview (15/8)
- Quantitative data analysis (SPSS version 21); Qualitative data analysis (Thematic analysis)

Results and Discussion

- To answer the 1st RQ “**how do the two faculties recruit their students?**” documentation, questionnaire, and interview were used.
- Both FTTE Unsri & FHE Cairo CU **apply different recruitment methods** in accepting students:
 - (1) minimum qualification required,
 - (2) recruitment process,
 - (3) entrance test, and
 - (4) terms and conditions of acceptance.

- To answer the **2nd RQ** “**how do the two faculties run their pre-service teacher training programs?**” **documentation** and **questionnaire** were used.
- The two faculties also run the pre-service training program differently:
 - (1) period of study,
 - (2) number of credits required,
 - (3) kind of curriculum applied,
 - (4) level of curriculum,
 - (5) lecturer qualification,
 - (6) student GPA, and
 - (7) grading system of subjects.

- To answer the **3rd RQ** “**what level of education will the students be trained for?**” **documentation** and **questionnaire** were used.
- Graduates of both faculties have the qualification to become teachers at **both** the **primary education** (primary school) and **secondary education** (junior and senior high school as well as vocational school).

Data Collections & Analyses

Research questions	Methods	Analyses
1. How do the two faculties recruit their students?	Documentation Questionnaire Interview	Statistical analysis Transcribing, coding, thematic analysis
2. How do the two faculties run their pre-service teacher training programs?	Documentation Questionnaire	Transcribing, coding, thematic analysis
3. What level of education will the students be trained for?	Documentation Questionnaire	Statistical analysis coding, thematic analysis
4. What problems do the two faculties have in running their pre-service teacher training programs?	Interview	Transcribing, coding, thematic analysis

Findings of RQ1, RQ2, and RQ3

RQ 1, RQ2, and RQ3	TEACHER EDUCATION PROGRAMS	
I. Recruitment	FTTE, Sriwijaya University	FGSE, Cairo University
1. Minimum qualification 2. Recruitment process 3. Kind of entrance test 4. Terms and condition	High School graduate SNMPTN (60%), SBMPTN (20%), USM (20%) Math, Science, Social, English, Indonesian lang., Aptitude Test Graduated not later than 2 years	Undergraduate degree graduate Local entrance test English, Arabic, Psychology, Computer Application Not apply
II. Training/Educating Program		
1. Period of study 2. Number of credits required 3. Kind of curriculum applied 4. Level of curriculum 5. Lecturer qualification 6. Student grade point average 7. Grading system of subjects	4-5 years (8-10 semesters) 140-144 credits (48 hours/week) KKNI (4 competencies) 80% local : 20% national contents Master's and/or Doctoral degree 0 – 4 GPA (min. 2.00) E to A	1 year (knowledge/skills in Pedagogy) 36 credits (12 hours/week) Pedagogical competence 20% local : 80% national contents Doctoral degree 0 – 4 GPA (minimum 2.00) E to A
III. Eligibility of teaching		
Undergraduate holder	Primary & Secondary School	Primary & Secondary School

*KKNI (Indonesian National Qualification Framework)

- To answer the 4th RQ “what problems do the two faculties have in running their pre-service teacher training programs?” interview was used.
- Both FTTE Unsri and FGSE CU encounter:
 - (1) problems in student recruitment
 - (2) problems encountered during student study timeline
 - (3) problems encountered after student graduation: long job-waiting time and number of vacancy provided

Problems in *student recruitment*:

FTTE Unsri faces difficulty in **picking the most interested and talented candidate** from the applicant.

- Students recruited through invitation track (SMNPTN): **difficult to know their actual competence** related to the program they choose and their potential to be prospective teachers.
- Due to non-test recruitment which was merely based on record of the students' **previous academic achievement**.

- *...err... what I and other colleagues experienced so far, since the invitation track line was applied in the last four years, it seemed that the input (the students I mean)... was **different from the previous students selected through the national test**... I felt that ... in general ... their competence was not that good!
(Participant 2)*
- *I don't know what matters with most of the students nowadays... they seem okay, but their academic ability, I felt...somewhat different from the former students. I guess the **input was different**. I learn that **many of them were admitted through invitation track recruitment**... I believed that's the cause... compared to some students accepted through the test, those students have lower ability in general... May be I'm wrong...but that's what I felt... (Participant 4)*

FGSE CU encounters **difficulty in selecting most appropriate prospective students** applying to study:

- All students are from **non-teaching background**, (not easy to select candidate whose main interest in teaching profession).
- Competent in their majors but **lack of knowledge/skills in pedagogy**.
- Come from **many disciplines while the programs offered are limited**; not every candidate students' expectation can be met.

- *You know... preparing pre-service teachers in a year program is not that easy to carry out. They... **come from various disciplines, while not all of what they require is provided** in this teacher education program. Sometimes they took a program that is not in line with their previous education background (Participant 7)*
- *... err... another difficulty we have related to candidate students' **interest and talent**. At the beginning it is commonly difficult to find out whether they have such an interest and talent for becoming teachers... we sometimes think that they choose to continue to this program because they **did not find a job related to their majors** so that they decided to become teachers... may be I'm wrong but... that's what I am thinking... (Participant 6)*

The two programs also encountered *problems in the process of educating, training, and preparing* student during their study timeline.

FTTE Unsri:

- students' **unstable motivation** (up-down) during four-year study.
- consecutive curriculum (sequence of subjects -- professional & pedagogical) during four-year: **divides students' focus**
- have not mastered CK but have to learn PK

- *What I saw, often students' **motivation drops** in the middle of the program, may be they are tired or bored, but when it comes to the end of their study usually they were motivated again. I think it's a four-year program where they have to learn many subjects and doing teaching practice concurrently...(Participant 4)*
- *... based on my experience in teaching and guiding students doing practice, ... **not easy to make students knowledgeable in their major and skilful in pedagogical matters**. You know... at FTTE Sriwijaya University and many other teacher educations in Indonesia, students follow consecutive curriculum (Participant 6)*

- ... they have to take subjects related to their **majors** and **pedagogical knowledge** and skills at relatively the **same time** during the four-year program...
(Participant 2)
- *Studying and practicing teaching at the same time is difficult to do I think... in one side, students are **not skilful** yet, but they **have to take teaching practice**... For me, it's better finishing all the subjects in their major first, then practice teaching afterwards...*
(Participant 3)

FGSE CU:

- **Short study timeline** (1 year): many pedagogical knowledge and skills have to master and practice.
- Need to master **PK** & sufficient **teaching practice**.
- PK & Practice **require sufficient attention** over a period of time to make professional teacher:
- *...you know... one year pre-service teacher education is very short actually, during this time, students have to master both pedagogical knowledge and skills, even it is possible but it's very demanding. What I saw, students still lack of having teaching practice... (Participant 7)*

Problems *after graduation*:

- both FTTE Unsri & PGSE CU programs: **long job-waiting time.**
- **not many positions are available** especially for a permanent public servant teacher position (FTTE Unsri).
- tried to **grab other possible jobs available** such as (teachers of at private courses).
- chose **other professions** (working in a bank, insurance company, department stores, etc.).

...usually it *takes some times* for the graduates to get job as a teacher, it's not easy you now! They *need to wait ... sometimes years to get a permanent job as a teacher in a school*...due to so many pre-service teachers graduated from other teacher education institutions *queuing for similar job*... (Participant 3)

... what we learn from our graduates, err... they sometimes cannot stand for waiting for jobs once they graduated...so they just *took whatever available from the market*... though *not related to their educational background*, such jobs as working in a bank, insurance company, department stores, or even at automobile dealers as marketing sales ... (Participant 4)

... I think in many places, teacher education may face similar problem... dealing with graduates, like here in our university, *it's not quite easy to get a job as a teacher directly after graduation*...errr...they usually *have to wait months or years* to get a job as permanent teachers, in the meantime, they *usually get some temporary jobs*...not related to their education or qualification... (Participant 6)

Conclusion

1. Both FTTE Unsri and FGSE CU apply **different recruitment methods**: *minimum qualification required, recruitment process, entrance test, and terms and conditions of acceptance.*
2. Both run **different pre-service training program**: *period of study, number of credits required, kind of curriculum applied, level of curriculum, lecturer qualification, student GPA, and grading system of subjects.*
3. Graduates of both faculties are **eligible to teach at both primary and secondary education.**
4. Both encounter **problems in running the program**: *student recruitment, process of educating, training, and preparing student during study timeline, and long job-waiting time and number of vacancy provided.*

Recommendation

- **Recruitment:**
 - reconsider the quota for SNMPTN (60%), SBMPTN (20%), USM (20%)—FTTE Unsri
- **During study timeline:**
 - offer all Content Knowledge first to built strong basis of major before Pedagogical Knowledge—FTTE Unsri
 - more study timeline (2 years?) to strengthen students knowledge/skills & teaching practice—FGSE CU
 - offer more elective subjects related to entrepreneurship to anticipate limited job vacancy—FTTE Unsri & FGSE CU

Thank you!

