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A Case Study of Indonesian Pre-service English Teacher Education (PETE) Programme Quality through a Lens of Culture, Structure, and Agency

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**A Case Study of Indonesian
Pre-service English Teacher Education (PETE)
Programme Quality through
a Lens of Culture, Structure, and Agency**



By

Andi Musafir Rusyaidi

PhD

July 2023

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requirement for the Degree of Doctor of Philosophy*

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ABSTRACT

Despite English having been a compulsory subject in the Indonesian education system for decades, Indonesian students' English ability and proficiency have not shown expected positive results in national and international assessments. Several factors influence student achievement in the subject but one of the most determinant factors is teacher quality. In the Indonesian English language teaching (ELT) context, many teachers lack English language proficiency and teaching competencies despite completing a Pre-service English Teacher Education (heretofore to be referred to as PETE) programme and obtaining full-service teacher status.

The purpose of the present research is to explore practices of PETE programmes in preparing candidates for an ELT career at two HE Institutions in Indonesia, representative of the dual, secular and religious nature of the Indonesian education system. The focus on PETE programme practices at each university offers an opportunity to explore distinctive information about policies and strategies that the programmes employ in preparing candidates for their teaching careers. The PETE programme at the secular HE institute introduces more pedagogic knowledge and English related modules than the corresponding programme at the religious HE institution. The secular PETE programme is also more inclusive in accommodating the different religious backgrounds of candidates by designating Indonesia's six official religions as compulsory modules. In contrast, the PETE programme at the religious institute only introduces Islam and elaborates on Islamic teaching into several compulsory modules. The different policies between the respective programmes impact on their strategies and practices in introducing pedagogic knowledge as well as time allocation of the teaching practicum component in the programme.

This qualitative study sits within the interpretivist research paradigm and adopts a case study research methodology to highlight PETE programme practices in two main areas, i.e., teaching and learning within the programmes at university, and school experience programme (SEP) activities at partner schools. In the university setting, candidates study pedagogical theories and experience the microteaching practicum, whereas in the SEP practicum candidates employ what they have learned and

acquired from the programmes taught in a real classroom. Documentary analysis and interviews were implemented as the study's data collection methods. A total of 36 participants, including educators, mentors, and candidates, were interviewed. Thematic analysis was used to analyse all data collected. To gain a deeper and comprehensive understanding of PETE programme practices, the theoretical framework, including the concepts of culture, structure, and agency (CSA), was used as the lens to identify influential factors related to the programmes that impact on quality.

The study findings revealed that PETE programme practices were greatly influenced by culture i.e., Indonesian national and organisational values. These influences determined the programmes' design, SEP activities, and the professional development opportunities available to educators and mentors. Structural issues such as hierarchical systems, strong authority, and power relations affected interactions between and among educators, candidates, and staff of the PETE programmes and the PETE partner schools. For example, seniority was a critical factor determining the roles and contributions of educators, mentors, and candidates. Consequently, junior educators lacked personal agency and motivation.

PETE programme educators perceived, and were perceived by others, to hold a higher status than their school partners and school mentors. This situation was expressed by mentors when reflecting on the minimal support and contributions of PETE programmes and educators during candidates' SEP activities that was accepted without question. A similar hierarchical system, based on strong authority and seniority, was also evident in mentors when working with candidates which resulted in candidates losing the potential for any sense of personal agency during their SEP activities.

A lack of evaluation of SEP activities involving mentors and school partners, and a lack of communication between PETE programmes and schools, prevented mentors from providing maximum support to enhance the SEP, thereby compromising the candidates' opportunity to learn from the SEP activity. As a result, the PETE programmes introduced almost no changes or innovations to school partners or

mentors that might enhance the quality of SEP activities. Activities were the mere repetition of preceding ones.

This study strives to provide new and different insights into PETE programmes, especially in the Indonesian dual higher education system concerning the practices, policies and strategies in determining what to include in the programmes. For instance, who is involved in the decision making, and how the programmes equip candidates with subject knowledge, teaching knowledge, and teaching skills before becoming qualified teachers. The insights could contribute to developing better PETE programme practices at higher education institutions under the remit of the two different ministries that oversee PETE programmes. Obsolete or dated perspectives about PETE programme outcomes can be changed with a new outlook that all candidates despite different PETE programmes status should meet all standards for the qualification to teach the subject of English in Indonesian schools. Perhaps most importantly, upholding of accountability and monitoring measures are crucial if all stakeholders are to be held to account and quality of programmes improved.

The findings of this study suggest that teachers' low language proficiency and inadequate subject knowledge and teaching skills are the consequence of existing PETE programme practices. The conclusions and recommendations bear relevance for those tasked with enhancing quality of PETE programmes, in initial teacher education institutions and schools as well as policy makers.

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¹See Sunan [At-Tirmidhi hadith no. 1954](#) and [Sunan Abu Dawud hadith no. 4811](#)

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GLOSSARY

AFTA	The ASEAN Free Trade Area
AMINEF	American Indonesian Exchange Foundation
ASEAN	Association of Southeast Asian Nations
BAN-PT	Badan Akreditasi Nasional-Perguruan Tinggi (National Accreditation Board of Higher Education)
BA	Bachelor of Arts
BEd	Bachelor of Education
CEFR	The Common European Framework of Reference
CSA	Culture, Structure, and Agency
DfE	Department for Education
DIKTI	Direktorat Pendidikan Tinggi (The Directorate General of Higher Education)
DIKTIS	Direktorat Pendidikan Tinggi Keagamaan Islam (The Directorate General of Islamic Higher Education)
EU	The European Union
EEA	The European Economic Area
EF EPI	English First English Proficiency Index
EFL	English as a Foreign Language
EL EPT	English Language Entrance Proficiency Test
ELT	English Language Teaching
GCSE	General Certificate of Secondary Education
GoRI	Government of the Republic of Indonesia
HE	Higher Education
ICT	Information and Communication Technology
IELTS	International English Language Testing System
IETE	In-service English Teacher Education
ITE	Initial Teacher Education
ITEM	Institute of Teacher Education Malaysia
ITP	Initial Teacher Preparation
ITT	Initial Teacher Training

MoABR	Ministry of Administrative and Bureaucratic Reform
MoE	Ministry of Education
MoEC	The Ministry of Education and Culture (of the Republic of Indonesia)
MoRA	The Ministry of Religious Affairs
MoRTHE	The Ministry of Research, Technology, and Higher Education
MoECRT	Ministry of Education, Culture, Research, and Technology
MUET	Malaysian University English Test
NGO	Non-governmental Organisation
NIE	National Institute of Education
OECD	Organization of Economic Development and Cooperation
PETE	Pre-service English Teacher Education
PGCE	Postgraduate Certificate in Education
PGDE	Postgraduate Diploma in Education
PISA	Program for International Student Assessment
PPL	<i>Praktek Pengalaman Lapangan</i> (School Experience Programme)
QTS	Qualified Teacher Status
SCITT	School-Centred Initial Teacher Training
SEP	School Experience Programme
STC	Standard Training Course
TEFL	Teaching English as a Foreign Language
TEYL	Teaching English for Young Learners
TEFLIN	Teachers of English as a Foreign Language in Indonesia
TOEFL	Test of English as a Foreign Language
TOEIC	Test of English for International Communication

CHAPTER ONE: INTRODUCTION

1.1 Background and Context

In Indonesia, English is taught as a compulsory language subject at secondary schools (three years in junior secondary/junior high, and three years senior secondary/high school) and at tertiary levels. Although some areas introduce English in elementary schools, it is only taught as an additional subject according to individual school preferences, especially after the Indonesian government introduced the 2013 national curriculum (Sulistiyo et al., 2020; Zein, 2017).

Although English language teaching (ELT) has been a part of the country's education system for more than six decades, the teaching of English has not shown the expected results that the country needs, especially in preparing Indonesians for global interactions where English has been 'a de facto language of communication' in the globalised world (EF Education First, 2018, p. 4). The challenge to improve Indonesian English language ability has been driven by a number of social, political, and economic changes in the Southeast Asia region. Among these is the establishment of the Association of Southeast Asian Nations (ASEAN) organisation (of which Indonesia is a permanent member) and the decision to enter the ASEAN Free Trade Agreement (AFTA) where English is the official working language for the organisation (Deterding & Kirkpatrick, 2006; Stroupe & Kimura, 2015).

The AFTA and ASEAN's official language policies provide a vast opportunity for Indonesia as the largest populated country in the region to compete and enter job

markets in all ASEAN countries. However, when Indonesians are not well prepared and equipped with qualifications and skills for the markets, such as language skills for international communication, they will lose access and be reduced to being observers of labour market competition in the Southeast Asian region and in their own country (Lembaga Ketahanan Nasional Republik Indonesia - National Resilience Institute, 2012; Wahyudi & Boediono, 2014). Therefore, the Indonesian government has acknowledged the urgency to employ strategies to improve Indonesians' qualifications and required skills, including English proficiency, to fully compete with citizens from other ASEAN nations (Allen, 2016; Hidayat & Widarti, 2005).

In terms of English language proficiency, it seems crucial that the Indonesian government adopts additional strategies to develop English proficiency for Indonesians to compete with their contemporaries from other ASEAN nations. Currently, most Indonesians (including university students) are still unable to communicate effectively in English, despite having studied the language for at least six years in secondary schools (Lengkanawati, 2017; Renandya et al., 2018). The level of Indonesian English language ability is revealed by the English Proficiency Index (EF EPI) report indicating the English proficiency is still low compared to their counterparts in Southeast Asian countries, especially Singapore and Malaysia (EF Education First, 2018).

The EF EPI assessment – applying a 100-point scale categorised into five proficiency bands from Very High to Very Low – found Indonesian pupils' English proficiency was 51.58 (low proficiency) compared to Singaporean (68.63, very high proficiency) and Malaysian (59.32, high proficiency). Among the six Southeast Asian members

(Indonesia, Malaysia, Philippines, Singapore, Thailand, and Vietnam) which actively participated in the EF EPI, the English proficiency scores of Indonesians were only higher than the proficiency scores of Thais, including in the recent EF EPI 2021 (EF Education First, 2021). Although the EF EPI test focused only on assessing test takers' reading and listening skills, it is claimed that the test is standardised, objectively designed and scored to meet the Common European Framework of Reference (CEFR). The EF EPI results also correlate strongly with the two widely used English language proficiency tests for non-native speakers i.e., the Test of English as a Foreign Language (TOEFL) and the International English Language Testing System (IELTS) (EF Education First, 2018, 2021).

In line with the EF EPI findings above, Indonesian students' English language scores in the national examination show that most secondary school students only achieve scores below a minimum national competency score (Adit, 2020; Janu, 2020). For instance, less than 50% of the 7,507,116 secondary students who took the 2019 national test achieved the required score in the English language course (Pusat Penilaian Pendidikan Badan Penelitian dan Pengembangan Kementerian Pendidikan dan Kebudayaan, 2019a, 2019b). Commenting on the students' performance in the national examination, the director of research and development of the Ministry of Education and Culture (MoEC – now Ministry of Education, Culture, Research, and Technology – MoECRT and several changes of the ministry's names also related to introductions of new curriculum – see appendix one) contended that the secondary students' low average score in the national examination depicts not only the quality of teaching and learning in secondary schools but also schoolteacher competence (Alfons, 2019).

A similar pattern for Indonesian student achievement is evident in the Program for International Student Assessment (PISA) which assesses reading, mathematics, and science literacy of students around the globe. For example, Indonesian students ranked a lowly 67 from 70 participant countries in PISA 2015 (OECD, 2016). It was little different in 2018 PISA; among the 79 participant countries, the average reading test score was only higher than students from five countries, namely Morocco, Lebanon, Kosovo, Dominican Republic, and Philippines (OECD, 2019).

The PISA 2018 study also revealed that Indonesian students faced difficulties understanding even the most basic reading questions, and most of them were unable to complete the reading tasks required. As a result, they could only achieve an average score of 371 in the reading test, much lower than the PISA's average score of 487. The PISA reports did not specifically address aspects that might hinder student performance in the reading test. However, other findings from the study showed that students who performed less well in the test were in the majority students at disadvantaged and low-performing schools with less experienced or low teacher qualifications (Schleicher, 2019).

It might not be coincidental that the majority of low-performing schools are located in impoverished areas and serve underprivileged communities. Schools in these areas generally have limited facilities to support teaching-learning processes, insufficient teacher resources, low quality teachers, and a large number of students in each classroom (Harris et al., 2018). All these conditions challenge student learning and achievement. Parental support for learning could also be minimal due their socio-economic status that prioritizes the focus on fulfilling the family's basic needs rather

than on children's learning and progress (Hodges et al., 2017; Suryadarma et al., 2006). Thus, achieving satisfactory learning and performance depends greatly on teachers, and the only ones who can optimize student learning and performance will be those possessing adequate teaching knowledge and teaching skills. These conditions point to the association between student performance and teacher quality.

Kirkpatrick and Liddicoat (2017) qualify understanding of teacher competence (adequate English language and pedagogical knowledge) as a factor in determining student proficiency in English literacy. Their findings suggest that inadequate language proficiency and limited subject knowledge of teachers are usually dominant factors that influence students' language performance, especially when use of English might not be found in social contexts but only from teacher and classroom interactions. These concerns highlight the importance of high-quality teacher training programmes. It is only through high-quality teacher training programmes that commensurate high-quality teachers or candidates can potentially be created to help the success of education of students (Michelli et al., 2017, p. ix). The importance of teacher training programmes in creating qualified teachers in ELT contexts and students English proficiency achievement is explored further when discussing the rationale or underlying principles of the current study.

1.2 Rationale

Nunan (2003) suggests that the provision of adequate and appropriate teacher training programmes is always a significant problem, especially for non-English speaking countries. Teachers in this context often lack language teaching training, including teaching in various classroom contexts, proficiency in using the target language, and

linguistic and pedagogic knowledge and teaching skills. Nunan's findings can be seen as an apt description of Indonesian Pre-service English Teacher Education (PETE) programme practices in preparing candidates to teach. Findings from several studies focusing on Indonesian English language teachers confirmed that although Indonesian candidates have successfully finished their pre-service programmes and entered the teaching profession, many lack English language proficiency and teaching competencies (Sikki et al., 2013; Chodidjah, 2015; Suyanto, 2010). Despite their successful completion of the PETE programme, the limitations raise concerns about the programme's practices, especially the ways the programme equipped candidates during the period of their studies.

Several studies have explored aspects of PETE programmes in preparing candidates at higher education institutions in Indonesia: Sulistiyo et al. (2020) and Zein (2016) examined PETE strategies in training candidates to teach in various school contexts whereas Riesky (2013) and Sulistiyo et al.'s (2017) studies focused on candidates' strategies in dealing with difficulties in school experience. Haryanto et al. (2016) and Kusumawardhani (2017) conducted a study focusing on candidates' motivation and candidates' performance during their studies at PETE programmes. Lastly, Imelwaty (2014) and Sikki et al. (2013) explored candidate proficiency using the target language. Although all these studies provide information about PETE programmes practices, they do not broach the PETE programmes' justifications when employing particular strategies to prepare candidates for the teaching profession. For example, the studies reveal little about PETE programme practices and candidate school experience programmes (SEP) activities. Similarly, almost no research has been conducted to investigate how PETE programmes prepare teacher candidates by

incorporating theory from the programmes and activities in SEP, as well as the candidates' level of freedom in employing their professional knowledge and teaching skills they acquired from PETE programmes into their SEP classrooms. To date, the above issues have not been comprehensively investigated.

Inadequate language skills proficiency and teaching competencies after completing the PETE programme have interested scholars such as Suyanto and Chodidjah (2003) and Sikki et al. (2013) with respect to PETE programme practices and candidate. Parker (2018) suggests that this situation could be a consequence of PETE programme quality and programme admission criteria. Furthermore, the poor performance of new teachers can be tied to PETE programme strategies for candidates to develop professional knowledge and skills, personal qualities, teaching instruction, and classroom management skills before entering the profession (Coombe, 2020).

Issues of English language teacher quality and standards, PETE practices in preparing candidates, and the PETE's strategies to improve the quality of English language teachers motivated me to study the PETE programme practices in Indonesia. My main reason to focus on this area is that teacher quality does not only reflect the system, delivery, and recruitment of teacher education programmes but also informs thinking about ways in which Indonesian school student achievements could be improved in the future. Personally, I found in my experience as a tenured teaching staff at a state HE institute under the auspices of MoRA that many English-language teacher candidates lacked adequate language skills to engage in even the most basic communication activities that are critically important in the profession.

Furthermore, to understand these issues of quality regarding Indonesian PETE programmes, my intention was to explore strategies to enhance candidates' personal and professional development during their study by focusing on how the programme introduces and aids the development of its candidates. Candidate subject knowledge and teaching skills development for the profession are conducted both in the PETE programmes and in the school environment through a SEP placed in PETE schools partners. Thus, it is also important to explore SEPs as a critical part of PETE programmes and of candidates' development as future teachers (Doe et al., 2007; Iwasa et al., 2022).

The aim of exploration of SEP activities was to gain information on the extent to which candidates have opportunity to employ their professional knowledge, teaching skills, classroom management strategies, and issues that hindered their implementation. Candidate ability to initiate, perform and complete intended activities, especially during their SEP activities, is determined by the school environment, school staff interaction, and access to resources (Priestley et al., 2015b). Their freedom to initiate new actions to improve their teaching practices or their students' learning reflects an interplay of candidate capability (professional knowledge, teaching skills, classroom management), intentions to act, resources, and opportunity in their teachings (Buckler, 2015; Priestley et al., 2015a).

1.2.1 Engaging with Theory

Candidate success in exercising various classroom activities in the classroom depicts their agentic capability as 'potential teachers' who can make a difference in their teaching to help students' learning (Hadar & Benish-Weisman, 2019). Teachers' ability

to initiate and make a difference in their teaching and learning based on their professional judgement is known as teacher agency. The concept of teacher agency is derived from agency theory in sociological study which argues that humans do not merely repeat given practices but have ability to transform their world and take control of their lives (Hadar & Benish-Weisman, 2019). In the enactment of agency, it is argued that people's agency is influenced by two determinant aspects i.e., structure and culture, both of which are external to people. Emirbayer and Mische (1998) describe structure as contexts that can enable or inhibit people to act; culture, according to Hays (1994), is a system of meanings that includes beliefs, values, language, and forms of knowledge that influence people's actions.

The capability to employ agency in various classroom situations is not only a fundamental dimension that helps candidates in their teaching career development but also contributes to school improvement (Durrant, 2020). Durrant also claimed that when agentic capability is adopted by teachers, it will lead a school's progress towards 'a powerful positive change' that supports student learning as well as helping teachers focus on the salient issues regarding both school and their students (p.1). Considering the critical roles of agency, it is important for PETE programmes to introduce the teacher agency concept and support candidates to enact their agency. Candidates' enactment of agency will only be possible when they receive adequate input (teaching knowledge and teaching skills) and teaching experience (Priestley et al., 2015a). In the context of this current study, although teaching knowledge and teaching experience are provided by Indonesian PETE programmes, less clear are the models and levels of input and teaching experience that candidates receive during pre-service

education. Moreover, little is currently known about justifications when types of input and models of teaching experience are selected and delivered in the programmes.

I employ the lens of culture, structure, and agency (CSA) to explore the PETE programme and these gaps. In teaching-learning situations, culture relates to the teacher's beliefs, values, and knowledge that shape their daily practices in the classroom (Priestley et al., 2015b). Structures refer to the teachers' working environment, including school governance, educational office, educational authorities, and rules and policies that govern school practices (Durrant, 2020). As a third concept in exploring the PETE programmes, Emirbayer and Mische (1998) postulate the term 'agency' refers to an individual's capacity to initiate acts in different structural environments informed by their past experience, oriented towards the future and acted out in the present contexts. Based on this definition, Priestley et al. (2015b) contend that agency and general action are different and should not be interchanged, because agency has various characteristics that might not be found in ordinary activities, such as intentionality, capacity to formulate action, and the exercise of choice. In the context of the current study focusing on PETE practices in preparing candidates, the study conceives agency as the candidates' intentional actions or activities to improve their teaching or the learning of their pupils inside or outside their SEP classrooms.

Although agency depicts aspect of autonomy in its nature, it is argued that agency is different to autonomy especially when it relates to teachers in their teaching activities. Teng (2019) contends that autonomy refers to teacher engagement in teaching practices and classroom management, while agency relates to teachers' self-conscious and reflexive actions for a certain purpose in the teaching-learning process.

Although the concept of autonomy emphasises teachers as agentive actors and teachers who have autonomy tend to be enthusiastic to continuously improve and engage in their teaching (Toohey, 2007), autonomy itself is insufficient to promote teacher agency. Teacher agency does not only relate to the teacher's ability to demonstrate their control in teaching practices, classroom management, and curriculum development but also their engagement in school societal factors (such as culture and structure) which contribute to teacher actions especially in the classroom (Priestley et al., 2015b, 2016).

Based on the above views about the concepts of agency and autonomy, the study aims to explore whether the programmes provide adequate opportunity for candidates to develop new knowledge, skills, and capability through teaching-learning theory and practicum component. The exploration of programme practices provided a means of developing understanding about how educators, mentors, and candidates enact agency in their activities as well as to differentiate agency from autonomy. Agency does not only lead teachers to act independently but also their actions should be distinctive and not simply 'reproduce past patterns of behaviour' as a consequence of their lack of capability and access to resources (Priestley et al., 2015b, p. 142).

Research suggests that the development of agency can contribute significantly to teacher quality through improving candidate motivation, self-efficacy, and positive emotions regarding the profession with a resultant positive contribution to improving their students' learning and achievement (Hadar & Benish-Weisman, 2019; Kayi-Aydar, 2019; Priestley et al., 2015b). A sense of agency can also greatly contribute to teacher decision making and actions, as well as to help them to be 'more reflexive

about their professional working practices' and student development (Priestley et al., 2015a, p. 8). Therefore, when teachers are expected to be agents of change who actively contribute to school, classroom, teaching contexts, and student achievement, the development of agency will be fundamental, especially for candidates who are beginning their teaching career (Teng, 2019, p. 82). Further discussion of agency, especially in the pre-service teacher education context, will be explored in the literature review chapter.

1.3 Research Design

For this study, I started with designing a main research question and research sub-questions to explore PETE programme practices, especially to identify missing elements in their current practices, their strategies in developing candidates' subject knowledge and teaching skills, and contributing to the development of their professional capability before entering the profession. These areas along with my professional experience in the field led me to design the following main research question (MRQ) and research sub-questions (RSQs):

Main research question (MRQ): In what ways can PETE programmes be developed to improve teacher quality in Indonesia?

To fully answer this question and provide a framework to this study, I also formulated three research sub-questions (RSQs):

1. In what ways can the current practice of PETE programmes be improved to maximize the benefits for educators, mentors, and candidates in their respective roles?
2. Does the practice element of PETE programmes offer candidates adequate opportunity to develop their new knowledge, skills, and capability?
3. What other strategies could be put in place to improve the current practice of PETE programmes?

It was anticipated that the research questions would be addressed by focusing on PETE programmes at two state higher institutions, and interviewing three groups of participants – educators, mentors, and candidates – as well as analysing documents related to the PETE programmes, including the programmes prospectus, academic regulations, course and modules distributions, and PETE programmes guidance. To gain comprehensive information about PETE programme practices, the study also focused specifically on SEP activity as an aspect in the PETE programmes.

A qualitative case study approach was employed as the research methodology and semi-structured interviews and documentary analysis were applied as the study's research methods. The decision to employ a qualitative research approach and case

study methodology came after analysing the contexts of the study (Indonesian PETE programmes) and what I aimed to achieve from the study (participants' live experiences in the contexts) (Pulla & Carter, 2018; Yin, 2016, 2018).

The intention was to collect information from face-to-face interviews with my research participants and direct observation in two Indonesian higher education institutions which manage PETE programmes. However, while preparing my field data collection documents and requirements, the Covid-19 pandemic hit globally and forced many countries to close their borders, including Indonesia. The situation forced me to conduct all of my data collection procedures through an online communication platform.

The semi-structured interviews were conducted using audio-visual communication and documents relating to the PETE programmes; these were acquired from PETE programme administrators and the study participants (educators, mentors, and candidates). Personal online data searching on a number of reliable digital sources, including the Indonesian government or ministerial websites and publications, and non-governmental organisations secured access to reports focusing on initial teacher education, teacher professional development, and student achievement particularly in Indonesian contexts. Through analysis of these various information sources, the decision was taken to focus specifically on two main elements relevant to PETE programme practices i.e., PETE's teaching-learning related information as well as the programme's practicum element of school experience programme (SEP) activities. First, the programme's teaching-learning element allowed the study to explore various aspects of the PETE programme, including module design and structure, module

delivery, and educators' professional development. Second, the practicum element in PETE programme informs the study about the programmes' partnerships with schools, educators' support for both mentors and candidates during SEP, mentors readiness for mentoring candidates, and models of support provided for candidates.

The SEP activities were intriguing to explore because through these activities candidates experience real world teaching contexts where they can employ acquired theories from PETE, as well as to attempt answering challenges in real teaching contexts (Uygun & Akıncı, 2015). The SEP activities are expected to help candidates develop an understanding of teacher-student interactions (Sexton, 2004) and gain opportunities to develop their professional capability and acquire tools for their continuous professional development (Ulvik & Smith, 2011).

Regarding PETE programmes strategies in helping candidates incorporate theories from the programmes in their classroom teachings, Azkiyah and Mukminin (2017) argue that PETE programmes strategies have not optimally provided training related to candidates' pedagogical competence. Similarly, Faridah et al.'s (2017) study found that the programme had not optimally prepared their candidates for their SEP activities. Thus, by addressing PETE programmes' practices, course structure models, and strategies in incorporating teaching-learning theories to candidates' SEP activities, the study conducts a more in-depth account of the research context i.e., PETE programmes in preparing candidates to enter professional teaching environments by considering aspects of the programmes: teaching and learning processes and SEP activities.

1.4 Structure of the Thesis

The previous section provided a brief outline of the study, allowing readers to gain an overview of why I consider this study is important in providing ideas that could contribute to Indonesian education quality in general and, in particular, to Indonesian teacher quality improvement in the context of PETE programmes specifically. The following section, outlines the structure and content of the thesis as follows:

Chapter 1 outlines the rationale for the current research study. The chapter sets the scene of the study through depicting the status of the English language in the Southeast Asian region and in the Indonesian educational system. An overview of Indonesian students' achievements in various national and international assessments after learning the language are presented here before discussing the design of the current study and research questions that need to be addressed. In this chapter, I present my study's main research question (MRQ) and research sub-questions (RSQs) as well as identify theoretical framework which direct and guide the study. The study's methodology and methods used to gather information about PETE programme practices are also introduced in this chapter.

Chapter 2, *Theoretical Framework*, reviews culture, structure, and agency in social reality as the concepts underpinning this study. The concepts are elaborated to understand social contexts influencing PETE programme practices in preparing candidates for teaching profession. The chapter also explains how culture affects an individual's actions and how the actions transform into group rules. An integration of structure and agency in social reality follows. This integration brings a new perspective that bridges traditional dualism of social theory where structure and agency are totally

dichotomised. Aspects of Indonesian culture that impact on structure and agency are also explored in this chapter.

Chapter 3, *Pre-service English Teacher Education (PETE) Programmes in Contexts*. After defining key terms central to the thesis including teacher quality, teacher standards, and teacher capability, the chapter presents the background of the study by situating it with other countries' PETE programmes in preparing candidates for the profession. Exploration of different PETE programme contexts provides information about PETE standards in English and non-English speaking countries. PETE programme entry requirements, curriculum, and course components from three different PETE contexts (England, Malaysia, Singapore) are also presented to enrich perspective about PETE programme practices.

The main components of PETE programmes, including teaching-learning activities and teaching practicum (both microteaching and SEP) which are fundamental aspects contributing to quality development of candidates, are also explored here. I also discuss teachers' central role in improving education quality as central to this study's concerns in exploring PETE programmes strategies in developing candidates' adequate level of knowledge, skills, abilities, and dispositions for the profession.

Chapter 4, *Pre-service English Teacher Education (PETE) Programme* focuses on reviewing the research literature relevant to the topic of the study which focuses on PETE programme curriculum and module structure design, components of the PETE programme including teaching-learning and delivery models, practicum or teaching practice, the various activities that candidates should complete during their pre-service

education in the programme. The concept of teacher agency is also elaborated to figure out why the concept is essential to teachers and how it is embedded in pre-service teacher education programme. Finally, this chapter discusses PETE programme strategies in equipping candidates with subject knowledge, pedagogical knowledge, and teaching skills. At this stage, the interconnection between PETE candidates' capability and teacher quality is presented.

Chapter 5, *Methodology* describes the study's research methodology including discussion of the research paradigm, underpinning philosophy, and design of the study. I detail the rationale for the research methodology adopted and justifications of qualitative case study approach employed in the study. I also elaborate on research methods used to gather insights, as well as challenges during the data collection phase, methods for data analysis, presentation of the findings, and ethical considerations. This chapter also proposes arguments why the current study embraces interpretivism as its research paradigm as well as case study research as the current study's methodology.

The chapter also discusses the study's contentions regarding recruitment of participants, such as sampling technique and types and numbers of participants. I also explore the implications of my status as an insider in the contexts of the study and strategies that I used to alleviate any negative aspects that might emerge as a consequence of my insider status. Next, I explain how I analysed collected information/data both from my interviews with participants and from documents. This chapter concludes with a discussion about information that the current study required to answer its MRQ and RSQs, plus challenges I faced during data collection process.

Chapter 6, *Educators' Perspectives on PETE Programmes*, presenting data from educators, is the first of three chapters focusing on the study findings, which presents data from educators. The educators' perspectives are classified according to data analysis from semi-structured interviews and related documents, including PETE's curriculum and course structure, academic regulations, and SEP handbooks from the two institutions. The analysis is presented under three subsections i.e., educators' perspectives regarding PETE programmes design, their professional development as educators, and reflections of their roles and activities in the PETE programmes. Their viewpoints regarding PETE design actively recommend a revision of PETE design, for example, to include more English-related subject modules even though the university, faculty, and higher-level management never took any serious actions. Opportunity for professional development activities was also a concern for educators who attributed the limited access to professional development to minimal support from the PETE programme, faculty, and the university.

Chapter 7, *The Role of Mentors in Enhancing PETE Programmes and Candidates' Quality*, presents findings from mentor interviews regarding their teaching journey and professional development as in-service teachers, and their appointment to mentoring candidates during SEP. Insights from mentors also highlights their school practices, approach to classroom teaching-learning, and access to resources for their professional development. Semi-structured interviews with this group and data from document analysis also provide insight into their mentoring activities and support they provided to help candidates develop their knowledge and skills during SEP. Interviews with mentors also reveals issues, including model of support mentor received from PETE programmes and educators during candidates' SEP. Mentors argued that they

were left alone in their mentoring activities without adequate support, citing lack of communication from both PETE programmes and educators during candidates' SEP activities. These findings obviously affirm practices which contradict the theory of good PETE and SEP practices. As a consequence, the SEP activities could be unproductive in terms of candidates capability development.

Chapter 8, *Candidates' Perceptions of PETE Programmes* reveals candidates' perspectives about PETE programmes and educators in their programmes in fulfilling their needs during their candidacy. Candidate perspectives regarding support from mentors are also provided. Expectations from SEP and how SEP activities provide opportunities for candidates to employ their knowledge and skills with a sense of agency are reported in this chapter, as are perspectives about educators' levels of commitment in their teaching as well as educators' strategies in delivering their teaching. The findings indicate that PETE programmes should provide more teaching practice before they conduct their SEP and that support from mentors was variable, with some candidates often left unmonitored by their mentor during their SEP. This situation does not only confirm lack of control from the PETE's school partners on teacher mentoring commitment but also the PETE programmes' weak coordination with the schools.

Next is Chapter 9 which brings together all findings explored in the previous three chapters. This chapter synthesises findings from the three groups of participants regarding PETE programme practices and pays particular attention to candidates' knowledge, skills, and exploration of their agency especially during SEP. The ideas are synthesised through a culture, structure, and agency lens to figure out PETE

programmes practices and their impacts on educators, mentors, and candidates. This chapter concludes by providing insights on how the current study contributes in terms of new knowledge in the PETE programmes practices.

Finally, Chapter 10, provides a summary of major findings of the study, its contribution and implications or recommendations for higher education institutions which manage PETE programmes, educators, PETE's school partners, and mentors. This chapter also highlights limitations of the current study as well as making recommendations for future research, especially when focusing on PETE programme practices.

CHAPTER TWO: THEORETICAL FRAMEWORK

2.1 Introduction

This study explores the practice of Pre-service English Teacher Education (PETE) programmes in preparing teacher candidates to enter professional teaching environments. The focus of the study is on two main areas, i.e., teaching and learning processes and school experience programmes (SEP) of PETE programmes. Focusing on these two areas will identify practices that are introduced and instilled in teacher candidates during their candidacy at PETE programmes, including teaching and learning processes aimed at developing candidate knowledge of subject-matter, pedagogical theory, and professional skills. By analysing PETE programmes' teaching and learning approaches and PETE's school experience activities, it is expected to answer the main research question: In what ways can PETE programmes be developed to improve teacher quality in Indonesia?

In order to comprehensively understand the context of an education process including PETE programmes in preparing candidates, it is crucial to conceptualise aspects that influence the social context; culture, people's behaviour, models of interactions, roles, and actions, among others (Case, 2013). To initially develop an understanding of a social context, I have referred to the work of sociologists who have classified three different concepts or distinct features of social reality i.e., culture, structure, and agency (Archer, 2005; Brock et al., 2016).

Before discussing the concepts of 'culture', 'structure', and 'agency' in PETE programmes, it is crucial to have a clear understanding of culture in educational

settings before discussing the interconnection of culture, structure, and agency in determining social reality. The first part of this chapter will define the use of the terms 'culture' and 'education', including cultural impacts on educational institutions. Following cultural influences on education, the concepts of 'social reality' comes next before moving to discuss culture, structure, and agency, including their definitions developed by scholars prior to exploring their interconnections in responding to social reality. Next, the discussion will focus on three main factors (personal capacity, personal and professional beliefs, and values) related to the development of agency before presenting strategies to promote agency and how to determine if a teacher has successfully demonstrated agency in their contexts.

2.2 Culture and Education

It is argued that culture, including its elements such as language, beliefs, behaviours, and values, play a critical role in many aspects of human life including in education (Giorgetti et al., 2017; Nieto, 1999; Yokoyama, 2014). Those involved in teaching-learning at educational institutions or having a connection with education sectors as teachers, students, principals, and parents are greatly influenced by culture (Milner, 2010). This influence, Miller (2010) argues, goes further than the immediate teacher-student dynamic in a classroom setting and affects every aspect of the education context, including school systems, i.e., secular and faith-based educational systems, policy and practices (e.g., dress code and flag-raising ceremony), and people's interactions that are guided by hierarchy and seniority (Bjork, 2013; Giorgetti et al, 2017). Culture in educational settings does not exist in a vacuum, but it is situated and influenced by historical and socio-political conditions which are related to authority (Nieto, 1999). It affects not only curriculum in educational institutions but also the

institution as an organisation (Durrant, 2020; Yokoyama, 2014). Cultural influence in the curriculum, for example, guides teachers to design their teaching that allows students to learn and absorb cultural values such as respect for diversity and respond to inappropriate behaviours (Milner, 2010). At organisational level, culture which is expressed through symbols, meanings, behaviour, physical settings and artifacts affects human interactions, ways of taking action, decision making, and problem solving (Coman & Bonciu, 2016).

In the Indonesian educational contexts where this study was conducted, the way culture affects educational institutional practices has similarities with the illustrations above. However, in the Indonesian context, cultural elements derived from national and religious beliefs seem to affect the educational system and institutions much more profoundly as compared to other contexts such as in politics, the economy, and business (Bakar, 2018; Bjork, 2005, 2013). Perhaps of most significance in the Indonesian education contexts is the influence of religion in a number of faith-based education institutions from primary to higher education levels. This is especially true in Islamic-based institutions which exist in various types of educational institution models, including state Islamic schools, private Islamic schools, *madrasah*, and *pesantren* (boarding schools) (Bakar, 2018; Raihani, 2014). The influence of religion in education contexts also determines the model and structure of the curriculum at the institutions. All six officially recognised religions in Indonesia – Islam, Protestantism, Catholicism, Buddhism, Hinduism, and Confucianism – are introduced as compulsory subjects that should be studied from primary to higher education levels, including at state education institutions (Office of International Religious Freedom, 2020; Raihani, 2014). Thus, for example, in a state higher education institution, the type of institution

on which this study focused, the six religions are enlisted as compulsory modules in the university's curriculum that should be selected and completed by all students according to their professed religion.

2.3 Social Reality

It is argued that social reality or the social realm can be perceived as a 'phenomena whose existence depends necessarily on human beings and their interactions' (Lawson, 2019, p. 4). Social reality is a product of collective human minds who experience similar events resulting in the same emotions, motivation, and action. According to Heise and MacKinnon (2010), social reality develops through social interactions that transcend individual motives and individual actions. Thus, it is impossible for an individual to create a social reality although they can create their own social reality. Through interactions in social reality, individuals might influence one another 'in a myriad of subtle ways'; for example, an individual might change his/her actions after observing other individuals performing similar actions (Collin, 1997, p. 1). These changing patterns of behaviour will emerge and manifest in 'social relationships, social structures, and institutions — in brief, social reality' (Collin, 1997, p. 2).

Social reality or phenomena can be explained through a human being's perception and consensus about paper money. Although a banknote is just a small piece of paper in its nature, humans in social interactions collectively think, believe, and agree that this particular type of paper possesses value and can be used to exchange for goods or services (Collin, 1997). The link between paper money and its value, according to Smith and Searle (2003), is an example of how materials or objects should always

correspond to social reality or phenomena. According to this view, without material objects, social reality or phenomena will not exist.

However, Gambarara (2013) argues that a social group does not always demand material or objects to deal with social reality or phenomena. A social group can still think and develop a consensus regarding social reality without the existence of physical materials or objects (Smith & Searle, 2003). For example, a consensus regarding a phenomenon is demonstrated by a social group's acceptance and agreements on lands' borders which might not be represented by any physical materials or objects but only imaginary lines on a map that are recognised and accepted by all members. In addition, human thoughts, beliefs, and consensus of phenomena might not equally acknowledge either in a group or among social groups. Some phenomena could be widely accepted across social groups (such as the above example of paper money) while other phenomena might only be accepted in a certain social group.

Regarding social reality as a consequence of human interactions, Lawson (2019) argues that studying social reality as phenomena in their nature allows us to relate and to interact with the phenomena in more knowledgeable and competent ways. He contends that a good knowledge of phenomena means deeply understanding materials and structures involved in the phenomena's constructions. This leads to choosing or designing relevant tools, required methods or procedures in analysing the phenomena as well as a good understanding about the context or situation of the phenomena.

2.4 Culture, Structure and Agency in Social Reality

In an attempt to fully conceptualise social reality or social phenomena, it is essential to identify social reality's components or aspects. Scholars such as Giddens (1984), Archer (1996, 2005), and Collin (1997) believe that culture, structure, and agency (CSA) are three crucial aspects that should be addressed before arriving at a logical description and understanding about social reality.

Although subject of a long debate about which is the most crucial, mention of CSA is inevitable in any discussion of social reality. Archer (2005) states that social reality seems insufficient if analysed from one or two aspects with another aspect ignored, such as focusing only on structure and agency without enclosing aspect of culture. As a result, the description of social reality will be deficient due to scholars' partial understanding and missing aspects and fragments of social reality (Giddens & Sutton, 2017). Thus, it is essential to, at least, identify the interconnection of these three aspects to gain a comprehensive understanding of social reality because not only are aspects of structure and agency intertwined in culture, but they are also assimilated into each other (Hays, 1994; Archer, 2005).

The interplay between culture, structure, and agency, creates the possibility of simultaneously employing these aspects to appraise social reality (Archer, 2005). In other words, to achieve a comprehensive understanding of reality, the focus of analysis could be commenced from any of these three aspects, such as from culture and agency then move to next aspects of structure and agency (Archer, 2005). The interconnection and inter-influence of these three aspects to social reality are illustrated in the figure below:

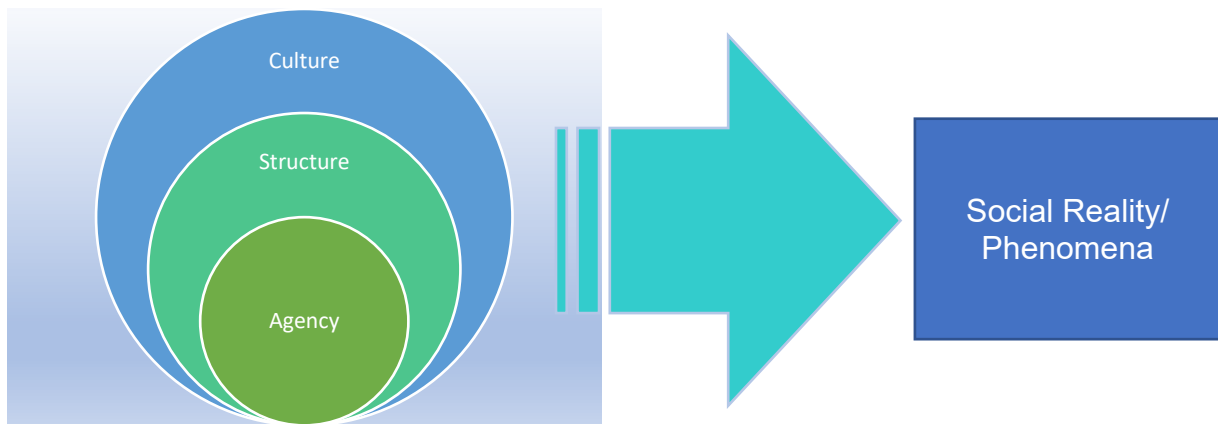


Figure 1: Interconnection and interinfluence of culture, structure, agency to social reality

This figure 1 illustrates how agency is influenced by the structures and culture within which the individual resides. At this level, it could be perceived that any actions of the individual will be influenced by the outer circles, especially the structure circle to which individuals are attached. Ratner (2000) addresses this process by arguing that the agency in its practices always operates within and through a social structure. However, an individual's opportunity to change the structure and culture through their agency are not equally available in all instances of social reality or social phenomena, especially in highly structured and assertive cultures found in some Asian countries like Indonesia (Fang, 2003; Hofstede, 1998; Hofstede Insights, 2021; Irawanto, 2009). In enabling analysis of culture, structure, and agency, it is crucial to gain a clear definition before illustrating their interconnectedness in determining social reality.

The term culture, as recognised by some scholars, is 'notoriously difficult to define' and still inadequately explained until relatively recently (Spencer-Oatey, 2008, p. 3). However, Archer (1996, p. xviii) argues that culture refers to 'all intelligibilia, that is to any item which has the dispositional capacity of being understood by someone'. The intelligibilia, according to Archer, refers to all objects or concepts that a human can

grasp, identify, perceive, understand, and know in daily life. In line with Archer's definition, Rubinstein (2001) points out that human understanding of culture is generally associated with attitudes, values, rules, and common sense which are found in a social group. It covers not only the beliefs and values of social groups but also their language, forms of knowledge, as well as models of interactions and ways of life (Hays, 1994).

Hofstede et al. propose another definition of culture, as 'the collective programming of the mind' that allows people to identify and distinguish members of one group and people from another (2010, p. 6). The mind's 'recognition tool' imposes identification of different languages (dialects), belief-systems, habits, values, and arts as bases to discern people or a particular group from one another. Hofstede's view on culture seems to indicate that identification of an interlocutor's culture will only be possible when people actively employ their recognition tool. According to Valsiner (1998, p. 32) people's personal culture 'emerges on the basis of collective cultures, although their actions or behaviours do not exactly reflect similar models of their collective culture'.

Ratner (2000) argues that people are not passive recipients of culture and its characteristics but have the ability to fully accept, modify, make, and remake it. People or a member of a group could even blur or blend some characteristics of their native culture into other elements from a different culture. Culture does not arbitrarily direct individuals to certain beliefs or values, but provides a set of suggestions that members of a group can freely accept, reject, or modify as they wish (Valsiner, 1998). However, someone's embracing of new characteristics might be treated as a threat to their groups and contexts from a small social group to a large group and organisation at

national levels (such as ministry, departments, etc). As a result, those who practice 'new different values or characteristics' could be isolated or detached from the group, although they are still practising most of the previous tenets of the culture. Those who practice new elements of a new culture could be perceived as breaching, weakening, and violating characteristics of the targeted culture, especially when they are minorities (Lenard & Balint, 2020). The next section will explore more about individuals–structure relation in a context of social reality.

2.4.1 Culture and Structure

The functioning of individuals in their environment or organisation is generally governed by a set of established rules or resources. According to Giddens (1984), these rules and resources which are organised as properties of a social system are commonly described as 'structures' that are derived from individuals' actions. Structures are initiated by individuals who choose to perform certain actions, and those actions are transformed into the group's rules. Thus, people will behave according to the group's conventions while concurrently their individual actions are limited by the group (Barker, 2005).

In addition, the structure will determine individuals who have 'become cultivated' and are capable of taking care of the cultivation of others (Zeuner, 2001, p. 114). Simultaneously, structure will create a pattern of social relations or social phenomena which focuses only on macro-level (structure) while ignoring individual actions (micro-level) (Giddens, 1984; Giddens & Sutton, 2017). Through the processes of cultivation and rejection of personal actions, individuals are shaped and modelled in the contexts where they live. Individuals are objects of the society's influence where 'all intentions

and purposes are external to themselves and beyond their control' (Giddens & Sutton, 2017, p. 23).

Perspectives about the role and influence of society on individuals (structure) above lead scholars such as Herbert Spencer and Auguste Comte to argue that there is such a concept in a society that inhibits freedoms and forces individual choices (Giddens & Sutton, 2017). However, in the early decades of the 20th century, a new type of sociological thought emerged that questioned society's influence (structure) and the individual's relation. According to this thought, structure did not provide 'enough' space for individuals for their creative actions (Giddens & Sutton, 2017). Thus, the definition and description of structures denies the possibility of individuals' freedom to act. Sil (2000) argues that to meaningfully define structure in its reality without reference to individuals will not be possible. The advent of this perspective focusing more on creative actions of individuals changed the pendulum of sociology to move against structure-led theories (Giddens & Sutton, 2017). The era of agency-focused perspective was established to influence a constellation of sociological theory.

2.4.2 Culture and Agency

The sociological view which focuses on creative actions of individuals is conceptualised as agency. The challenge for scholars is to provide a definitive explanation of the concept of agency because it has been widely discussed across disciplines including sociology, economics, philosophy, and education (Priestley et al., 2015b). As a result, multiple interpretations emerged. Although each academic discipline has its definition of agency, Giddens and Sutton (2017) state that the

concept derives from sociology, a discipline of knowledge which studies humans and their behaviours in social life.

According to Giddens and Sutton (2017, p. 23), agency can be defined as an 'individual's freedom to act and shape society'. In contrast, Giddens (1984, p. 14) believes that an individual's agency is an ability 'to make a difference to a pre-existing state of affairs' and when performing the actions, the individual should act purposefully and reflectively on their world (Rogers & Wetzel, 2014). Agency operates 'within and through a social structure' and creates a voluntary agreement of independent individuals (Ratner, 2000, p. 421). From these definitions, it could be concluded that agency is a concept that prioritises an individual's creativity, independence, and autonomy to act and make a change in their contexts according to their capacity and ability.

Coole (2005) argues that although various definitions of agency have been offered, there are two different concepts of agency that should be clearly distinguished. First, the concept of agency which has been broadly explained in the previous paragraph. Second, there exists a concept of agency which is political and which focuses on 'the possession of the power to bring about effective change in collective life' (Coole, 2005, p. 124). This second type of agency is less about the individual because it relates to power and authority which is performed in the collective domain.

Since its emergence in the late 1950s, agency-led sociologists have actively propagated their views that in determining social reality, individual actions are more critical than society's influence (structure) (Priestly et al., 2015a). On the other hand,

the structure-led scholars also keep promoting their views regarding society's influence on the individuals (Giddens & Sutton, 2017). The dichotomy of the two sociological perspectives was addressed in a new phase when efforts were made to theoretically integrate these two perspectives. Among the proponents are Anthony Giddens, Margaret Archer, Klaus Hurrelmann, and Roberto Unger whose views are structure and agency integration persist. The first two figures are even acknowledged as authorities in proponents of social reality discussions in sociology especially through their structure-agency integration concepts, i.e., Structuration theory (Giddens, 1984; Giddens & Sutton, 2017) and Morphogenesis theory (Archer, 1995, 2005).

2.4.3 The Integration of Structure and Agency

The above section addressed integration and interinfluence of culture and structure as well as culture and agency. In this section, the discussion moves to the second main element i.e., the integration and interinfluence of structure and agency. Giddens and Sutton (2017) state that emerging perspectives (structure-led, agency-focused, and structure-agency integration) regarding humans and their free will, which is translated into structure and agency issues, should be perceived as 'a normal state of affairs' in sociology (p. 23). For instance, the emergence of an agency-focused preference is a critique of the structure-led perspective which ignores individual contributions in determining societal structure (Giddens & Sutton, 2017). In a similar vein, King (2010) asserts that the structure-agency integration challenges previous perspectives through a reinterpretation of structure and individual relations which have been radically separated by the structure-led and the agency-focused theories. This integration is directed to bridge a traditional dualism of social theory and their

considerable division of characteristics where structure tends to be collective, deterministic, systematic, patterned, constrained, and static, while agency is more individual, voluntary, contingent, random, freed and active (Whittington, 2015; Hays, 1994).

Since structure-agency integration movements emerged in the 1980s, there have been many attempts to review the connections between structure and agency in social reality (Sutton & Giddens, 2017; Fuchs, 2001). The works of Anthony Giddens (1984) and Margaret Archer (1995, 2005) could be considered as the most recent and comprehensive discussions of structure and agency integration (Giddens & Sutton, 2017; Loyal, 2003; Sibeon, 2004; Zeuner, 2001). In addition, Giddens and Archer develop structuration theory and morphogenesis theory, respectively, to analyse the link between structure and individual (agency) in social reality.

In structuration theory, introduced in 1984, Giddens states that both structure and agency imply and complement each other. Structure does not only constrain individuals (as believed in classic sociology theory) but also enables individuals to make their creative actions be possible and simultaneously allows them 'to reproduce and change social structure' (agency) (Giddens & Sutton, 2017, p. 25). Structure, according to Giddens, plays a role both as a medium and an outcome of agency (duality of structure) and it is not 'external to individuals...but more internal' to individuals' activities (Giddens, 1984, p. 25).

Furthermore, through the duality of structure Giddens proposes a notion that structure as an independent, fixed and mechanical concept moves to a duality that is integral to

agency and emphasises a 'fluidity process and dissolves the dichotomy between statics and dynamics' (Loyal, 2003, p. 74). According to Giddens (1984), structure not only shapes individuals' actions, but also allows them to freely elaborate their actions to modify and to reproduce structure. This interpretation of structure-individual relations changes the conventional perspective of social structure only from a large scale and macro level perspective (Giddens & Sutton, 2017).

Structuration theory, which acknowledges the individual's actions to adapt and modify structure, is postulated from 'the most elemental conception of structure' that refers to both rules and resources (Giddens, 1984, p. 17). Rules, argues Giddens (1984), could be clustered into frames which not only help to constitute and regulate activities but also to define type of activities whereas resources refer to power that allow individuals to control others (authoritative resources) and to control things (allocative resources). The rules and resources are embedded in memory traces of agents or individuals which will influence and determine their social actions (Giddens, 1984).

The notion of rules and resources in an education context, such as the Indonesian PETE programmes in an Islamic higher education institution, can be applied to module design and teaching-learning activities. The programme module design should represent both Indonesian national and Islamic values. Thus, when selecting teaching materials for their classrooms, educators should assure that all materials are free from values that contradict national and or Islamic values, such as communism and Marxism. Both educators and students during the teaching-learning process are also obliged to observe certain regulations such as their attire and classroom seating models.

Employing structuration theory allows the analyses of social interactions which in nature represent not only social structures, such as a class system (family system and economy system which are built from social interactions), but also creative agency that continuously change over time (Giddens & Sutton, 2017). Loyal (2003) argues that although sociologists could not deny Giddens' contribution to sociology, there are critics of structuration theory. The criticism is most often directed to his analyses which are claimed to be 'unsystematic and lacking empirical reference and applicability' (Loyal, 2003, p. 174). Similarly, Whittington (2015, p. 145) asserts that Giddens' structuration is 'not easy to apply empirically' and there are alternative approaches that can be employed to perform similar works and purposes to achieve even better results.

One of the alternatives is Archer's morphogenesis, which according to Whittington, is more persuasive by acknowledging production of structure by human actors as well as greatly considering their continuity and constraint (Whittington, 2015). In explaining her approach in social theory, Archer (1995) considers that morphogenesis derives from two elements i.e. morpho and genetic. The element of 'morpho' refers to 'an acknowledgement that society has no pre-set form or preferred state', whereas 'the genetic part is a recognition that takes its shape from, and is formed by, agents, originating from the intended and unintended consequences of their activities' (Archer, 1995, p. 5). In other words, 'morpho' indicates shape, while 'genetic' refers to the shaping as a product of social relations. Morphogenesis does not merely criticise structuration theory's insufficient analysis but offers flexibility in elaborating structure-agency relations (Archer, 1995, 2020; Sibeon, 2004). Morphogenesis will analyse

social structure to elaborate structural systems as well as to protect individuals from deterministic forces of the structural environment (Archer, 1995; Fuchs, 2001).

According to Zeuner (2001) morphogenesis employs three principles which includes steps in an elaboration process. The first principle is based on logical relationships between elements of the cultural system. The relationships determine sociocultural interaction between individuals acting as the second principle. When social interactions occur, consequently, there will be an elaboration of the social or cultural system's logical relationships which is the third principle of morphogenesis.

During social interactions (the first principle), culture and structure come together and interpenetrate one another (Case, 2013). In this phase, outcomes of sociocultural interactions can be determined whether they promote, change, or otherwise. Regarding the social interaction process and its consequence on the next stage, Archer (1995, p. 15) states that the 'explanation of why things social are so and not otherwise depends upon an account of how the properties and powers of the 'people' casually intertwine with other parts of the society'. For example, people who are involved in interactions, especially stakeholders and cultural elites, will consider their interests to accept 'the demand for a revision of culture in order to minimize inconsistencies' or to accept a new change in order to maintain their positions (Zeuner, 2001, p. 80). The revision of culture as a consequence of social interactions will lead to elaboration process which result in new outcomes or changes in social reality (culture, structure and people). Archer employs the interconnection of these principles as a characteristic of morphogenesis when analysing agency.

Although morphogenesis can provide systematic analysis of structure-agency that is absent in the structuration theory, Sibeon (2004) argues that there are some conditions of morphogenesis which require attention including its restrictive conception of structure. However, generally speaking, morphogenesis which is based on Archer's 'anti-conflationist formulations' has greatly contributed to the development of sociological theory and method (Sibeon, 2004, p. 97). According to this perceptive, structure and agency have different purposes rather than conflation between the two concepts therefore they must keep separate (Yokoyama, 2014). Archer's view about the separation of structure and agency allows us to perceive her ideology that emphasises individuals' freedom to act. Through morphogenesis, Archer introduces an alternative approach that can be employed as a methodological tool in examining interconnections of structure and agency in the social world, including in educational contexts (Westaway et al., 2020). For example, Archer's morphogenesis provides us with the methodological tool to analyse interplay between culture, structure, and agency in an educational setting. Through this investigation we will be able to explain why and how practices of educational institution and their educators change or remain the same.

Archer argues that when changes occur in social reality, 'not only is structure transformed, but so is agency as part and parcel of the same process' (Archer, 1995, p. 74). As similar as the transformation of structure, agency will also transform and reshape itself in a number of aspects such as its powers and in relation to other agents in social reality. Thus, in educational contexts, when changes occur in an educational institution, it is not only the institution's structure that evolves but its agents or people (academic staff, educators etc.) also change.

The contributions of Archer's theory – which proposes a dualism rather than 'duality of structure' and a notion that structure precedes agency – have also inspired some studies in various contexts including in education contexts. Examples include Robert Archer (2002) who focused on the impact of policies in education contexts, Wheelahan's (2007) study which assessed the relationship between the individual and society and its implications in pedagogy, and Case (2015) who explored learning in higher education in terms of the development of sense of agency for students.

The success of morphogenesis to identify impact of policy and the implications of individual-society relationship on practices in educational settings led me to apply morphogenesis as my guiding theory in studying the PETE programme. In the context of Indonesian PETE programmes, the cultural systems embraced by the HE institutions – including national values, religious beliefs, customs, and behaviour – can be considered the first principle in the morphogenesis. This cultural system, as the second principle, influences sociocultural interaction of agents or individuals who work within or relate with the institution including academic staff, candidates, non-teaching staff. During the interactions, there will be elaboration of the social or cultural system's relationships in the institution such as module design policy, module leaders' appointment, and teaching-learning delivery. Based on initial identification of realities of PETE programmes above, I decided morphogenesis was the most appropriate approach that can guide this study to thoroughly analyse PETE programmes practices. Sociocultural interactions in PETE programmes will be discussed in more detail in Chapter Nine.

Employing Margaret Archer's morphogenesis and her analysis on structure-agency relation in social reality, this current study will explore PETE programmes practices to figure out transformation or changes in PETE programmes and relations between the programmes and individuals. Through this approach, strategies to improve the current practice of PETE programmes to maximally benefit educators, mentors, and candidates will be identified. Next, the approach will help the study address PETE programmes' teaching and learning and PETE's school experiences activities in supporting candidates' opportunity to develop their new knowledge, skills, and capability as potential teachers. The analysis of PETE programmes practices in terms of structure-agency relation will be divided according to Archer's morphogenesis stage and categories (Archer, 1995; Stones, 2005). The first stage of analysis will focus on PETE's structural conditioning which will identify causal powers and properties in the programmes.

The properties which are often defined as rules and resources become people's guidance when producing actions or practices and to maintain their actions according to the rules or resources (Archer, 1995). In the studied PETE programmes, the rules and resources can be derived from the internal PETE programmes, faculty, HE institution, and from the government. The next stage will explore social interaction in the programmes between agents (people) based on their powers and properties, and the last stage will try to figure out subsequent structural changes or reproductions in social reality including in PETE programmes as a result of the social interaction. To be able to explore interaction of agents in Indonesian PETE programmes, it is crucial to identify sociocultural system which influence both the people and the programmes,

i.e., Indonesian culture which includes national values, knowledge, beliefs, and ideologies (Archer, 2005).

2.5 Indonesian Social Culture

Before discussing values in PETE programmes and PETE's partner schools that influence participants' interactions and situations, it is crucial to explore Indonesian national culture which can influence practices of PETE programmes, educators, mentors at school partners, and candidates during their candidacy and SEP activities. Exploring cultural values at the national and institution levels will support overall understanding of cultural aspects in the context of the study that relate to PETE programme practices, PETE's school partners, SEP activities, and participants' status as educators, mentors, or as candidates. In the following paragraphs, I will define culture according to scholars' perspectives, as a starting point.

Although culture is considered 'an extremely broad concept' (Stolley, 2005, p. 14) and a 'notoriously difficult term to define' (Spencer-Oatey, 2021, p. 2), some sociologists define culture as a concept that encapsulates several aspects related to an individual, a group, or a community's way of life. For example, Archer describes culture as 'a human product' which includes knowledge, beliefs, discourses, and ideologies (Archer, 1995, p.181, 2005). Although her defining of the concept is valuable, Archer also admits the complexity of culture. She argues that many misunderstand the concept and are unable to differentiate and capture substantive differences between culture and structure (Archer, 1996).

According to other scholars, the concept of culture could be perceived as encompassing ideas, beliefs, behaviours, and tangible products that humans produce and can be shared and transmitted over generations (Matsumoto & Juang, 2013). In other words, culture is a concept about everything that humans create and have both material (such as clothing, tools for farming, weaponry, arts, and architectures) and non-material (such as ideas, languages, values, norms, religion, behaviours, and social institutions) which become parts of their daily life either as an individual or as a group (Stolley, 2005). These components of culture can be found in every community, country or nation in the world, including Indonesia, which I will explore in the following section.

An archipelagic country with more than 17,000 islands, an estimated 273 million population with 600 ethnicities, 731 local languages and around 1100 dialects, Indonesia is one of the most populous and ethnically diverse countries in the world (Fearon, 2003; Pusat Informasi Indonesia, 2021; Worldometer, 2023; Zein, 2020). Indonesian cultural diversities derive from various local indigenous cultures and global civilisations such as Indian Hinduism-Buddhism culture, Arab Islamic culture, and European Christian culture (Abbott, 2017; Frederick & Worden, 2011). These foreign cultures that reached the region in the third century have successfully acculturated and affected aspects of the country's local and national cultural elements such as language, religion and belief system, and the social-political system.

For example, the influence of foreign civilisations on *Bahasa Indonesia* (the official language of Indonesia) can be found in many places. It is estimated that Indian, Arabic and European 'loanwords' contribute to approximately 30% of the total words in

Bahasa Indonesia (Forshee, 2006; Meysitta, 2018). For example, loanwords from Indian and Arabic are used in Indonesia's state ideology of Pancasila and in a number of Indonesian government's documents. For example, the words of *Pancasila* (five principles) and *Bhinneka Tunggal Ika* (unity in diversity) in the state ideology were from the Indian classical language of Sanskrit whereas terms of *adil* (just), *adab* (civilised), *rakyat* (people), *hikmat* (wisdom), and *musyawarah* (deliberation) were originated from Arabic.

On the other hand, the contribution of European culture to the Indonesian language is found in a number of loanwords from Dutch, Portuguese, and English in legal and governance systems. For example, Dutch - *kantor* (an office), *rebuwes* (a driving license), *saksi* (a witness), *gubernur* (a governor); Portuguese - *bendera* (a flag), *serdadu* (a soldier); and English: *konstitusi* (constitution), and *ideologi* (ideology) (Herniti, 2006; Rasjidi, 2016; Tadmor, 2009). The acculturation process of Indian, Arab, and European languages that contributes to words used in the state ideological, legal, and governance system shows how these overseas cultures have influenced elements of Indonesian culture.

Indian Hinduism-Buddhism and Arabic Islam also widely affect various layers of Indonesian culture and nation. For example, some religions quickly became major belief systems transforming parts of the region upon their arrival, for example Hinduism-Buddhism and Islam which transformed a number of local kingdoms into their respective faiths (Indradjaja et al., 2014; McDaniel, 2017; Ricklefs, 2008). During interactions with local Indonesian cultures, some of these belief systems also introduced a new social system to the community. For example, Hinduism introduced

the *Kasta* system – the caste social system which divides the community according to hereditary, occupation, and social status (Abbott, 2017, p. 136; Ranjabar, 2016). The introduction of these new systems subsequently effected cultural transformation especially in the Bugis and Makassar societies of Sulawesi, where changes occurred from ‘chiefly societies into hierarchical state society’ (Minahan, 2012, p. 51).

2.5.1 Social Values

The *Kasta* system that is based on the Hindu ideology believes that the creation of humanity is originated from the God’s incarnations that divided humans into four different ranks i.e., *Brahman* (priests, scholars, teachers), *Ksathrya* (rulers, administrators, warriors), *Waisha* (merchants, traders, farmers), and *Shudra* (labourers) (Madan, 2019). This social division of humanity believes that the *Brahman* – the highest-ranked caste – was incarnated from the God’s head whereas *Ksathrya*, *Waisha*, and *Shudra* were created from the arms, thighs, and feet respectively.

Adaptation of the caste system in the community creates consequences for community members such as discrimination for the lower caste group (Anwar, 2017; Kertih & Susila, 2014; Marecek, 2014; The Asia Foundation, 2016). People will be divided according to their caste or hierarchical status where the members of a higher caste such as *Brahman* and *Ksathrya* reside in an exclusive area and have a privilege access to natural resources and public facilities. In addition, the system also obliges lower caste groups to obey the *Brahman* and *Ksathrya* because they are higher representations of the God on this earth who can mediate communications with the God and maintain customs and laws in the community. As a consequence, obeying

and respecting *Brahman* and *Ksathrya* members are considered parts of religious teaching and failure to show respect is ill-advised (Lubis, 2013; Ridwan, 2021).

On the other hand, members of lower castes, especially *Shudras*, live on the margins with limited access to natural resources and public facilities, for example, to cultivate land, use of shared water sources, education, and even learning scriptures (BBC News, 2019; Mandal, 2021). They must always be deferential to *Brahman* and members of other higher classes such as priests, teachers, and royalty by using highly formal language and address them with an honorific title regardless of their age.

In Balinese society which has four levels of language formalities (*Basa Alus*, *Basa Madia*, *Basa Andap*, and *Basa Kasar*) and Javanese society, with three levels of languages (*Basa Krama*, *Basa Madya*, and *Basa Ngoko*), people from a lower *Kasta* should be able to use all levels of language formalities to be able to adjust according to the hierarchy status of their interlocutors (Pringle, 2004; Sutika, 2019; Suwadi, 2013). In this community, knowing how to operate various levels of languages reduces the risk of losing face or unwittingly insulting interlocutors during a conversation by using a lower form of language. However, this norm seems only applicable to lower groups because those from higher groups are flexible in choosing language styles when communicating with others.

Language formality levels also exist in almost all tribes or local cultures in Indonesia, including in my study's context of South Sulawesi where Bugis and Makassar are the major languages in the region (Macknight, 2012). The use of the languages in communication is determined by their interlocutors' social status. For example, in

Bugis society subordinate groups (such as employees talking to their employer, or students to their teacher) will employ language tools to express formality and politeness, such as the use of suffixes (Macknight, 2012), attributes (ascribed or achieved status) in addressing a person (Halim et al., 2015), and the frequent use of active-passive voice in communication (Laskowske, 2016).

The caste system is still practiced in many parts of the country although it might use different terms and models according to the community's various cultural backgrounds. It might be still difficult to completely abolish the system from Indonesian society because in many contexts the caste still plays a role as a tool in retaining social status, identities, wealth, and political power, especially in Java (Ricklefs, 2008), Bali and Sumba (Cahyaningtyas, 2016; Forshee, 2006), and South Sulawesi's Bugis, Makassar, and Toraja people (Acciaioli, 2009; Pelras, 2000).

In the educational context in which the current study was conducted, the caste system value appears through interactions among individuals in PETE programmes and PETE school partners. The existence of this value also relates to patronage and clientship, hierarchy, and seniority customs of community where the programmes or HE institutions are located (Pelras, 2000; Purwasari, 2018). All these values also emerge and determine a number of aspects in the programmes, including model of interactions among educators, staff, and candidates and teaching-learning policies. Furthermore, it is important to explore and to understand precisely how this cultural value influences people in certain sectors, especially in the education sector in Indonesia. In the next chapter I will discuss cultural values regarding teacher, students, and education institutions which relate to the contexts of the current study.

2.6 Conclusion

To understand PETE programmes, it is important to understand the social reality of the programmes and aspects influencing the PETE programme's social context including culture, values, beliefs, rules, and behaviours. It is also crucial to understand the interconnection of these aspects to successfully identify factors determine the PETE practices and individuals' interactions in the programme. Our understanding about the interconnection of these aspects will only be comprehensive with guidance from available theories. This study adapts morphogenesis approach, a concept developed in the sociological study to understand aspects affecting PETE programmes contexts i.e., three different concepts of social reality (culture, structure, and agency). These three concepts also help us to comprehend that PETE programme as social reality is influenced by certain values at HE institution. Before discussing how values affect PETE programmes practices through a lens of CSA, the next chapter tries to define the concept and other key terms relate to this study. The chapter subsequently explores PETE programme practices from different countries to illustrate PETE practices in English and non-English speaking settings. Examining these various contexts affords sufficient perspectives before scrutinizing Indonesian PETE programmes.

CHAPTER THREE: PRE-SERVICE ENGLISH TEACHER EDUCATION (PETE) PROGRAMMES IN CONTEXTS

3.1 Introduction

While students rely on teachers for their language skills and proficiency, the English Language Teaching (ELT) teachers themselves are guided and developed by their education, especially their PETE programmes before entering the profession. Ideally, through PETE programmes, a candidate will be equipped with adequate knowledge and required skills for the profession.

The term 'teacher education' in the area of language teaching refers to 'the sum of experiences and activities' through which individuals learn to be language teachers (Freeman, 2001, p. 72). Teacher education is a field of study where candidates are prepared to acquire professional teaching knowledge and skills through pedagogical practices (Richard & Schmidt, 2011; Bransford et al., 2005) and to experience activities to be professional English language teachers either in pre-service or in-service contexts (Agudo, 2014; Carter & Nunan, 2001; Coombe, 2020).

Notably, 'teacher education' is often confused with 'teacher training' and 'teacher development' terms, especially in practices of language teacher education programmes (Freeman, 2001). To avoid this misconception, the term of teacher education could be seen as an umbrella term that can accommodate both teacher training and teacher development terms. Saraceni (2018) argues that these three terms regarding teacher education could be differentiated from their focus and activities. Saraceni asserts that teacher education tends to be learner centred, focused

on knowledge and provides various options and opportunities for teacher students to develop their teaching knowledge and skills; teacher training is usually teacher centred, with an emphasis on good and bad practices of teaching and tends to limit students' personal initiatives. Teacher development itself is an ongoing and lifelong process that focuses on enabling individuals to develop confidence, independent and use their initiatives in a different teaching and learning situations (OECD, 2009; Saraceni, 2018, pp. 154–161).

According to Freeman (2001), in teacher training, information or input would generally come from external input to candidates, while in the teacher development, information will be acquired from experiences such as collaborative and reflective activities and teaching collaboration, with a focus on the internal aspects. In addition, a clear definition of teacher education and its two related concepts help to differentiate PETE programmes from in-service English teacher education (IETE). Providing a clear definition of teacher education also contributes to our understanding that PETE programmes' teaching-learning process has different purposes to English teaching-learning at schools and in general contexts where students learn the language because it is a part of the curriculum, for the purpose of communication and for specific purposes such as academic, business, and law (Harmer, 2007).

In this study, teacher education is perceived as formal pre-service education that candidates should complete to be awarded a teaching qualification so that they can be officially eligible to teach in formal educational institutions. Hence, when the term 'teacher education' is mentioned in the study it refers to candidates' PETE programmes, unless the term is explained with other additional information. In

contrast, when the study mentions teacher training, it is associated with in-service teacher education activities especially when there is no academic qualification presented after the completion of the activity. Teacher development is a term that refers to the whole process involving learning, education and skills improvement 'which may be on-going or which may have occurred and is completed', especially for in-service teachers (Evans, 2002, p. 130).

The definition of teacher education above suggests that English candidates would not only be educated and trained to master teaching knowledge and skills but also to improve their language proficiency before starting their teaching career as English language teachers (Pasternak & Bailey, 2004). However, in ELT practices in Indonesia, the reality is that many teachers who have finished their pre-service programmes and gained full-service teacher status lack English language proficiency and teaching competencies (Chodidjah, 2015; Sikki et al., 2013; Zein, 2016b). From my own experience as a teaching staff at PETE and after having a tenured teaching position at State Islamic Institute of Palopo, Indonesia, I can confirm that many English teacher candidates did not have adequate language skills to convey basic communication activities which are critically important in PETE programmes.

This insight concerning English teachers' competencies in Indonesia brought my study to the overall research question of, *In what ways can PETE programmes be developed to improve teacher quality in Indonesia?* I believe that focusing on PETE programmes to identify aspects of the programmes that can be improved will significantly contribute to raise Indonesian teacher quality, especially in the EFL context, and lead to improvement of education quality. The model of PETE programmes' significant

contributions to candidates' quality through activities in the programmes which will lead to the development of candidates capability as future teachers. In line with this, Evans (2002) argues that assuring the quality of candidates could only be possible when the quality of pre-service education programmes could be guarantee, including the curriculum design, educators, deliveries, and their contexts. Where and when these aspects are developed and continuously practiced in PETE programmes, it is likely that national education quality will be achieved on the basis that good pre-service teacher education could deliver adequate quality teachers. Teacher ability to deliver good teaching and create positive impacts on their students' learning and achievement are essential to improving the quality of the nation's English language education (Komorowska, 2017).

3.2 Definition of Teacher Quality

The privileged status of English as a language to access modern knowledge, technology, economy and business, and to communicate among other nations, makes it the most popular foreign language taught and studied at Indonesian educational institutions (A. Kirkpatrick, 2012; Sadtono, 2007). English is also the only foreign language subject which is compulsorily taught from secondary to university levels in the Indonesian educational system. The popularity and compulsory status of the language influences the Indonesian education system through high demand for English language teachers, especially at secondary schools. The situation has also prompted a mushrooming of PETE programmes at Indonesian higher institutions (Chang et al., 2014).

According to the recent report of the BAN-PT, Indonesian national accreditation agency for higher education (BAN-PT 2019), there are 358 higher institutions in Indonesia which offer PETE programmes. While 322 PETEs are under the auspices of the Ministry of Education, Culture, Research, and Technology (MoECRT), 36 PETEs are managed by the Ministry of Religious Affairs (MoRA). However, the development of new PETE programmes has not necessarily been followed by improvement in quality of English teachers in many contexts of English language teaching (ELT) in Indonesia (Chang et al., 2014; Zein, 2017).

In terms of the quality of teachers, Chang et al. (2014) state that good quality and effective teachers could be measured in different ways, such as through their essential knowledge and teaching skills. Essential knowledge refers to their in-depth understanding about his or her subject, curriculum requirements, and students' development (physical, cognitive, linguistic, social and moral). Meanwhile, teacher essential skills refer to their managerial abilities and self-reflection and improvement. For example, classroom management, collaboration with school colleagues in developing a positive school environment, and contributing to a better schools and community relationship (school and parents communication, parents' contribution and participation in school affairs).

Lewis et al. (1999) argue that although teacher knowledge and teaching competences could be considered as aspects that determine teacher quality, there is no single influencing factor and little consensus among scholars regarding the definition of teacher quality. The concept of teacher quality has drawn different responses from education stakeholders (Fitchett & Heafner, 2018). Individuals and groups propose

and 'hold very different ideas' about teacher quality (Mitchell et al., 2001). One popular view of teacher quality focuses on wide-ranging teachers' personal attributes such as curiosity, empathy and enthusiasm, while other views emphasise teacher skills rather than their attributes, character, morality or personal traits (Darling-Hammond & Youngs, 2002; Mitchell et al., 2001). These views regarding teacher quality also determine the teachers in delivering their teaching and supporting their students. The former view, for example, suggests that good quality teachers are teachers who are not only able to cultivate student learning but also serve as moral role models, and disseminate social values to their students. According to this view, student achievement is not a central aspect that depicts teacher quality. The latter view focuses on teachers' professional knowledge and skills rather than on personal attributes, suggesting that teacher quality could be seen from the relationship between the teachers' teaching-learning process and their students' achievement (Mitchell et al., 2001).

Aside from its various definitions, scholars seem to agree that teacher quality should cover aspects of teacher knowledge, expertise, and skills that teachers should demonstrate in their teaching or classroom activities. Most educational experts also believe that teacher preparation or the pre-service programme is the first element that characterises teacher quality (Lewis et al., 1999). This is because through pre-service programmes candidates, including pre-service English teachers, would be equipped with essential skills and knowledge which will allow them to organize and deliver appropriate teaching-learning processes in order to achieve objectives.

Katz and Snow (2009, p. 67) argue that in the educational system, the essential skills and knowledge (or standard) refer to 'competencies needed' and should be acquired by candidates before they start their teaching careers. Teaching standards set a clear baseline of expectations for the professional practice and conduct of teachers that defines the minimum level of teacher practice (UK Department for Education, 2013). In other words, teacher standards are guidelines for teachers to ensure their knowledge and skills are up-to-date, to improve their professional development, to reflect on the effectiveness of their teaching lessons and approaches to teaching, as well as to know and understand systematic assessment according to their relevant subject and curriculum areas (UK Department for Education, 2016).

Richards (2008) states that teacher standards could vary according to teaching contexts, including ELT contexts. For example, teacher standards could be defined as simply acquiring a teaching qualification which is recognised by the local education authority, while in other contexts the English language teacher standards might be expanded to include identification and application of social and cultural values, among others (Katz & Snow, 2009). At a broad level, these various ELT contexts might share some dimensions of teacher standards such as language proficiency, content knowledge, teaching skills, and contextual knowledge (Richards, 2008). However, in a real teaching practice, such as in the Indonesian context, the dimensions of teacher standards tend to be also reduced and be equalized with a certificate or a diploma obtained from pre-service teacher education programmes. Furthermore, in the Indonesian context there is no assurance of quality standards that can be adhered to, especially by local educational authorities when recruiting candidates (Huang et al., 2020).

In Indonesian teaching contexts, meeting the required teaching standard is also understood as a means of acquiring a teaching qualification. When candidates successfully obtain a teaching qualification from a teacher education programme, including PETE programmes, candidates are considered to have met the standards to teach English (Indonesian Teacher Statutes, 2008; 2017). Thus, with their English teacher qualification from a PETE programme, candidates can apply and begin their teaching careers at any school, including those under the auspices of MoECRT and MoRA.

Entering the teaching profession in Indonesia seems a straightforward process, particularly because there is no regulation that requires candidates to achieve minimum English scores, including grades in English subject knowledge and English language skills assessments. Instead, Indonesian teacher regulations oblige candidates to possess and demonstrate their social and cultural values, including religious devotion, nationalism, and loyalty and obedience to the Indonesian state philosophy and constitution. This is especially true for candidates who apply for tenured civil servant teacher positions (MoRA, 2021; MoEC, 2021).

Although there are no precise definitions of teacher quality and teacher standards, the above scholars' views (Darling-Hammond & Youngs, 2002; Fitchett & Heafner, 2018; Mitchell et al., 2001) have essentially contributed to improving understanding about the terms. However, focusing on teacher standards is not the only solution to improve teacher quality to answer all education problems such as student achievement. Other factors including teachers' psychological dimensions should be considered. Hargreaves (2000, p. 152) argues that focusing only on teacher standards

development can potentially 'downgrade, neglect or crowd out the equally important emotional dimensions of teachers' work in terms of being passionate about teaching, and caring for students' learning and lives'. For the purpose of this thesis, I am defining the terms of teacher quality, teacher standards, and teacher capability regarding pre-service English teacher candidates. I also define culture, structure, and agency (CSA) in this section before exploring them in more detail in Chapter Four. Defining CSA earlier in this chapter will provide us perspectives about these three aspects, which in the current study I believe contribute and affect teachers' personal attributes, such as motivation, self-efficacy, and confidence in their teachings as follows:

- a. Teacher quality: teachers' characteristics (good level of knowledge, skills, abilities, and dispositions) which will make a useful contribution to English language teaching.
- b. Teacher standards: a set of specialized attributes that teachers should know and acquire to be able to teach effectively and assist learners to achieve ELT teaching-learning goals.
- c. Teacher capability: the teachers' subject knowledge, pedagogical knowledge, and teaching skills that allow teachers to perform teachings and assist to learners.
- d. Culture: a concept about attitudes, values, rules, and common sense which are found in a social group that human can grasp, identify, perceive, understand that distinguish one group and people from another.
- e. Structure: a concept that inhibits and forces individual choices, patterns individual actions, and limits individuals to freely introduce and employing new actions.

- f. Agency: a concept about individuals' freedom or autonomy to initiate new actions and make changes.

By providing these definitions, it is expected that they will not only avoid ambiguity but also 'add clarity and reduce confusion by establishing shared meanings between those wanting to communicate ideas on the subject and those with whom they communicate' (Evans, 2002, p. 129).

In terms of teacher quality and teacher standards in ELT contexts, teacher education programmes need to continuously strive improve teacher quality through the development of teacher standards which will provide professional qualifications, knowledge, skills and proficiency of 'language teaching required of English teachers' (Richards, 2008, p. 161). Examples of teacher education programmes practices that set out teacher standards needed by candidates as part of their career preparations to be English teachers are illustrated in the following section. Candidate preparation in these different contexts also depicts how standards have become the cornerstone of teacher education in English and non-English medium countries (Katz & Snow, 2009).

3.3 PETE Programmes and Pre-service Teacher Standards in England, Malaysia, and Singapore

Before discussing Indonesian PETE programmes, this section outlines PETE programme practices in a global context (England, Malaysia, and Singapore) in recruiting and preparing candidates to teach at government-based schools. Providing these three different PETE contexts offers broad perspectives on the pre-service

education system, policy, and regulation from the recruitment process to the delivery models of PETE programmes that could inspire PETE practices in Indonesia.

First, focusing on England provides a perspective on standards and practices of PETE programmes in an English-speaking country where its ELT teaching-learning have greatly influenced other countries, including in Southeast Asia (Davies, 2003; Carter & Nunan, 2001). Second, discussing pre-service or teacher education programmes in Malaysia and Singapore enhances knowledge of PETE programmes practices in the Southeast Asian region, which are closely related to the Indonesian contexts. Malaysia, Singapore, and Indonesia are multi-ethnic and multi-lingual societies which incorporate English as a compulsory subject in their education system from primary to university level (Low & Ao, 2018). However, Lie (2017) argued that in terms of English language policy Indonesia shares more similarities with Malaysia than Singapore. Malaysia and Indonesia, unlike Singapore, struggle to provide consistent support of the English language policy. Lie (2017) further noted that the policy to abolish English as a language of teaching instruction in Malaysian schools and scrapping of English language as a subject from Indonesian elementary schools are two examples of government inconsistency regarding English language policy.

It is important to mention here that Malaysia and Singapore have been chosen based on their rankings in The Program for International Student Assessment (PISA) reports in 2012, 2015, and 2018. The assessment revealed that Singaporean students outperform all students from the participant countries, while Indonesia ranked a lowly 62nd of 72 countries (OECD, 2018). Malaysia's average result does not appear in the 2015 report due to its a low participant response rate far below the PISA standard of

85% (The World Bank, 2016; OECD, 2018). However, in the previous study conducted in 65 countries, Singapore and Malaysia ranked 2nd and 50th respectively, while Indonesia was second to last behind Peru (OECD, 2016).

3.3.1 Pre-service Teacher Education Programmes in England

The educational system in the UK, especially in England, provides a number of choices for individuals who have a passion to teach (Mroz, 2012). Teacher routes vary from university-based teacher education programmes, such as Bachelor of Education degrees, Postgraduate Certificates in Education (PGCE) at Higher Education Institutions (HEIs), to school-centred initial teacher training (SCITT). Candidates and the initial teacher training providers' requirements are regulated by the UK government through the Department for Education (DfE) (GOV.UK, 2018).

The teacher candidacy programme, officially known as Initial Teacher Training (ITT), requires candidates to meet a minimum standard of grade 4 (four) in the GCSE, pass numeracy and literacy tests before entering the ITT or before the awarding of the Qualified Teacher Status (QTS). The numeracy and literacy tests are known as professional skills tests, which are free for all candidates to attempt for the first three attempts (UK Department for Education, 2019). The recent professional skill test regulations have removed a lock-out of two year-period which prevented unsuccessful candidates retaking the test after they failed in their last three attempts.

Qualification requirements for a teaching career through the university education route are illustrated in the following diagram, which is adapted from official statistics of Initial teacher training (UK Department for Education, 2018).

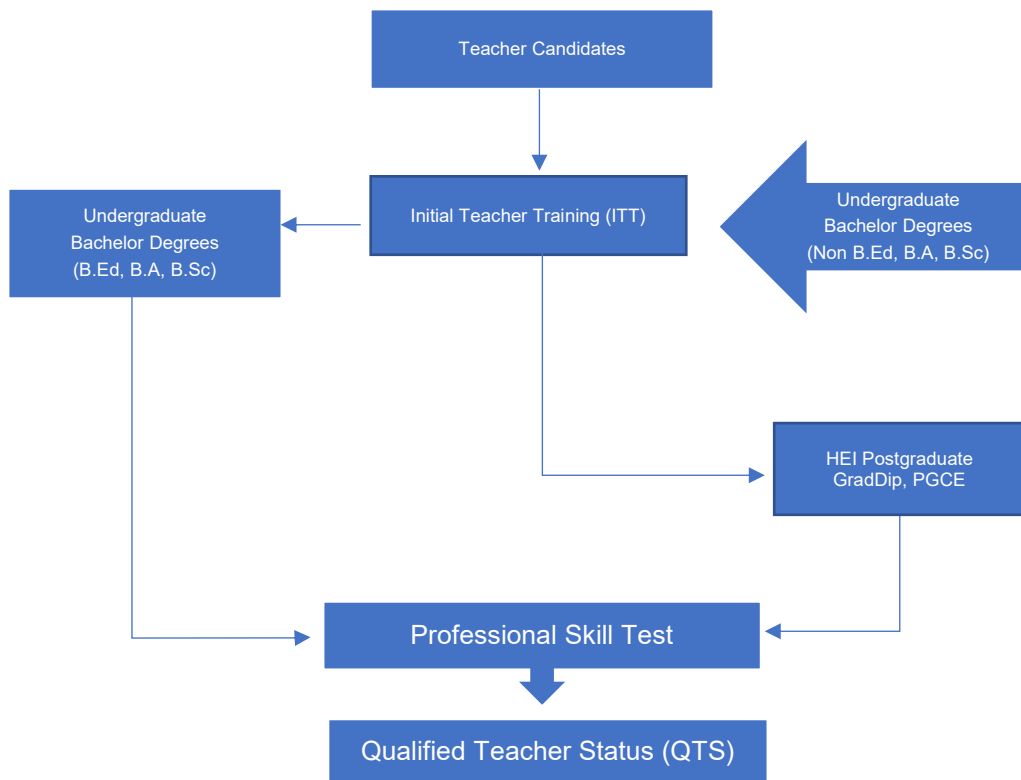


Figure 2: Initial teacher training routes

The diagram illustrates that to gain QTS, candidates can enrol in initial teacher training (ITT) through a university-based teacher education scheme (GOV.UK, 2019). The first scheme is through an undergraduate programme, which will lead the candidates to being awarded a degree and to the QTS award. The next scheme is the candidates enrol in a postgraduate teacher training course leading to the QTS.

As noted above, to teach in a state school a candidate must have a degree and gain QTS to meet the standard of professional teachers (UK Department for Education 2018a; Mroz, 2012). Therefore, candidates who do not hold degrees in education or teaching leading to QTS (such as Bachelor of Education (BEd), Bachelor of Arts (BA), and Postgraduate Certificate in Education (PGCE) and candidates who graduated and trained in countries other than Australia, Canada, New Zealand, the USA, the

European Union (EU), and from the European Economic Area (EEA) will be required to follow ITT to be qualified to teach (UK Department for Education, 2014; Thompson, 2014).

The Department for Education (2019) stipulated that the QTS will not be awarded to the prospective candidates before they pass the professional skills test in numeracy and literacy although there was a proposal that it should be awarded in following a two-year induction period rather than at the end of ITT. The QTS award is important to candidates not only to ensure that they have successfully met the criteria of good professional teachers but also to broaden their chances of teaching in any maintained schools all over England (UK Department for Education, 2017b). Moreover, teachers with QTS status will have secure income from their teaching profession as because their payment will be paid according to the school teachers' pay scales (UK Department for Education, 2014).

3.3.2 Pre-Service English Teachers Education Programmes in the Southeast Asian Contexts

The status of English as the most popular international language has influenced new policies and the development of educational systems in almost all countries in the world, including in Southeast Asia (Burns & Richards, 2012). English plays a role as a global language to access education, technology, knowledge, and is widely used in governmental, educational and business activities (A. Kirkpatrick, 2007; Stroupe & Kimura, 2015).

The members of the Association of Southeast Asian Nations (ASEAN) have identified English as a compulsory subject from primary school to university levels. The compulsory status of English in ASEAN countries' educational systems is driven by a number of factors, including globalization that intertwines with education, knowledge, social, and economic factors (R. Kirkpatrick & Bui, 2016). Another factor is because English does not only 'serve the purpose of communication with people outside Southeast Asia, but is also being used as a lingua franca among different ethnic groups within the region' (Low & Ao, 2018, p. 2).

In Singapore, for example, English is the country's official language and language of instruction at all education levels. In Malaysia, English is taught as a secondary language subject, while in the Philippines English plays an additional role as a language instruction for mathematics and science subjects from the first year of primary schools (A. Kirkpatrick, 2012). In other Southeast Asian countries such as Indonesia, Cambodia, Laos, Myanmar, Thailand, and Vietnam, English is taught as a foreign language subject at primary, secondary, and/or tertiary levels (Zein & Stroupe, 2019).

The role and status of the English language as an intra- and international communication tool for Southeast Asian people to communicate with first world countries became even more vitally important after the ASEAN charter was introduced in 2007. Article no. 34 states, 'The working language of ASEAN shall be English' (ASEAN, 2015). Since the introduction of the charter, all members have shown their support of English as a sole and official working language of the ASEAN (Kirkpatrick, 2007). As a result, they eagerly promote and demonstrate their commitment to using

and improving English teaching-learning by revising their educational system and regulations, including making English compulsory from the primary school level (Low & Ao, 2018). The introduction of English at an early age might be adapted from the tenets of language teaching that learning a second language is most beneficial at a young age, and the earlier the better (Kirkpatrick & Sussex, 2012). Consequently, schools' demands for quality English teachers have increased significantly, especially in primary and secondary schools (Low & Ao, 2018).

3.3.2.a Pre-service teacher education programmes in Singapore

According to the PISA 2015 and the OECD 2018 reports, Singapore has one of the best educational systems in the world. The PISA 2015 report shows Singapore students were top in maths, science, and reading compared to other 15-year-old students from 72 countries. The above achievements attest to the education system and teacher quality to provide support for all students to succeed. According to McKinsey and Company's study in 2009, Singapore and other nations with top performing education systems share three salient commonalities: (1) encouraging the right people to become teachers; (2) developing them into effective teachers; and (3) ensuring the system is able to deliver the best possible instruction for every child (Barber & Mourshed, 2007).

In terms of pre-service or initial teacher preparation programmes (ITP) system, teacher education in this country is highly centralized. Teacher education programmes are only provided by the National Institute of Education (NIE) of Nanyang Technological University under close cooperation with MoE (Lim et al., 2017).

To enter teacher education programmes, the institution offers three different programmes i.e., two-year diploma for primary school teacher candidates, up to four-year undergraduate university degree programme (BEd or BA), and one-year Postgraduate Diploma in Education (PGDE) (Singapore MoE, 2018). The three schemes of teacher candidacy above are also applicable to English teacher candidates. Zongyi and Gopinathan (2001) argue that most pre-service education programmes' practices might not derive from a deep study and analysis but are based on political decisions, preferences of the ruling government, and adaptation from anecdotal experiences of teachers.

3.3.2.b Pre-service teacher education programmes in Malaysia

The history of development of the teacher education programme in Malaysia dates back to the British government's founding of a teacher college in 1905. The purpose was to compensate for the lack of teachers for primary and secondary schools due to too few teachers from England moving to support the schools' needs (Martin, 2005). Pandian (2002) believes that the existence of British people in the country, apart from the colonial connection, has contributed not only to Malaysia's modern educational system but also provided a chance for the country to greatly benefit from English language and its global standing.

Currently, there are 27 teacher training institutions as well as 11 public universities in Malaysia (MoE, 2019; Vethamani, 2011; Yahya et al., 2017). Although all teacher preparation programmes in the ITEM are accredited according to Malaysian Qualification Agency, Nagappan et al. (2008) argue that most of the Malaysian teacher preparation programmes have not adequately ensured that teacher candidates truly

gain new teaching knowledge and skills to be qualified teachers. The criticism above is in line with Lee (2005) who states that teacher training programmes fail to help teacher candidates address actual problems encountered in teaching, such as different teaching contexts and mixed ability classes.

3.4 Pre-service English Teacher Programmes Entry Requirements (Indonesia, Singapore, Malaysia, and England)

According to an OECD report (2012), high demand for teachers is influenced by aspects such as students, classroom and school populations, and teaching loads. Demand for competent and qualified teachers, including English teachers, frequently 'exceeds the supply' (Burns & Richards, 2012). To maintain the quality of English teachers, universities or PETE programmes apply pre-requisites for teacher candidates. With the exception of Indonesia, all pre-service contexts stipulate language or literacy requirement as a critical aspect in the recruitment of eligible teacher candidates. In England, English language skills and literacy requirement are part of the professional skills tests that is completed by teacher candidates before they begin teacher training (UK Department for Education, 2019). In this computer-based test, the candidates' language skills are assessed based on their knowledge about English language spelling, punctuation, grammar, and comprehension.

In Malaysia's English teacher education programmes, teacher candidates are required to have a minimum grade A level of English from *Sijil Pelajaran Malaysia* (SPM) or the Malaysian Certificate of Education from their secondary school education. They must then pass the Malaysian University English Test (MUET) with a minimum score of Band 4 (satisfactory English language user) (Malaysia Ministry of Education (MoE)

2019, Karakas & Yavus, 2018). The admission of MUET system is akin to England's professional skills tests which are also administered by educational authorities. However, in MUET which is set and run by the Malaysian Examinations Council, the language assessment tends to focus on candidates' macro skills (listening, speaking, reading, and writing) rather than on their English micro-skills such as grammar, vocabulary, pronunciation, and spelling (*Majlis Peperiksaan Malaysia - Malaysian Examination Council, 2019*).

As the only ASEAN country with privileged superior English and high entry standards for teacher education (Kirkpatrick, 2012; Ingvarson & Rowley, 2017), Singapore through the Ministry of Education (MoE) sets and manages the English Language Entrance Proficiency Test (EL EPT) for teacher candidates before they can be deployed to schools as untrained teachers (MoE, 2018).

Unlike England and Malaysia, the EL EPT test for PETE programmes in Singapore does not focus comprehensively on either macro-skills or micro-skills. The test concentrates on the productive aspects of English language (speaking and writing). The 20-minute oral/speaking test require candidates to read a text aloud and deliver a monologue, while the writing test requires candidates to produce two different pieces of writing a situational writing (approximately 300 words) and a short expository essay (approximately 450 words). However, because the eligibility to join teacher programmes is determined by the MoE, only teacher candidates who have been shortlisted for employment by the ministry will be allowed to register for the EL EPT test. In general, the candidates who are admitted to teacher education programmes

are those who perform the highest achievement of each cohort of graduating students or within the top one third (Bautista et al., 2015).

In contrast to England, Malaysia, and Singapore pre-service education contexts, in Indonesia teacher education programmes an English language requirement has not been a critical requirement for teacher pre-service training. The government through MoECRT, MoEC or other educational authorities has not established detailed regulations or policies that clearly state English proficiency skills as pre-requisite for PETE programmes.

Lack of studies and literature explain why Indonesian educational authorities and PETE programmes providers do not specify English language ability as a part of the PETE programmes entry requirements. However, it could be assumed that the missing language skills and competence aspect on the admission requirements list could be a strategy of the government or pre-service programmes to accept and fulfil the demand for new teachers (Ingvarson & Rowley, 2017). This kind of strategy, of course, has consequences; according to a number of scholars the absence of a language requirement in PETE programmes could have a detrimental impact on pre-service teacher candidates' quality (Kamhi-Stein, 2009; Katz & Snow, 2009; Parker, 2018). A more detailed account of English language requirement and its impact on PETE candidates will be explored in the following section. More detailed information about entry requirements to PETE programmes in these four different countries can be found in the appendix two).

3.5 Pre-service English Teacher Education (PETE) Programmes in Indonesia

The history of teacher education in Indonesia dates back to the Dutch colonial era in the 19th century when the inception of teacher education schools, known as *Kweekschool* system, was part of the Netherlands Indies colonial programmes to prepare teachers for public schools. The *Kweekschool* were predominantly directed to educate candidates from Dutch and local aristocrats' families only (Christano & Cummings, 2007). The exclusivity of *Kweekschool* education was a colonial strategy to control social order and to curb the indigenous population's independence movements which were often inspired through education (Christano & Cummings, 2007, p. 124).

The *Kweekschool* education system also pioneered English teacher education programmes in Indonesia (Lauder, 2008; Widiati & Hayati, 2015; Wiyono, 2017). However, most of the teachers did not meet academic qualifications to teach the language despite completion of the *Kweekschool* education programmes. As a consequence, the candidates had to take additional language courses to gain certification before they started a teaching career at Dutch administered public schools.

Rapid political change and a new policy in a foreign language teaching post-independence in 1945 drove an increasing demand for English teachers. Unfortunately, institutions able to respond to this demand to supply teachers for Indonesian schools were not fully established. As a response to this critical situation, the government of Indonesia adopted and modified American teacher training models

to suit the needs of teachers in the Indonesian educational system (Suwignyo, 2012). Although the adoption of this system reflected a new era of teacher training reform and 'diminished the colonial legacy' (Suwignyo, 2012, p. 48), the adopted system created confusion among Indonesian scholars about the direction of Indonesian teacher training system. In 1953, a new two-year pre-service English education programme, popularly known as Standard Training Course (STC), was introduced (Widiati & Hayati, 2015).

A decade later, the two-year English teacher programme was closed in 1963 as it was deemed ineffective in improving the quality of teachers (Suwignyo, 2012, p. 344). The government decided the duration of the teacher programmes should be increased and integrated into a four-year English teacher programme at the university level (Lowenberg, 1991), as it remains today. The duration of the programme is also a qualification standard for a teaching career at primary and secondary levels (GoRI, 2017). The recruitment of teacher candidates including for PETE programmes is regulated by the government through Ministry of Research, Technology and Higher Education Regulation No. 60 in 2018 (MoRTHE, 2018). It states the admission to PETE programmes is allowed through three different schemes, namely a national selection based on candidates' academic performance in secondary school, a national regular selection (entry test) and university-based selection (MoEC, 2019).

The first admission scheme requires participation of schools to verify and input the candidates' academic record from their first to third year in secondary school. Candidates are only able to apply through this scheme if their school is accredited with the minimum good accreditation score. The candidate's academic record is ranked

nationally by a university admission body that has been appointed by the government. The best candidates will be selected based on their rank and PETE programmes quota. In the second scheme or regular admission selection, the candidates will personally enrol in university PETE providers and take a national university entry test. The following figure illustrates the admission process of PETE at higher institutions in Indonesia:

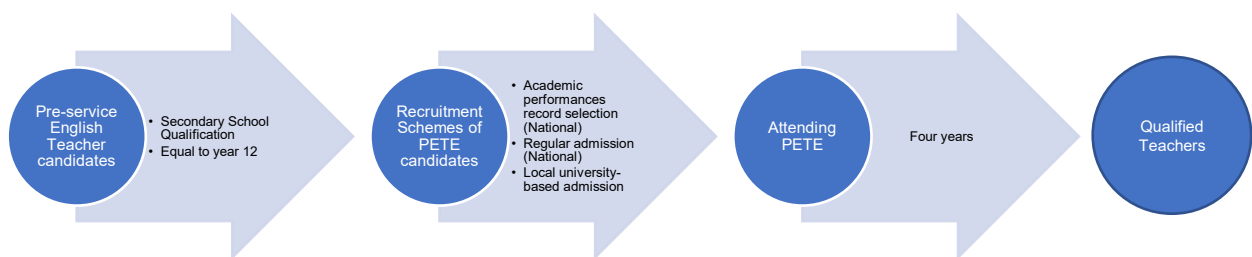


Figure 3: Admission Process to PETE Programme in Indonesia

3.5.1 Entry requirements to Pre-service English Teacher Education (PETE) Programmes

As stated in the regulation about teacher qualification (GoRI, 2017), candidates to teach English at primary and secondary schools should meet the minimum qualification of an undergraduate English education degree either from a state or a private university. This minimum academic qualification might not be different from contexts in England, Malaysia, and Singapore. Nevertheless, close examination of the PETE programmes and practices in Indonesia reveals issues and concerns about PETE's entry requirements, curriculum design and delivery, and practicum, or work-based learning activities.

There is scant published literature about PETE programmes in Indonesia, especially on the above issues. In terms of studies that focus on PETE programme requirements, Parker (2018) argues that there have been few studies that focus on this aspect compared with other areas of PETE programmes, such as the quality of teacher educators and pre-service candidates learning performances.

In the PETE contexts, entry requirements into programmes may vary according to the university models and systems. In the Indonesian context, most state universities apply similar entry requirements when recruiting PETE candidates that are determined by the government and through national admission schemes. The government also sets new students quotas for each recruitment scheme (Brewis, 2019; University Admission Test Body - *Lembaga Tes Masuk Perguruan Tinggi* - MoEC, 2019)

Although the government argues that the current recruitment model helps ensure better quality students for students, a single model of selection and criteria such as secondary school performance would not directly ensure a high standard of students or PETE candidates (Parker, 2018, p. 8). In other words, a variety of selection methods and criteria is required to ensure PETE programmes could recruit suitable teacher candidates who have good subject knowledge and understanding, communication skills, passion, suitable personality, etc. Chang et al. (2014) argue that rigorous selection processes will not only help PETE candidates identify the necessary characteristics of being good teachers but also increase their confidence and appreciation of teaching as a high-status profession.

Unfortunately, from three different models of PETE recruitment at Indonesian state universities, none requires or obliges teacher candidates to have a minimum grade in the subject of English or a minimum English proficiency test result (SNMPTN, 2019; UMPTKIN, 2019). Although in the national regular recruitment scheme the PETE candidates sit an admission test, the test only assesses their basic knowledge without specifically measuring English skills and proficiency.

Absence of an English language requirement in Indonesian PETE programmes admission raises a question about the PETE candidates' future development. In terms of English language ability and proficiency requirements for the PETE programmes, Malaysia and Singapore seem well aware of the importance of the former to the success of English teacher education programmes. These two PETE contexts require pre-service teacher candidates to attain a certain level of English language skills and proficiency, indicating that Indonesian PETE entry requirements might need revising to incorporate English language skills as one of the entry requirements. It follows that since English knowledge and competence are the main concern of PETE programmes and teacher development in the EFL context, it is difficult to expect good quality English teachers if candidates' language ability is not appropriate for the profession (Kamhi-Stein, 2009). Unfortunately, it seems that admission to PETE programmes is little different from other courses at university; specific requirements to recruit ideal candidates for the programmes are absent.

In Malaysia, an increased entry standard requirement for PETE programmes has been part of the government's strategies to improve the quality of teachers and educational excellence (Jamil et al. 2010; Clark, 2014). In Singapore, the entry standard

requirements are even more stringent in a nation that 'placed extra pressure at the front end' of pre-service candidate recruitment (Ingvarson & Rowley 2017, p. 178). Entry requirement policies in PETE Malaysia and Singapore are in sharp contrast with the PETE programmes in Indonesia which appears to overlook the important role of English language skills to teacher candidacy.

Parker (2018) argues that low entry requirements for teacher education programmes will lead to substandard teacher quality, to the detriment of student literacy and educational performance. Therefore, selective requirements for recruiting teacher candidates would increase not only their performance but also student achievement and the national education system. The Performance International Students Assessment (PISA) report confirms that countries such as Singapore that apply stringent entry-requirements for their teacher education programmes have better results in the PISA assessment (Parker, 2018, p. 4).

The relationship between low entry requirements and quality of teacher candidates in Indonesia might be best illustrated by Rahman's study (2005) on PETE's candidates' language ability. His study of two classes in the English Department at an Indonesian university found that English teacher candidates' vocabulary and grammar ability were significantly low. The respondents were tested based on their comprehension of English language materials which were adapted from senior secondary schools coursebooks. Another study that examined English vocabulary capacity of 324 first-year Indonesian university students found a similar pattern, although the study adapted different vocabulary resources from two books that represent the most frequent words in English (Nurweni & Read, 1999). The students on average had

similar vocabulary levels consisting of 1226 English words, relatively low compared to the ideal range of 3,000–5,000 words for a university-level student.

Furthermore, Chodidjah's (2015) study on English teacher ability found that English teachers in Indonesia present low ability in almost all aspects of English skills. Her finding is also supported by a previous study of English language teacher performance in the Test of English for International Communication (TOEIC). From 13,102 practising English teachers who participated in the TOEIC, only 4% could successfully demonstrate a basic proficiency level. A similar TOEIC test in 2013 of 907 English teachers showed a similar pattern; only 9% attained the appropriate proficiency level to teach English. The factual description above of Indonesian English teachers' ability is a cause for concern.

As it is claimed that good quality teachers is not only to support schools' improvements, but the most important aspect about the teacher quality is to help students achievements (Rice, 2003; Tamim et al., 2017). It is even argued that by providing good quality teacher in each classroom, students despite their socio-economic background will be able to reach similar achievements in their learning (Wiliam, 2020, 2014). Thus, in Indonesian PETE programme context, the main questions will be what and how to produce qualified candidates who are ready to teach in Indonesian EFL teaching contexts. The answer could be varied, but there seemed no clear answer except to start the process from PETE programmes through candidates' recruitment and teaching-learning process to equip candidates teaching knowledge and teaching skills (Kamhi-Stein, 2009, 2016). The following section will

discuss necessary capabilities that should be possessed by candidates to be qualified teachers and to be able to deliver good teaching.

3.5.2 What are Capabilities that Make Qualified Teachers?

It is discussed in the previous section that quality education of a nation begins with the nation's teacher quality. The critical role of teachers in a country's educational system is because good teachers will effectively contribute to students' achievement which will be the future of a nation. However, creating qualified teachers is not a simple process (Coombe, 2020).

With regard to pre-service teacher candidates, the findings of these three studies (Chodidjah, 2015; Nurweni & Read, 1999; Rahman, 2005) highlighted several issues regarding PETE programmes in Indonesia and provided insights for further discussion. Zein's (2016) study comprehensively investigated the need and strategies that should be incorporated in PETE programmes for preparing English teacher candidates at primary schools. The study suggested that the curriculum of the PETE programmes should be restructured to accommodate the needs of teacher candidates at primary schools. The restructuring of the curriculum would enable PETE practices to not only create a perfect alignment of teaching in primary and secondary contexts but also provide chances for teacher candidates to prepare to teach different age group of students (Zein, 2016). The study then outlined specific preparation of primary English teachers with regard to knowledge and skills, the delivery and course components including practicum allocation time, the design of learning-teaching options, teacher educators' exposures to different schools' levels, and the relationship of those elements in establishing policy recommendations that focus on PETE programmes.

Riesky's (2013) study which projected the importance of practicums as a means for professional simulation before entering teaching profession revealed that the candidates' difficulties in their practicum could be reduced through the improvement of candidates' confidence and good quality supervision. The candidates' confidence would only be possibly well developed through a combination of adequate learning of teaching theory and further teaching practices in the PETE classrooms. More teaching practices in the programmes means more chances to understand teaching through explicit examples and quality feedback from teacher educators and mentors. The provided feedback will be crucial and meaningful to teacher candidates who still have pedagogical weaknesses regarding classroom management, designing teaching materials, and applying suitable teaching strategies (Riesky, 2013). Sulistiyo's (2015) study findings also highlighted PETE candidates' lack of experience when teaching in the real classroom. His study, in line with Zein (2016), recommended that to overcome or reduce the candidates' difficulties in the real teaching experiences, it should be started from redefining PETE programmes curriculum as well as teaching practicum programmes. In addition, improving learning resources in PETE programmes should also be a concern of stakeholders as well as to incite teacher educators to advance their knowledge regarding their own teaching and practices (Sulistiyo, 2015). When the aforementioned strategies have been successfully implemented educational stakeholders could set high expectation to the achievement of good quality of PETE candidates.

3.6 The Study Conceptual Framework

Studies by Riesky (2013), Sulistiyo (2005), and Zein (2016) that investigated PETE programmes from various angles revealed that SEP, as a particular part of PETE

programmes, is a crucial aspect that is 'eagerly and anxiously anticipated' by pre-service teachers and remembered as a significant milestone by in-service teachers (Graham, 2006, p. 1118). The above studies in Indonesian PETE programmes contexts also argued that limited exposure to teaching practice (microteachings) in pre-service programmes had resulted in poor quality teaching performance in SEP or teaching contexts of in-service teachers.

To answer the questions regarding PETE programme practices in preparing candidates, a conceptual framework has been designed that takes into account teaching, learning and SEP as critical components of PETE programmes. The framework incorporates the concepts of culture, structure, and agency which are used to explore PETE practices, candidates' SEP activities, and candidate' development as quality and qualified teachers after completing their PETE programmes.

PETE programme practices, especially in the Indonesian teacher education contexts, consist of two main elements i.e., teaching learning activities and the teaching practicum. Through the teaching-learning process, candidates are equipped with theories which will contribute to their teaching knowledge and skills. Along with theories relevant to their initial teacher education programmes, candidates are also introduced to non-English teaching subject modules containing other topics about national ideology, language, and HE institution values, notably particular religious teachings.

The teaching practicum is the second main element of PETE programmes. The process of equipping candidates with teaching knowledge and teaching skills moves

to the next stage by directing them to conduct teaching practicum. In this study, candidates' teaching practicum is observed at two different stages i.e., teaching practicum in PETE classrooms (microteachings), and teaching practicum in real school contexts (school experience programmes). Both practicum models not only assess candidates' pedagogical knowledge and skills but also are a medium for them to learn from their colleagues and in-service teachers (Allen & Wright, 2014; Cohen et al., 2013). It is also a stage for candidates to reflect on their professional capabilities as well as to increase their confidence as future teachers (Willis et al. 2022; Maaranen & Stenberg, 2020). The combination of sufficient knowledge about their teaching subject and good teaching skills to implement their knowledge will help candidates to freely and independently explore their potential as teachers.

Guiding candidates to develop their personal and professional agency will also help them become capable to act purposively according to their teaching goals, their needs as teachers, and for the learning of their students (Hadar & Benish-Weisman, 2019). However, candidates' freedom, independence, and autonomy to implement knowledge and skills that they have already acquired are useless when PETE programme and school environments limit their actions. Priestley et.al. (2015a, 2015b) argue that instead of only focusing on developing capability of candidates or teachers to enhance their agency, there is the need to pay attention to factors, aspects, or elements of teaching environments that can hinder teacher agency. When all of these components are maintained in the PETE programme's ecosystem, quality English teachers will be achieved as outcomes of the programme.

3.7 Conclusion

In this chapter, I have discussed the nature of PETE programmes with a short elaboration of the programmes system in different countries. The exploration in these different contexts illustrates how each manages their PETE programme system and practices so they can produce qualified teacher candidates. For example, educational authorities in England provide three different routes for teaching candidates i.e., undergraduate teacher education programmes, postgraduate certificate, and school-initial teacher training. Completion of the preferred route does not mean automatic granting of a teacher qualification; they must first pass a professional skill test which is administered by the educational authority.

In Singapore, the route to teacher qualification is solely university-based through a single institution which work closely with the MoE. A candidate must complete a four-year full-time PETE programme. For non-bachelor graduates, they have to complete a minimum 16-month initial teacher training. In contrast to England and Singapore, Malaysia has 38 pre-service teacher institutions nationwide. Each candidate is required to complete a minimum four-year undergraduate degree, a one-year foundation programme, and pass a teacher qualification test. In Indonesia, candidates are awarded their teaching qualification after they complete a four-year bachelor's teacher degree from any of 358 HE institutions. Graduates of non-teacher education programmes must complete a two-year master's degree for their teaching qualifications.

Models or routes to become qualified English teachers from the four countries above shows how each pre-service teacher education programme tries to employ rules and

policy to be able to successfully produce candidates. Some of the countries implemented additional requirements before candidates can enrol in PETE programme and be awarded a teacher qualification, including English proficiency level and professional skill tests. The notable exception is the Indonesian PETE programme system that ignores English proficiency as a critical element for candidates to register for a PETE programme. This might be part of the reason Indonesian teachers display a low ability in almost all aspects of English skills. However, I do not dwell on discussion of entry requirements for Indonesian PETE programmes. My study centres on PETE programmes in preparing their candidates i.e., through teaching-learning approaches in the programmes and SEP activities. In the next chapter, I explore in more detail Indonesian PETE programme strategies and practices in preparing candidates to be qualified teachers.

CHAPTER FOUR: PRE-SERVICE ENGLISH TEACHER EDUCATION (PETE) PROGRAMME

4.1 Introduction

Chapter Three provided an overview of PETE programme practices and the programmes' main goal in creating good quality English subject teachers. To enrich perspectives about PETE programme practices it presented a brief discussion of PETE programme from pre-service teacher education settings in England, Malaysia, and Singapore before discussing Indonesian PETE programme practices. Exploring the PETE programme in these three countries enabled me to identify ideal PETE programme practices in the countries which constantly perform better than Indonesia in global educational assessments such as in PISA (OECD, 2018; 2016).

Whilst the previous chapter presents PETE programmes' overview and entry requirement policies from various contexts, this current chapter elaborates PETE programme practices more specifically by focusing on the context of this study i.e., Indonesian PETE programme curriculum and course design. The chapter will explore core elements of Indonesian PETE programmes in preparing candidates to enter the English subject teaching journey. In order to help understand the curriculum and course design as core elements in Indonesian PETE programmes, the study will also present models of PETE programme practices in dealing with curriculum and course, especially from Malaysian PETE programme context.

My personal justification to consider Malaysian PETE programme practices was based on three main reasons i.e., the teacher education institutional system, educational

policies regarding English as a language subject, and the geographic and demographic aspects of the country which have similarities with the Indonesian context. Firstly, teacher education system. Malaysian pre-service teacher education system is very similar to the Indonesian system where pre-service education programmes are conducted in a number of higher education institutions all over Malaysian's states (Vethamani, 2011; MoE of Malaysia, 2019; 2023). This situation differs significantly with Singapore's pre-service teacher education system which is only conducted at one single higher education institution (Lim et al., 2017).

Secondly, educational policies regarding English as a language subject teaching. According to Lie (2017) both Malaysia and Indonesia are examples of countries in which the government was unable to provide consistent support for English language teaching policy at elementary and secondary levels. Malaysian authorities regulated an abolition of English as a language of teaching instruction at schools, and the Indonesian government eradicated English subject teaching and learning from elementary schools (Lie, 2017; Zein, 2022). This means that Indonesian students are left behind in terms of their formal English subject learning compared to students from other Southeast Asian countries, especially Singapore.

Thirdly, geographic and demographic aspects. Malaysia and Indonesia are two neighbouring countries in the southeast Asian region that share similar entities including borders and socio-cultural values. Malaysia is the only country among Southeast Asian countries that shares most of its land and maritime borders with Indonesia as well as the second largest multicultural country – after Indonesia –its population is dominated by Muslim and Malay ethnicity (Tayeb, 2018; Zein, 2022). The

geographic, demographic, and sociocultural relationship between the two countries justify my decision to compare Malaysian and Indonesian PETE programme practices in this section. The following section will explore Indonesian PETE programme curriculum and course design or components.

4.2 PETE Curriculum and Course Components

In terms of ideal practices, PETE programme's ideal practices in preparing good quality candidates should be reflected in various aspects of the programme such as in the programme's curriculum and course design. Widodo (2016, p. 146) argues that to produce language teachers who have 'the whole package of relevant competence', PETE programmes and higher education institutions should provide a comprehensive curriculum that covers comprehensive theories of language policy, language planning, and language curriculum development. The PETE should also emphasize how the above language theories are implemented in teaching-learning to help teacher candidates to face the complexities of the language classroom and to apply what they have learned to improve their teaching performances (Freeman, 2001; Katz & Snow, 2009).

In the Indonesian context, PETE programmes are conducted through university education. Government regulation through the MoRTHE Act no. 44 in 2015 states that the duration of undergraduate teacher education programmes on a full-time basis is four years (MoRTHE, 2015). In Malaysia, the duration of PETE programmes varies according to the level of schools from three to four years. Teacher candidates who would like to teach at primary schools generally enrol in three-year PETE programmes, while the candidates who prefer to teach at secondary levels will be required to

graduate from four-year PETE programmes (Karakas & Yavus, 2018; Vethamani, 2011). The different durations of PETE programmes might be attractive to teacher candidates who do not want to spend one more year in teacher education, candidates who have a passion to teach only at primary schools, and the associated financial expenditure on teacher education (Malaysia MoE, 2019).

Regarding course components of PETE programmes, the Indonesian educational system requires PETE programmes to provide a minimum of 144 credits and should be completed before the candidates begin a teaching career (MoTHE, 2015). One credit is basically equal to 160 hours weekly activities in a semester or a term consisting of 50 hours lecturing, 50 structured assignments, and 60 hours of individual learning. The number of credits that should be taken by the candidates for four-year PETE programmes in Indonesian universities is much greater than their counterparts in Malaysia (Karakas & Yavus, 2018).

Indonesian PETE programmes generally consist of various components ranging from face-to-face teaching, practicum or teaching practice, community outreach programme and final year thesis submission. The PETE course components in Malaysia are much more similar to Indonesian PETE programmes regarding the variety of courses. However, unlike the Indonesian PETE system that obliges teacher candidates to submit a thesis prior to their teaching qualification, the PETE system of Malaysia only considers the thesis submission as an elective module. Some PETE programme providers do not list a thesis in their course or modules list, for example at Universiti Kebangsaan Malaysia (UKM) / The National University of Malaysia, University of Selangor, and University of Tuanku Abdul Rahman.

Non-compulsory thesis submission could benefit candidates who need to improve teaching knowledge or teaching skills as candidates can enrol into a number of modules according to their preferences and needs instead of writing a thesis that might not be fully effective to support their real teaching journey. Secondly, the non-thesis submission could be meaningful to candidates who want to immediately enter teaching career job because candidates do not have to spend more time conducting a research project and writing process (Liu, 2015; Thabran & Fajaryani, 2016). However, it does not mean that research element will be absent from PETE programme course design. Instead of thesis submission, PETE programmes can offer candidates modules with a small research project related to their qualification as English subject teacher (Vieno et al., 2022).

In the Indonesian HE institution context, especially at state universities including the religious-based universities, PETE students should complete up to 152 credits which consist of 74 different subjects or courses. The courses or subjects are basically grouped according to three core module groups i.e., university modules, faculty of education modules, and English language teaching department modules. Each module is generally equal to only two credits. Although Indonesian teacher candidates would study a number of different subjects at their PETE programmes, credit regulation could limit the coverage of the subject or courses which are critically important to their development.

For example, module design at two studied PETE programmes shows that almost 40 per cent of the PETE modules or subjects are not specifically related to English language teaching, including some religious-based modules. Offering a number of

modules which are not directly linked to the programmes creates consequences for the PETE curriculum practices including reducing allocation time for field teaching experience (practicum). The teaching practicum which is important to the professional development of English teacher candidates is minimally covered. Unlike the Indonesian PETE programme above, Karakas and Yavus (2018) study about PETE course components at the University of Selangor in Malaysia found that the programme offers a variety of elective courses which largely consist of English language-specific courses and teaching practices. Interestingly although Malaysia's populations are majority Muslims, similar to Indonesia, Islamic or other religious modules are not listed in the PETE curriculum, for example at PETE programme at UKM. The religious modules, especially Islamic religious modules are only found in the PETE curriculum at Islamic religious based university.

Lack of teaching field or practicum will influence candidates' teaching performances including classroom management issue, the use of teaching media, learning resources, and their teaching methods (Mudra, 2018). It is through a teaching practicum the gap between theory and practices could be identified and provided teacher candidates real teaching experiences (Riesky, 2013; Nashruddin, 2015). Chong et al. (2013) argue that preparing teacher candidates to enter the real teaching environment through teaching field experience settings should be conducted as early as possible. The practicum activities should not be scheduled at the final year of teacher candidacy programme as a typical practice at Indonesian PETE programme settings. An early introduction to classrooms will help PETE candidates to identify, to improve teaching skills, and to solve their teaching problems before exiting the PETE programmes.

In 2018, by considering components of PETE's course and credit burden in the undergraduate programme, MoRTHE of Indonesia initiated a deep analysis with the aim of leading to a revision of the undergraduate programme teaching and learning system. The revision will be implemented immediately after the right system of higher education course components and course credits have been formulated. The minister of MoRTHE states that the course components and credits system at undergraduate programme could be adopted from developed countries' practices such as the United Kingdom which only implemented 120 credits policy for undergraduate programmes (Awaliyah, 2018). The minister furtherly assured that reducing the credits of the undergraduate would contribute to the improvement of Indonesian university graduation competence and quality.

Until the current study is completed the PETE's course component and credit burden policy especially at the two studied PETE programmes has not changed significantly even after a new curriculum is introduced. For example, the 2021 PETE curriculum at FBU University still obliges candidates to complete a minimum of 146 credits (63 different modules) and a thesis submission at the end of candidates' pre-service education. Also, it is stated in the curriculum policy book that before the curriculum is implemented, course component and credit burden policy have been thoroughly studied at PETE level (FBU Document #2, 2021). The course component and credit policy in this recent curriculum aim to ensure candidates learn appropriate modules and to progress and achieve outcomes as English subject teacher in Indonesian EFL classrooms (p.24). However, simply completing all modules in the PETE programme does not immediately pave the way for candidates to deliver successful classroom teachings. There are number of pre-requirements that should be considered in the

PETE's course component and module design to make candidates be ready in any classroom situations, including identification of the PETE programme goal, modules design for candidates' ELT knowledge and skills development, and time allocation of teaching and non-teaching activities in the programme.

Saraceni (2018) argues that the English language classroom, similar to other subject classrooms, is a complex and unpredictable environment where candidates have to adjusting to school contexts, teaching-learning processes, and the development knowledge. As a result, PETE programmes should well equip their teacher candidates to deal with the complexity and uncertainty of English language classrooms. The PETE programmes should put their candidate quality as the programmes' main goal. By identifying the programmes main goal, it will not only guide teacher candidates but also assist them in their professional teaching and career development (Chong et al., 2013). However, the identification of PETE goals to improve candidates quality would only be possible if it is reinforced with a good standard of recruitment or selection process (Chong et al., 2013; Parker, 2018), considering candidates' English language proficiency (Kamhi-Stein, 2009), providing a variety of courses that are carefully selected to equip candidates with ELT knowledge and skills (on language's macro-skills and micro-skills) (Katz & Snow, 2009), and more allocation time on teaching practicum (Zein 2016; Phillips & Chetty, 2018).

However, in their real practices, a large number of PETE programmes in Indonesia might have not been able to successfully identify the program main goal and equip candidates. Zein (2016) argues that the inadequacy of pre-service education, the lack of English teaching specificity, the quality of teacher educators, and the PETE

curriculum are some issues that commonly emerge and influence pre-service teacher development in Indonesia.

Therefore, some strategic steps are needed to revise the structure and practices of PETE programmes, for example revision of the programmes views about teaching, learning, and inputs (Freeman, 2001), (re)defining PETE standards (Katz & Snow, 2009), and providing a conceptual framework which will support and prepare teacher candidates with specific knowledge and skills and reformulation of the PETE programmes' curriculum (Zein, 2016).

4.3 Conceptions of Teaching

Previous sections have discussed a number of strategies that could be applied to pre-service teacher education programmes regarding teacher quality improvement. It should be noted that a strategy such as increasing entry requirement standards to pre-service teacher education programme might not immediately contribute to the improvement of teacher quality (William, 2020, 2014). The author explained further that although the revision of entry requirements requires a long period of time, it should not hinder its implementation. The new entry requirement and other strategies for pre-service teacher education programmes are required as a response to increasing demand for better teacher quality.

However, the improvement of teacher education practices through a number of strategies including changes of entry requirements, designing pre-service teacher education curriculum to the implementation of various teaching delivery methods (Kartz & Snow, 2009; Zein, 2016) are only possible if teacher education stakeholders

have a good understanding of teaching concepts and openness to change (Bartell et al., 2017). An understanding of teaching and its concepts will not only help to define relevant teaching-learning activities but also lead the programmes and their teacher educators to essential knowledge and skills for the teaching profession and various methods in the teacher education practices (Freeman & Richards, 1993).

Jarvis (2006) argued that although some scholars (such as Paul Hirst and RS Peters, Daniel Pratt, George Brown and Madeleine Atkins) have successfully defined teaching, they do not provide a conceptual framework that can help us address the real concept of teaching. For example, the definition of teaching as an activity that had to deliver content for students is insufficient to develop our understanding of the essential nature of teaching. Furthermore, this definition will lead teaching to only focus on the content and alter students' participation in the classroom activity. Teaching will be considered merely as a transfer of knowledge from the knower (teachers as subject) to the students (passive object) without considering facilitation and other opportunities for the students to learn the knowledge (Jarvis, 2006). As a consequence, interactions (such as questions from the teacher or students' opportunity to express ideas and to confirm their understandings) might not be found in the whole teaching activity. Thus, we need to define what teaching is but also how teaching should be conducted (Freeman & Richards, 1993) to inform teacher education programmes, curriculum development, course structure, delivery methods, teacher professional standards, and policy making.

According to Crawford (2014), conceptions of teaching or teaching philosophy are generally classified into three main categories: teaching as a science, teaching as an

art and teaching as a craft. Teaching as science emphasises rationality, scientific ideals of measurement and evidence, and strategies and practices that have been effectively proven in enhancing learning (Johnson, 2017). This concept of teaching treats students as passive recipients of knowledge and the teaching process as similar as natural science where its outcomes can be measured either from students' behavioural changes or from their examination and assessment result (Jarvis, 2006). Richards (2002) argued that conception of teaching as science provides ready-made specific solutions or guidelines for teachers in the classroom as learning principles derive from a particular body of research which determines criteria for tasks and activities in the classroom.

Teaching as an art considers teaching as a creative activity which 'depends upon the individual teacher's skills and personality' (Freeman & Richards, 1993, p. 205). This concept focuses more on spontaneity, authenticity, and originality as a unique set of personal skills that teachers will apply differently according to their teaching situations (Squires & Squires, 1999). Teachers are free to design and develop their teaching based on their ideas and knowledge which is not determined by empirical evidence, scientific findings and desired outcomes. Teachers are like painters who freely express their 'inner feeling and ideas about teaching' on their classrooms as their 'canvases' (Makedon, 1990, p. 9). However, teacher canvases are not cloth or fabric but their classroom and students that are different from one another. Therefore, their particular characteristics should be identified through teaching strategies, procedures, and techniques.

Although in the art concept teachers are free to implement their teaching knowledge and idea in the classroom, they are also required 'to reflect and assess the efficacy' of teaching strategies, procedures, and techniques that they implement in their teaching (Freeman & Richards, 1993, p. 209). Therefore, it is essential for teachers to use self-assessment, reflection, and analysis to identify strategies or techniques which might be ineffective to the teaching process.

By contrast to teaching as an art, teaching as a craft considers teaching as a set of skills learned through experience which emphasises more on refining skills and new practices through decision making, analysis, reflection and assessment (Crawford, 2014; Johnson, 2017). The concept of teaching as a craft is a ubiquitous teaching concept that demonstrates teaching activities beyond the application of general and formulaic principles. Unlike teaching as science which provides a ready-made solution, both art and craft concepts in teaching provide custom and self-made solutions to teaching practices (Squires & Squires, 1999; Freeman & Richards, 1993).

Looking back on the PETE programmes' main objective to provide academically qualified English teacher candidates, Freeman and Richards (1993) noted that it is essential for the programmes to define what teaching is, what the roles of language teachers are, and what essential knowledge and skills English language teaching require. Clearly defining concepts of teaching and understanding the works and essential knowledge of language teachers will not only contribute to PETE programmes design and curriculum development but also to teacher candidates professional standard. For example, through the standards, the candidates will be guided to develop a good understanding of subject knowledge and to acquire

appropriate language skills and proficiency of English language teachers (Richards, 2008).

Unfortunately, many teacher education programmes failed in determining the conception of teaching and 'promoted different conceptions of teaching' which might be inappropriate to the nature of teacher education programmes either as pre-service or as professional development (in-service) (Freeman & Richards, 1993, p. 211). As a result, these programmes potentially fail to equip teacher candidates with teaching conceptions and teaching skills according to the pre-service programmes values, beliefs and needs.

In terms of pre-service programmes, although the three different conceptions of teaching could all be implemented in teaching and learning processes, the programmes and teacher educators might be trapped in some myths and misconceptions (Freeman & Richards, 1993). For example, both pre-service education programmes and teacher educators might believe the superiority of one conception of teaching over the others or their views about teacher chronological development which should sequentially follow the conceptions of teaching.

Although the teaching as a science conception might be taken as the only appropriate concept for pre-service education programmes because it could fully accommodate teacher candidates who generally lack classroom experiences, in fact, the conception of teaching as art and craft also appropriate at different points of teacher candidates' development and pre-service teacher education practices. The teaching conceptions

would appear in the pre-service education programmes to align with the teacher candidates' education process.

For example, in the early stages of pre-service teacher programmes when teacher candidates engage with teaching knowledge, procedures and process of the teaching profession (Leung, 2009), teaching as science conception might dominate pre-service programmes teaching-learning activities. Nevertheless, when the candidates are in the final year of their pre-service education or when they should conduct teaching practicum, the programmes could then move from teaching as science to teaching as art/craft teaching conceptions. The change of pre-service teaching conception will allow teacher candidates to develop their attention on the relation between knowledge of teaching and classroom practice and to understand their teaching situation.

Therefore, defining scientific conception to only pre-service teacher education and teaching as art/craft conceptions to in-service and teacher professional development would not be appropriate. Not only did the separation of teaching concepts according to types of teacher education support with comprehensive studies, but it was also lack of knowledge to establish the idea in teacher education programmes (Freeman & Richards, 1993).

4.4 Didactic and Socratic Method in PETE Programmes

In line with teaching as a science concept that leads students to acquire knowledge and skills through a series of activities and resources based on proposed objectives (Alcina, 2011), pre-service teacher education programmes in Indonesia generally employ lecturing as a means of teaching (Wahyudi, 2018; Zein, 2016). Griffin (2006,

p. 74) reports that lecturing 'remains a major teaching method in all sectors of the post-compulsory education system.'

The popularity of didactic lectures in pre-service teacher education is driven by a number of factors including its efficiency that only through lecturing factual information could simultaneously deliver to a large number of teacher students (Walklin, 2000). Trepule et al. (2015, p. 848) argue that although Information and Communication Technology (ICT) especially technology enhanced learning (TEL) has been introduced in teaching learning, they 'are no longer considered' as a rival of didactic. In fact, TEL makes didactic teaching become more efficient and even contributes to the development of didactic competence (Sølvberg et al., 2009).

In this didactic approach, while teachers have complete control of the learning situation and are central to teaching activities, learners are positioned as passive recipients of the information (Griffin, 2006). The students' presence in the classroom is only to listen to lecturer talking and taking notes with a limited chance to interact and develop their understanding of the teaching topic. Therefore, although the didactic lecture can provide a framework of ideas and theories, it still needs to be supported with other teaching delivery style to solve students' lack of attention and participation (Morton, 2009; Fry et al., 2009).

Naylor, Campbell-Evans and Maloney's (2015) study also found that the didactic approach which was applied in pre-service teacher programmes was not sufficient and unfavourable among pre-service teacher candidates. They argued that the didactic practices were less challenging and unable to improve teacher candidates teaching

knowledge and skills compare to pre-service programmes teaching activities that focus on practical and collaborative learning, case studies and scenarios.

In other words, the didactic approach in pre-service education could only contribute to the candidates deeper learning and understanding of teaching knowledge and skills if it is supported with the appropriate duration of practicum and problem-solving activities. Nevertheless, Naylor's et al. (2015) small number of participants and pre-service context where the study was conducted (Australia) might raise our concern about the implications of the study finding for PETE programmes in other teaching contexts such as EFL teaching in Indonesia. This is because a majority of PETE programmes still implement a traditional lecture model (didactic lectures) where teacher educators are the main sources of the teaching-learning process although it has limited ability to assist teacher candidates to develop their teaching knowledge and skills.

Considering the limitation of the didactic method in improving teacher candidates knowledge and skills, it is necessary to find a new teaching delivery model which could provide solutions to the problem, especially before the candidates begin their teaching practicum. Jarvis (2006) argued that to have a maximum result from practicum activity, the candidates should be well prepared before they actually start their practicum. Teacher candidates should not simply join and participate in the activity without truly learning from it. Thus, for the purpose of preparing teacher candidates before their practicum, pre-service education programmes should modify their teaching delivery models from didactic to Socratic, from lectures that focus on the acquisition of facts, to activities that lead to self-generated knowledge and understanding (Jarvis, 2006;

Delić & Bećirović 2016). Jarvis (2006) defined the Socratic method that opposes didacticism as a teaching method that encourages students to learn independently to become critical thinkers. It is also argued that the Socratic method could provide 'kind of interactive experience that can shape teacher's beliefs' regarding her teaching, learners and the nature of teaching subject (Knezic et al., 2013)

However, to successfully implement the Socratic method in the classroom, learners should have a knowledge base which could also be possibly acquired through other teaching methods. Furthermore, support from other pedagogical techniques will also be crucial in the implementation of the Socratic method. Lack of support from other teaching techniques will make the method failed to increase the quality of learning, improve students' critical thinking and provide active learning techniques (Delić & Bećirović, 2016).

Next, teacher capability should also be considered when the Socratic method is introduced in the classroom. Teacher need to be able to facilitate an open conversation or dialogue rather than being central to the classroom teaching-learning process (Jarvis, 2006; Reis, 2003). These conditions for the Socratic method could be a challenge in some classroom settings, for example in the Indonesian educational context where teachers are put on pedestals, where there is a reluctance to critique or to engage in dialogues, and teachers are considered as the only source of knowledge (Bjork, 2005, 2013; Marcellino, 2015).

Another aspect that could hinder the implementation of the Socratic method is the limited ability of educators to produce targeted and directed questions that will assist

learners to gain a true understanding of knowledge (Oyler & Romanelli, 2014). To be able to produce effective questions according to the Socratic questioning aspects (such as raise basic issues, pursue problematic areas of thought), educators would be required to have sufficient knowledge, motivation and experience making this a more challenging approach for the educators than for the students, especially when the method is used in a large group of students. As it is occurred in all classroom teachings employ the Socratic method, educators who use the Socratic method in PETE programme do not only demonstrate their agentic capacity but also allow them to empower candidates to enact agency over the classroom conversation or dialogues.

4.5 Teaching Agency

The discussion of the Socratic teaching approach leads to a consideration of the concept of teacher agency in teacher education which has recently become an alternative way to understand how teachers apply and link their teaching knowledge and skills with education policy engagement (Priestley et al., 2015a). Teacher agency, according to Calvert (2016, p. 4), refers to the teacher's capacity 'to act purposefully and constructively to direct their professional growth and contribute to the growth of their colleagues'. Teachers who have good teaching agency will actively respond and participate in activities which will contribute to the improvement of their teaching knowledge and skills to achieve teaching professional career goal.

Priestly et al. (2015b) argued that emerging discussions of teacher agency within a school environment are driven by two key aspects. Firstly, by curriculum policy that is explicitly designed to develop teachers as agents of change, and secondly, by parallel

education policies which focus on teacher quality improvement through professional learning communities and institution of new teacher standards.

However, knowledge about how teachers actually perform their agency in daily practices, with the exception of classroom teachings activities is limited (van der Heijden et al., 2015), most specifically in Indonesian ELT context. Literature searching about teacher agency in Indonesian classroom did not contribute much even after employing advanced literature research through the Coventry University library database and academic searching tools. My exploration of literature in the Indonesian ELT and classroom activities resulted in the identification of only one study which found that Indonesian teachers can demonstrate teaching agency (Lestari, 2019, 2020). According to Lestari, Indonesian teachers' enactment of agency is influenced by other aspects such as resources, classroom and school conditions, and community. She further explains that teachers enacted their agency through the use of more local cultural practices in their ELT classroom and modifications of the nationally-recommended teaching procedure (Lestari, 2019, 2020).

Vähäsantanen (2013) argued that teachers might express their professional agency in a number of different ways such as in their contributions in teaching-related matters, decision making and choices, and the implementation and rejection of policy, especially at the school level. And the way teachers act and express themselves are influenced by a number of factors including their self-image, educational contexts and school environment (van der Heijden et al., 2015).

Priestley et al. (2015a) proposed two different approaches that can be adopted to improve teacher agency after studying. Firstly, the individual approach focuses on developing teacher technical skills, beliefs, and understanding of educational concept and values. Secondly, the structural approach involves auditing the school context, collaborative professional enquiry, a clear process of innovation and engagement and good leadership. However, the development of teacher agency through pre-service teacher education programmes can only be effectively achieved if educators or candidates have capacity to act agentially and their teaching environment allows them to perform agentic actions (Priestley et al., 2015b).

Candidates' agentic capacity can be developed through activities that are directed to improve candidates teaching beliefs, teaching knowledge and teaching skills, teacher attributes including confidence, motivation, and retention, and candidates understanding about educational concept and values. All these elements could be learnt by teacher candidates through their pre-service education which would be achievable through PETE programmes.

Arguably, as the above studies suggest, as well as candidates initially learning teaching knowledge and teaching skills they should be given opportunity to develop attributes required for agentic capacity such as self-efficacy, reflection, creativity, self-enhancement, and openness to change. The PETE programme activities (teaching and non-teaching) should also be directed to promote professional development through curriculum and module design and empowerment of PETE programme human resources, especially PETE's educators. Good support from educators, especially during practicum, will help teacher candidates improving their agency beliefs, personal

resources and characteristics, didactic competence, and interpersonal competence (Malmberg & Hagger, 2009).

4.6 Conclusion

In this chapter, I have considered existing knowledge about how PETE programmes prepare candidates to enter the teaching profession that suggests that they need to provide a comprehensive PETE curriculum containing not only English subject teaching related modules but also a practicum component. These two main elements of the programme should be proportionally designed to fulfil candidates need for English subject teaching classrooms. To illustrate PETE programme design, the chapter presents PETE programme practice in Indonesian context. To enrich perspectives about Indonesian PETE programme, their practices are compared with Malaysian PETE programme especially in the area of curriculum component, module design, and credit burden policy. The discussion shows that candidates at Indonesian PETE programmes are obliged to complete more modules with a greater credit burden compared to their colleagues at Malaysian PETE programmes.

The PETE programme component and module system in Malaysia are more specific to focus candidates' learning on English related subjects according to the teaching qualification that candidates pursue. In terms of compulsory modules in the programme, Malaysian PETE programmes are also more flexible in comparison to the Indonesian PETE system. Some Malaysian PETE programmes allow candidates to choose whether to enrol on modules with a small research component or submitting thesis at the end of their programme. Some Malaysian PETE programmes even offer

no thesis submission in their PETE's curriculum. The practice that is still difficult to find in Indonesian PETE programme practices.

In the implementation level, PETE programmes often face challenges on how to improve quality of their outcomes (candidates). Appropriate curriculum design which accommodates various teaching delivery methods could be an answer. However, it will not be possible without PETE programmes and stakeholders' understanding of pre-service teaching concept and openness to change. Good understanding of the teaching concept allows educators as the main actors in the candidates' education to employ new techniques in delivering PETE modules, especially in PETE context such as Indonesia where didactic lecturing is still a common practice.

Introducing alternative teaching delivery models such as Socratic model in PETE classroom can also answer questions on how to improve candidates quality before they complete the PETE programme. Through this Socratic delivery method not only educators are given opportunity to explore their agency but candidates as the focus of PETE education are also given chance to enact their agentic capacity. However, educators and candidates enactment of agency will only be possible if they have achieved or experienced certain level of development including good teaching knowledge, teaching skills and teachers psychological attributes, and educational environment conditions. The extent to which PETE programmes provide opportunity for professional development, new teaching knowledge and teaching skills are narrated by participants in this current study, especially educators and candidates. Before presenting participants' perspectives regarding their professional development and opportunity to develop new knowledge and skills, in the following chapter I will

firstly present research methodology including research paradigm underpinning philosophy and design of this current study.

CHAPTER FIVE: METHODOLOGY

5.1 Introduction

This chapter discusses research methodology and design to provide guidance for the current study. The discussion includes the rationale for a qualitative research approach and the selection of a case study methodology, description of the research participants, data collection methods, techniques of data analysis, ethical issues, and a summary of the main content of this section.

Justification of the way this study was conducted is determined by its research aims, research objectives and underlying research philosophy. The chapter starts with a reminder of the major research question (MRQ) which makes explicit the focus of the current study. Research objectives are represented as research sub questions (RSQ) (Bottery & Wright, 2019). An initial discussion of the research paradigm that underpins the research is followed by a justification of research methodology and methods, sampling strategy, and overall research design.

As discussed in the introductory chapter, teachers' inadequate teaching competence (lack of subject knowledge, classroom management ability, target language and communication skills) could be related to PETE programme practices where candidates obtain their teaching qualification. For example, it could be argued that teachers' lack of competence is due to minimum allocation of time and exposure to school experiences in teacher training programmes. Unfortunately, almost nothing is known about why PETE programmes provide limited time and exposure for school experiences. Although one view is that it is due to the abundance of irrelevant subjects

in PETE programme curriculum and the contrast between theory and classroom realities (Phillips & Chetty, 2018; Zein, 2016), no study has comprehensively addressed the issue especially in the Indonesian PETE contexts. In addition, little research has been conducted to investigate how PETE programmes prepare candidates by incorporating theory from the programmes and school experience teaching programme. Existing literature provides limited information about the strategies adopted by PETE programmes to enhance candidates' personal and professional development, as well as PETE practices to maximise the benefits for educators, mentors, and candidates. Information is also limited about how the programme helps candidates developing their new teaching knowledge and teaching skills.

Based on the tenets of PETE programmes practices, the study was designed to provide a deeper understanding of the programmes and their challenges in preparing candidates for their teaching careers. It is expected that this current study will unravel practices in PETE programmes that can contribute to teacher quality improvement in Indonesia. In seeking an insight into PETE programmes, this study will address **one** major research question (MRQ) which is divided into **three** research sub-questions (RSQs):

MRQ *In what ways can PETE programmes be developed to improve teacher quality in Indonesia?*

To fully answer the MRQ as well as to provide framework to this study, three research sub-questions have been constructed:

RSQ1 In what ways can the current practice of PETE programmes be improved to maximize the benefits for educators, mentors, and candidates in their respective roles?

RSQ2 Does the practice element of PETE programmes offer candidates adequate opportunity to develop their new knowledge, skills, and capability?

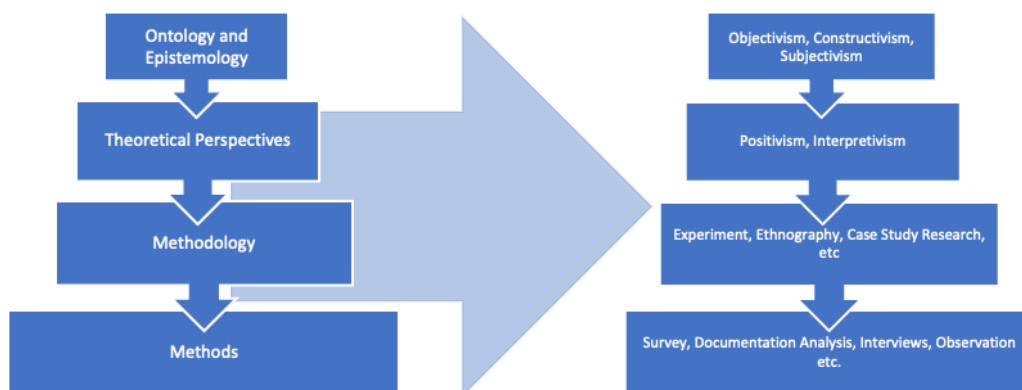
RSQ3 What other strategies could be put in place to improve the current practice of PETE programmes?

The research questions for this study were designed to deal with PETE programmes and shortfalls in their practices in preparing candidates for English subject teaching in Indonesian ELT settings.

5.2 Research Paradigm

In conducting any research project, the ability to explain the paradigm that underpins the study is considered as a prerequisite. A paradigm in research is considered to be an overall concept or set of beliefs about science and scientific knowledge in which scientists make sense of the world (Crotty, 1998). O’Gorman et al. (2014, p. 59) stated that a research paradigm relates to the ‘epistemological and philosophical basis for claiming to know what we know’. The term research paradigm refers to an overall framework based at least in part on how a researcher looks at reality and how knowledge is constructed within that reality. It implies a certain assumption of what and how the researcher will learn knowledge (Bloomberg & Volpe, 2019; Denscombe, 2017). In other words, the research paradigm is a set of beliefs and assumptions that guides actions in research.

In keeping with the research paradigm, researchers assert his/her claims about perceptions of reality (ontology), how we know what we know or how knowledge is generated (epistemology), and the process for studying the knowledge (methodology). Based on this reasoning, I believe in multiple realities that all individuals 'have their own truth' or their perspectives about realities. In the context of PETE programmes, reality of PETE practices can be generated from individuals' perspectives about the programme. It means that individuals understand PETE programme practices in different ways and their understanding reflect their personal perspectives about the programme. Crotty (1998) argued that in a discussion of research paradigms, ontology is generally explained alongside epistemology to inform the theoretical perspective of the study. The existence of a theoretical perspective which incorporates both ontology and epistemology will determine the methodology and methods adopted within the study. The connection between these elements and its application in a research study is illustrated in the following figure:



(Adapted from Crotty, 1998)

Figure 4: Research paradigm

In research practices, different subject areas and disciplines tend to follow and apply various research paradigms. In general, there are two paradigms that influence conceptualization, practice, and the nature of research, i.e. positivism and interpretivism (Denscombe, 2017; Robson, 2002). These two research paradigms have also influenced research in the education discipline, such as in classrooms and school research (Cohen et al., 2018).

Denscombe (2017) stated that the positivist paradigm (which tends to be linked with quantitative research) considers social reality similar to physical reality. From this perspective, the reality is seen as a single entity which is independent and can be scientifically studied (Crotty, 1998; Bloomberg & Volpe, 2019). Thus, the focus of this paradigm is generally on facts and figures that correspond to the causes and consequences of phenomena in social world.

In contrast, interpretivism, which is generally linked with a qualitative research approach, argues that there is no single reality in the social world. This research paradigm is based on the belief that reality is socially structured according to people's beliefs and experiences (Bloomberg & Volpe, 2019; Denzin & Lincoln, 2013). The emergence of interpretivism rejects the view point of positivism by proposing an argument that understanding of an individual's perspectives about reality it should come from their personal definition, view, and experience in specific contexts (Cohen et al., 2018).

According to interpretivism the reality experienced by research participants would provide varied and multiple meanings which will require the researcher to develop

understandings from the perspectives of participants. The researcher should look for 'the complexity of views rather than narrow the meanings into a few categories or ideas' (Creswell & Poth, 2018, p. 66). Focusing on various views of participants leads to grasp a comprehensive understanding of participants' actions and experiences in their everyday social activities. Therefore, the interpretative paradigm demands that the researcher to study participants' realities as 'a whole world that consist of multiple realities rather than a single entity (Lincoln & Guba, 2013).

Although interpretivism can comprehensively reveal participants' realities, this paradigm is not free from criticisms. For example, Cohen et al. (2018, p. 24) question interpretivism that often neglects 'the power of external – structural – forces' in influencing human behaviour. The external-structural-force relates to people or individual power and influence that could be used to dictate participants' definitions and perceptions of a concept, situations, and practices. As a result, the interpretative paradigm could totally detach participants from the world outside their activities. Apart from the criticism, Case (2013, p. 30) argues that interpretivism remains valid as a research paradigm because it allows researchers to 'understand phenomena subjectively from the point of view of the individuals involved'. She further contends that structural forces can still be accounted in interpretivism by using research approaches that understand the interplay between individuals (agency) and structure, for example Archer's morphogenesis (social realist) approach (Case, 2013).

The paradigm's ability to uncover participants' beliefs, knowledge, and experiences and to acknowledge multi realities and meanings (Rapley, 2018), which are relevant to my research topic, convinced me to employ this paradigm. I believe that the

paradigm's ability to acknowledge various participants' perspectives about reality lead me to comprehend the practice of PETE programme in preparing candidates. In addition, employing interpretivism guide me to fully understand the participants' perspectives about PETE programme practices in facilitating the development of teacher agency. Acquiring comprehensive understanding of PETE programmes practices lead me to an alternative concept that could be useful to enrich PETE programmes' framework and practices, especially in the Indonesian context.

5.2.1 Rationale for Qualitative Research Design

Selecting an appropriate research methodology is the first task to be completed before identifying methods for conducting field work. The research approach does not only follow research problems but is also 'directly tied' to them (Bloomberg & Volpe, 2019, p. 108), so that the most appropriate research approach is one that best fits the identified research questions and purpose. Therefore, a decision to employ a particular approach should arise from a clear identification of the issue which the research seeks to answer.

As mentioned earlier, the purpose of the current study was to explore any practices and missing elements from the current PETE programmes that would complete knowledge and skill development of candidates to improve teacher quality in Indonesia. Therefore, this study employed a qualitative research approach to grasp a comprehensive understanding of the purpose of the study. My decision to apply qualitative research as the most suitable for this project is supported by the nature of the approach which tends to favour smaller-scale studies, generating a holistic view

of realities within their contexts, and concern with words or visual images as the unit of analysis (Denscombe, 2017).

It is argued that qualitative research which focuses on seeking an understanding of phenomena can provide insights which might not be acquired through other approaches, such as an experiment or a test of a quantitative research approach (Case, 2015). Case (2015) questions the quantitative approach when studying phenomena in educational settings that findings from studies employ the approach will not be able to inform us 'how we might go about to change the status quo ... or to change the system of education so that we might obtain different outcomes' (Case, 2015, p. 29). Thus, to measure elements that are undetected by the quantitative approach, a qualitative approach is required. Qualitative research is concerned with complexities of the social world which are experienced, interpreted, and understood differently by individuals in a particular context and in a particular time (Bloomberg & Volpe, 2019). These aspects assert that qualitative research paradigm which sees the social world as 'a nuanced and a multi layered phenomenon' could be best understood through a process of interpretation (Denscombe, 2017, p. 8).

Qualitative research which is essentially grounded in social interpretivism focuses on answering the questions 'what and how' to provide a whole conceptualization of an investigated object including its context, circumstance, and environment (Bloomberg & Volpe, 2019). In addition, to achieve a holistic rather than atomistic understanding of the social situation, interaction, and perspectives of research participants, researcher involvement in the reality of participants is absolute (Denscombe, 2017; Maxwell, 2013).

The researcher does not only play a primary role as an instrument for data collection, but is also bound to describe the findings from participants' perspectives including personal views, beliefs, and attitudes (Cohen et al., 2018; Yin, 2018). Accurate descriptions of the findings from the participants could only be possible through an interactive process between the researcher and the participants (Bloomberg & Volpe, 2019).

Notwithstanding its ability to conceptualize and to gain participants' descriptions regarding phenomena, some scholars are critical of qualitative research. For example, Denscombe (2017) faults qualitative research for the tendency to generalize its findings and that it is inefficient in terms of data analysis. In a similar vein, Tight (2017, p. 23) states that repercussions of qualitative research which depend on smaller-size of participant samples raise not only the issue of generalizability but also subjectivity and are 'lacking in rigour' (Tight, 2017, p. 23). In addition, qualitative research could also be a critical challenge to researchers' ability due to the complex reasoning skills and engagement it requires throughout the research process (Creswell & Poth, 2018).

Nevertheless, qualitative research offers flexibility and the ability to present a richness and detail to the data and analysis that could mitigate some of the criticisms (Denscombe, 2017; Tight, 2017). It focuses on evidence gleaned from respondents' utterances and actions that can largely contribute to a complex picture of a social situation and/or phenomenon that can help researchers understand what is actually happening. Although some aspects will inevitably colour understanding of the situation such as a lack of responsiveness from the respondents, appropriate research methods and good data analysis will help myself as the researcher obtain required data and

information. Qualitative methods offer features that help to: (1) understand the phenomena from a context-specific perspective which its process of inquiry is influenced by the researcher and the contexts, (2) provide contextual and multiple meanings of realities, (3) facilitate interactions between the researcher and respondents, (4) employ a wide range of interconnected interpretations to achieve a better understanding of the subject, and (5) offer flexibility through adjustment and iterative interaction (Bloomberg & Volpe, 2019).

Gillham (2000) argues that these characteristics and ability to uncover information about respondents' behaviours, thoughts, and feeling in their real-life context are philosophical bases that underline qualitative methods. The methodology will enable researchers to see phenomena through 'the eyes of the people being studied' and examine social behaviour and events in their historical and social contexts (Heaton, 2004, p. 55).

Thus, I believe that a qualitative research approach, its assumptions, and key features conform well with the aims of the current study. The methodology has enabled me to investigate PETE programmes practices to answer the research questions. By focusing on PETE programmes course design, I identified aspects that influence the distribution of course modules. It allows me to answer the first RSQ which focuses on addressing missing elements in the current practice of PETE programmes to maximise the programme contribution to benefit educators, mentors, and candidates. To answer the second RSQ, the teaching practice element in the PETE programmes course design, educators' strategies in teaching subjects or modules, and school experience activities (teaching practice) were explored. Finally, the third RSQ seeking an answer

to PETE programme other strategies to develop candidates during their pre-service education was assessed from educators, mentors, and candidates' perspectives regarding PETE programmes, including programme design and professional development activities of educators and mentors. In addition, employing qualitative research methodology also helped me to understand candidates' knowledge and teaching skills including their confidence and readiness to enter the profession which were confirmed through their school experience practices and from teacher mentors' perspectives.

5.2.2 Rationale for Case Study Methodology

This study adopted a qualitative research approach and case study methodology was chosen. The decision to utilise case study parallels the nature of the interpretive paradigm and qualitative research approach that focus on the participants' multiple realities to acquire a better understanding of their behaviour, belief, and experiences over a period of time (Pulla & Carter, 2018). Furthermore, scholars such as Lincoln and Guba (2013) and Yin (2018) argue that case study is one of research methods in the interpretive paradigm that is often employed to gain good understanding of participants' live experiences.

Robson (2002) argues that what scholars mean by a 'case' in case study research refers to a situation, individual, group, organization or anything that gains researchers' interests to be studied. However, the case that attracts the researcher would only be possibly understood when it is studied in its context through different sources of evidence (Gillham, 2000; Yin, 2018).

Creswell and Poth (2018, p. 97) define case study as a qualitative approach that aims 'to explore a bounded system (case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g., interviews, audio-visual material, and documents and reports)'. Case study is one of a particular qualitative tradition which will explores participants' experiences in a particular bounded context, provides intensive description and in-depth analysis of a phenomenon, social unit, or system within its real-world contexts (Bloomberg & Volpe, 2019; Merriam & Tisdell, 2016; Yin, 2018).

However, the ability of case study to explore and understand phenomena in detail in a particular context does not make the method free from critics. Among the criticisms are that case studies have limited generalizability, are time consuming, and data collection is complex (Gerring, 2004; Yin, 2018). Limited generalizability means that a case study often has limited participants making findings less capable of being generalised. Complex and time consuming data collection procedures relate to the nature of the case study that requires a researcher to gather information from multiple sources using a combination of various research methods such as documentary analysis, interviews, and observations. Multiple sources of information in case study will definitely require a substantial time commitment from the researcher with respect to collection and analyse of data.

Yin (2018, p. 4) argues that although there is no clear formula when to apply case study research, it seems that the more research questions try to explore current circumstances (e.g. how and why some social phenomenon works) or 'require an extensive and in-depth description of social phenomenon, the more that case study

method will be relevant to the study'. Thus, it seems that case study will be the most appropriate research design for the current research as the methodology's main concern is the individual and their subjective experience and its characteristics allow the researcher to explore and understand a phenomenon in context through various sources of data or evidence (Yin, 2018; Gillham, 2000).

Regarding research in educational contexts, Merriam (1998) argues that qualitative case study methodology is an ideal design to gain a comprehensive understanding and interpretation of educational phenomena. Case study methodology will not only create knowledge and understanding but also establishes a standard for good teaching practices through the development and implementation of policy and experience from particular phenomena (Mills et al., 2010).

The case study contributions in the creation of knowledge and standards for good teaching and policy development could be driven by its concern with 'process rather than outcomes, in contexts rather than a specific variable, and in discovery rather than confirmation' (Merriam, 1998, p. 19). The case study also utilizes educational research through appropriate theory and collecting evidence which will contribute to better understanding and improvement of educational practices (Golby, 1994).

The present research focusing on PETE programmes in Indonesia and exploring the current circumstances of candidates fits well with descriptions and aspects of the case study research method. These descriptions and aspects including answering 'why' and 'how' a phenomenon occurs, zero-intervention or manipulation of participants'

behaviour and blurred boundaries between the phenomenon and contexts are considered by the researcher when deciding to use this research methodology.

I considered that this particular qualitative research tradition was suited for interpreting and gaining an understanding of PETE programmes (Bloomberg & Volpe, 2019; Denscombe, 2017; Hamilton & Corbett-Whittier, 2013). In this current study I did not only seek evidence about teacher quality but also quality of PETE programmes' practices, teacher educators in the PETE programmes, and the extent to which the concept of teacher agency implemented and enhanced PETE programmes. Also of interest was how candidates employed their knowledge and skills with a sense of agency during their SEP activities.

5.3 Research Methods

In terms of qualitative research, Tight (2017) points out that all research methods and data collection analysis within qualitative research could be employed in case study research. This formula seems to provide a clear elucidation especially to a novice researcher who seeks for suitable methods in a qualitative case study research. However, this view should be regarded as basic guidance only because in some situations a particular research method might not be suitable to apply due to conditions of the research site. The development and implementation of research designs, the application of some data collection methods might be less effective compared to other methods due to a number of constraints related to the research, including time, finance, technology and human resources (Denzin & Lincoln, 2018; Tight, 2017). Thus, before selecting and utilizing particular data collection methods, a researcher

should firstly anticipate and address all potential challenges that could emerge even before the study or research is conducted (Yin, 2018).

Yin (2018, p. 111) argues that although 'case study evidence can come from many sources', there are six sources of evidence, or data collection methods, that are generally applied in a case study, i.e. documentation, archival records, interviews, direct observations, participant observations, and physical artefacts. In the same vein, Wellington (2015) proposes documentary analysis, interviews, observations, and focus groups as a set of data collection methods that typically feature in qualitative research.

The current study which focuses on PETE programme practices in preparing candidates with adequate teaching knowledge, teaching skills, and opportunity to employ the knowledge and skills in a sense of agency necessitates collecting data through analysing documents and interviewing teacher educators, teacher mentors and candidates. As already mentioned, the researcher's decision to employ research methods should be determined by the nature of research and its focus, sort of research participants and type of data and information which will be collected in the data collection phase.

Similar principles in determining research methods are also applied in a qualitative case study research as it was pointed out by Baxter and Jack (2008) who argue that researcher needs to think carefully about design and conduct of the research, especially when data and information will be collected from various sources. It means that the process to collect data or information can be more effective if a particular

method precedes another method, for example doing document data collection before interviews. Doing document analysis as the first phase in data collection, for example, can be helpful to know more about the reality and based on this knowledge a researcher can develop more insightful questions to gain participant perspectives, especially in open or unstructured interviews. Thinking about the design and conduct of the research also allowed me to determine which group of participants should be interviewed first to maximise information from the site. In this current study, I firstly approached and interviewed a group of educators followed by mentors and candidates as the last interviewed group of participants. Thus, my decision to employ documentary analysis and interviews while omitting archival records, observations and physical artefacts as research methods was also based on careful assessment of the current study's approach and strategy. In addition, the local and global situation when I conducted my data collection, namely the global COVID-19 pandemic that hit many countries including the UK and Indonesia was a significant arbiter. As a result of the pandemic, I had to abort observation as one of my study's research methods as well as adjusting my data collection procedure from direct face to face interviews into online digital technology interviews.

5.4 Research Participants

In social research, researchers' reason for choosing their research participants is based on representativeness or exploratory purposes (Denscombe, 2017). Denscombe further explains that the representative method in determining research participants is generally associated with a research study that seeks evidence through large surveys and with the use of quantitative data whereas the exploratory technique is often used in a small-scale research using a qualitative research approach

(Denscombe, 2017). Thus, the decision to use either a representative or exploratory approach is associated with the research approach and design that have been previously set by the researcher. With regard to the current study the exploratory method in determining research participants was the most appropriate. As a basis in determining the participants a purposive sampling procedure was applied (Given, 2008).

Purposive sampling, as its name suggests, involves selecting participants based on specific attributes to meet needs and purpose of the study such as participants' knowledge, experience, and relevance to the study being investigated (Cohen et al., 2018; Denscombe, 2017). Through this research participants selection strategy, it is expected that the best information could be acquired, even though it focused on a small number of participants. However, it should also be noted that the purposive sampling technique is effectively work when the researchers have already identified specific characteristics of the research population and its contexts (Denscombe, 2017).

Bloomberg and Volpe (2019, p. 309) argue that the logic of a purposive sampling technique which is typical in qualitative research could be considered as 'a strategy for accessing appropriate data that fit the purpose of study', availability of resources, the questions being asked, and the constraints and challenges being faced. Therefore, the combination of the exploratory method and purposive procedure in determining the type of research participants will trigger 'relatively unexplored topics and provide a route to the discovery of new ideas and theories' (Denscombe, 2017, p. 34).

The selection of participants for this current study was based on the identification of their characteristics and contexts which were accessible and aligned to the study's constraints including time, financial, administrative supports, and resources (Cohen et al., 2018). My experience in PETE programme contexts in Indonesia has contributed to the selection of participants which meet the criteria of research participants and is based on an awareness of a number of constraints especially time, financial and administrative supports. After that, I grouped these potential candidates according the study's group of participant. Next, I contacted all potential candidates who met criteria as participants for the study using email and other electronic mobile technology. Unfortunately, some candidates did not respond to my research participation invitation. Some potential candidates responded and agreed to participate but failed to manage their schedules.

Based on this particular research environment, it seemed that my insider status positively contributed to my research. Before conducting this PhD study, I was a full-time PETE programme's teaching staff at a state religious institute under the auspices of MoRA. Therefore, my daily activities at the institution related to teaching-learning in preparing candidates to be English subject teachers for secondary schools. This status allowed me to directly experience and observe the higher education system, including the institution's organisational structure, PETE programme's curriculum policy and practices, and models of interactions among educators, staff, and candidates. Furthermore, I was able to reflect on my institution's practices and policies, particularly issues related to the teacher preparation programme. Since my insider status provided me with a chance to gain a deeper insight into PETE programmes, I was motivated to pursue a doctoral study with a focus on PETE programme practices with the aim of

increasing teacher quality in Indonesia. I believe my study will be beneficial to improve policy and practices in preparing candidates, especially in Indonesian PETE programme context. Also, my insider status gives me a privilege to share and suggest my study findings directly to the HE institution office and to PETE programme administrators about policy and practices that can be implemented to improve candidates quality.

Also, the status allowed me to contact potential candidates through my professional networks or colleagues (Dwyer & Buckle, 2009). However, I was aware that my insider status could also affect data collection and procedures, including reducing exploration of participants' perspectives and 'potential blurring of professional boundaries' during data collection (Bukamal, 2022, p. 345). However, insider status was not a big issue, especially since my study was not dealing with any emotional aspects (Dwyer & Buckle, 2009).

Any negative aspects that could emerge due to my insider status should be alleviated by ensuring trustworthiness (Cohen et al., 2018; Lincoln & Guba, 2013). In addition, maintaining reflexive attitude throughout the study and truly capturing participants' voice according to the research focus of the study will help me achieve trustworthiness (Denzin & Lincoln, 2013) which is explored in detail in a following section on trustworthiness regarding qualitative case study research. At the end, regarding my status as an insider, I tend to agree with an argument stating that being an insider or outsider 'does not make a better or worse researcher' (Dwyer & Buckle, 2009, p. 45) and a researcher will not be able to escape from the insider-outsider ambivalence (Bukamal, 2022). This is because a researcher's insider-outsider status is fluid and

exists on a continuum. Thus, in terms of researcher's positionality, the insider-outsider status will fall into three possibilities i.e., researcher's personal perceived positionality, researcher's perceived positionality by his/her study participants, and the researcher's real positionality (Bukamal, 2022).

Participants of this study were classified into three groups i.e., educators at PETE programmes, candidates at PETE programmes, and in-service teacher mentors (TM) at schools who had mentoring experience of PETE candidates during their school experience activities. The selection of these three groups of participants was based on the justification of their relevance to the phenomena being investigated and their privileged knowledge and experience about this study topic.

There were three reasons why I believed these three groups were the most suitable participants for this study. Firstly, to understand the two PETE programmes' course designs and practices in preparing candidates would be best known from actors who were involved and carried out teaching activities i.e., teacher educators. Secondly, PETE programme practices and performances of teacher educators would best be analysed from candidates who were educated and trained through teaching-learning activities in PETE programmes. Finally, candidates' readiness to enter the profession could be best depicted from their ability to teach in classrooms. And the candidates' teaching performance would be best known from actors who directly interact with them during candidacy including educators who taught and observed them in PETE programme especially when conducting microteachings. Next, information about the candidates' teaching performance in a real classroom was collected from mentors who assisted candidates during their school experience activities.

Teacher educators and candidates were canvassed from two state universities, whereas teacher mentors were invited to participate from a pool of staff from the universities' school partners providing school experiences within the teaching programmes. The selection of these universities was purposive and determined by status of these institutions, time and financial boundaries. The status of the institutions means that this study covered PETE programmes in two states universities which are under the auspices of two different ministries i.e., MoECRT and a university under the MoRA. These two institutions should have good national recognition according to the BAN-PT. My justification to only select two PETE programmes at two states universities was based on careful assessment about the duration of data collection process as well as my personal status as a MoRA sponsorship student who was attached to their policy including overseas travel and maximum duration of field study.

To reach the participants, a snowball sampling technique was used. This sampling technique requests participants to refer other individuals whom they know are suitable and meet criteria to participate in the study (Given, 2008) therefore is based on referrals from one participant to another (Yin, 2016). Denscombe (2017) argues that the snowball sampling technique is an effective technique for acquiring a reasonable size of sample, particularly in small-scale research. In addition, my preference for using the snowball technique was based on its realistic benefits including to overcome a situation where communication networks with potential participants were underdeveloped (Cohen et al., 2018; Hendriks et al. 1992).

5.4.1 Sampling

Selecting and determining the number of research participants in a study is also a topic that should be addressed before data collection process takes place. However, according to Cohen et al. (2018, p. 203) there is 'no clear-cut answer for a correct sample size' for a study rather it depends on the nature of the study, methodology and methods use to collect information. Robson (2002) argues that it is difficult to predetermine the number of participants in a qualitative research study, especially a study that applies interviews as its research method. It seems that the central aspect should be considered by researchers in qualitative study is not the participants but the amount of information, data or evidence about phenomenon. Although there is no limitation about the size of the sample of participants, the researcher should approach participants until achieving a confidence level that they have gathered all required information and have a thorough understanding of the area of study (Creswell & Poth, 2018).

The number of participants is considered to be sufficient when all required information, data or evidence is acquired. This stage is known as 'saturation' which is influenced by factors including the scope and topic of research study, design and method of the study, and quality of data or evidence. According to many scholars such as Guest, Bunce, and Johnson (2006), Hennink, Kaiser, and Marconi (2017) saturation in qualitative research using the interview method is often achieved with 12 to 15 participants. It is argued that a small number of participants would not only help the researcher build and maintain a relationship with the participants but also help to acquire more in-depth data/evidence and to explore in detail specific information about sites and individuals (Creswell & Poth, 2018; Crouch & McKenzie, 2006).

Based on the description of participant selection and the reasonable number of participants, the current study aimed to collect data from a minimum of four or five people in each group of participants in each of the two settings. This case study's minimum number of participants is in accordance with the sample size theory for qualitative research that applies an exploratory sampling procedure (Denscombe, 2017). More detailed inclusion criteria for selection of participants and how to approach them were as follows:

- Teacher educators (TE) had to have full-time status. This research participant group was approached through the respective university or PETE programmes office.
- Teacher candidates (TC) had to be in their second year of their study. This type of participants could be approached based on TE or PETE programmes recommendations.
- In-service teachers or teacher mentors (TM) had to have experience of mentoring PETE candidates during the school experience of teaching programme activities. These participants who were teachers at PETE programmes' school partners were invited to participate based on TE or school recommendations.

For the purpose of this study, teacher educators, teacher mentors, and candidates were referred to as Educators, Mentors, and Candidates, respectively. Table 1 illustrates participants' institutional affiliation and numbers which would be selected from two PETE programmes at different higher education institutions and their school partners:

Table 1 PETE Programmes and Participants

Higher Institution	Affiliation	Teacher Educators	Teacher Candidates	Teacher Mentors
Future State University	Ministry of Research, Technology and Higher Education*	5	5	5
Gold State University	Ministry of Religious Affairs	5	5	5
Number of Participants		10	10	10

*since 23 October 2019, some ministries were restructured including Ministry of Research Technology and Higher Education. As a result, the ministry is annulled and transformed into Directorate General of Higher Education under the Ministry of Education and Culture.

5.4.1.a Educators

Ten educators agreed and were successfully interviewed (see Table 2). Some educators did not respond after initial communications while others failed to manage their schedules for an interview due to a number of reasons including tight online teaching schedules during COVID-19 pandemic.

Table 2 Educators' Profiles

No	Pseudonym	Gender	Teaching Experience (years)	Interview Duration
1	Nasri	M	14	02:05:12
2	Hasni	F	12	01:14:49
3	Herman	M	11	01:21:27
4	Aty	F	10	02:41:27
5	Nisa	F	11	01:17:23
6	Firda	F	15	01:19:41
7	Fir	M	6	51:34:00
8	Indah	F	8	01:23:55
9	Dyah	F	10	02:19:24
10	Essy	F	4	00:18:13

All educators participating in the study were previously contacted through personal communication. Although the educator participant group does not show an equal gender representation, I can still argue that this group of participant reflects diversity

that enriches data or information for the current study. This group of participants also shows that they also have different level of teaching experience which is useful to provide comprehensive information about PETE programme practice including model of support to educator. The educators' group in this study is dominated by mid-career educators whose teaching experiences are between five to fifteen years (Booth et al., 2021). However, some educators' gained teaching experience from other PETE programmes before they were appointed to the two studied PETE programmes.

When the interviews were conducted, most of these educators had teaching roles on their PETE programme rather than any management commitments. Only two educators held management positions, both were appointed as the programme's secretary i.e., Nasri (no. 1) and Firda (no. 6). As a secretary of the programme, each supported the head of the programme regarding practices and administrative work such as PETE's course design, distribution of modules, and financial management.

After obtaining their time preferences, interviews were conducted in Bahasa Indonesia (Indonesian national language) through selected online synchronous communication platforms. The pre-interviews process with educators as well as other participants was little bit longer and required extra efforts or more complicated than direct face to face interviews. It was important to make sure that the eight hours' time differences between Indonesia and the UK met with the participants' situation as well as reasonable to my circumstances as the interviewer. Secondly, before the interviews took place, the candidates and I had to ensure the online communication platforms used were supported, stable and applicable in both geographical contexts. Although technical and non-technical issues occasionally occurred during the interviews, the

issues did not affect the quality of the interviews' recordings and types of information overall. After analysing the interview transcripts, they were classified into three aspects i.e., the educators' concerns about PETE design, their professional development as educators at PETE programme, and reflections on their teaching-learning practices at PETE programmes. These three aspects are discussed in the following sections.

5.4.1.b Mentors

By considering the critical role of teachers at schools (during school experience programme activities) in guiding candidates' development, the current study also focused on gathering information from mentors through interviews. After contacting 13 teachers who have mentoring experiences, 11 mentors responded and agreed to participate in the study. All interviews were conducted through a real time audio-video online platform and fully recorded. Each interview's duration is between 30 minutes to one hour. Table 3 below presents mentors' information who I successfully interviewed.

Table 3 Mentors' Profiles

No	Pseudonym	Gender	Teaching Experience (years)	Interview Duration
1	Fitri	F	11	01:22:12
2	Syila	F	7	01:12:15
3	Ifah	F	10	00:52:26
4	Kyah	F	15	01:11:47
5	Ila	F	11	00:42:11
6	Ony	F	16	00:37:29
7	Zacky	M	18	01:23:17
8	Hilman	M	9	01:14:40
9	Asti	F	3	00:54:40
10	Gibran	M	10	01:01:47
11	Faiz	M	3	01:22:36

All interviewed mentors are in-service secondary school teachers who teach at different types of school including state schools, private schools, and religious-based schools. The mentors also have different teacher status either tenured or non-tenured. In Indonesia's education system there are three types of teacher status according to their appointment models i.e., tenured civil servant, tenured non-civil servant, and non-tenured non-civil servant (MoECRT, 2021). The tenured civil-servant teachers are generally appointed by the government through its two ministries (Ministry of Religious Affairs – MoRA and Ministry of Education, Culture, Research and Technology - MoECRT) whereas tenured non-civil-servant teachers are appointed by either the central government or local government. The last teacher group is non-tenured teachers who are recruited by an organisation or body which funds and manages a school.

5.4.1.c Candidates

To gain insights about candidates preparation in the PETE programme, I contacted a number of candidates who met the criteria of participants of this study including they should be in their final year of candidacy and have completed SEP activities. After my first communication with the candidates, 15 candidates responded and agreed to be interviewed. Table 4 below shows the candidates' basic information:

Table 4 Candidates' Profiles

No	Pseudonym	Gender	University	School Contexts	Interview Duration
1	Nur	F	FBU	Senior school (public)	01:02:49
2	Sam	M	FBU	Junior school (public)	00:44:26
3	Nia	F	FBU	Senior school (private)	01:13:46
4	Sara	F	FBU	Senior school (public)	00:59:34
5	Fira	F	FBU	Junior school (public)	00:34:12
6	Izzar	M	FBU	Senior school (public)	00:58:46
7	Emy	F	FBU	Senior school (public)	00:47:30
8	Ayla	F	FBU	Senior school (public)	00:57:50
9	Dewi	F	GCU	Senior school (private)	01:07:26
10	Faqih	M	GCU	Senior/Junior school (private)	01:01:47
11	Kafa	M	GCU	Senior school (private)	00:39:46
12	Iyah	F	GCU	Junior school (public)	01:18:28
13	Ririn	F	GCU	Senior/Junior school (private)	01:11:40
14	Asma	F	GCU	Senior school (public)	00:59:58
15	Afi	F	GCU	Senior school (private)	00:49:55

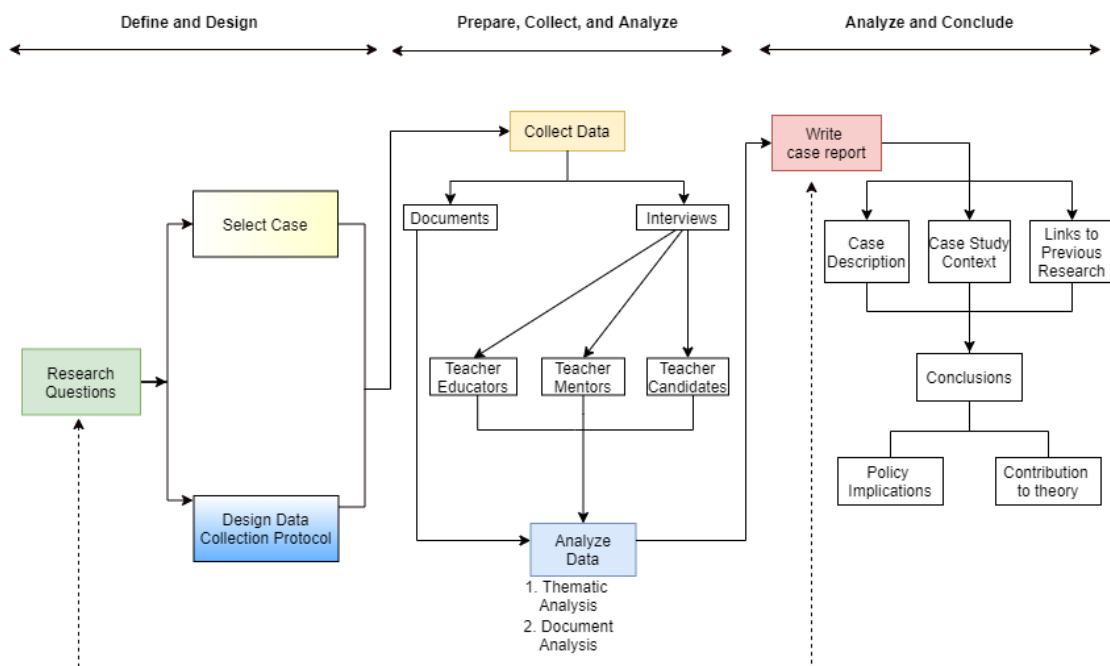
It is seen from Table 4 above that most of the candidates who participated in the study were female. However, it should be noted here that this study did not specifically focus on a particular gender as an exclusive criterion when choosing its participants. Despite trying to contact potential participants based on gender equality it was predominantly the female candidates who responded positively creating an imbalance in the gender ratio.

The gender imbalance of candidates in this study may have been influenced by a number of factors, including the nature of both the teaching profession and the pre-service teacher education programmes where women tend to attend classes and be generally more committed to the profession than men (Rots et al., 2014). The argument above is in line with the real number of teachers in the Indonesian education context which according to Indonesian Education Statistical Data that female teachers

at elementary and secondary schools outnumber male teachers by 862.162 to 501.830 (Badan Pusat Statistik - Statistics Indonesia Government Bureau, 2020).

5.5 Bringing Together the Research Design

The following is the summary of activities that occurred as part of the study research design. In the current study, two sources of evidence (documentation and interviews) were used to gather information according to the study's MRQ and RSQs. The following diagram illustrates the study research design:



(Adapted from Yin, 2018)

Figure 5: Case Study Research Design

5.5.1 Phase One: Documentation

After selecting a case study approach for this current study then I identified a case of PETE programme at two different HE institutions. I consider PETE programme practice at each institution as a single case. Thus, this study following Yin (2018) that this study is a case study with two embedded units of analysis i.e., a PETE programme under auspices of MoERT as well as a PETE programme under Ministry of Religious Affairs (MoRA). Next, I moved to procedures or methods to collect data or information about PETE programme practices and chose to employ only documentary analysis and interviews as the study's research methods.

Yin (2018, p. 113) states that investigating documents is 'likely to be relevant to every case study topic.' The use of documents can be a valuable source to gather data and information regarding research topics, including research in educational contexts (Wellington, 2015). However, documentation is not limited to printed documents only but can cover 'a range area of media and modes of presentation' (Wellington, 2015, p. 208).

With regard to the case study data collection process, Yin (2018, p. 115) argues that documentation can play a prominent role in the acquisition of specific information due to its characteristics that can 'corroborate and augment' evidence from other sources. However, researchers should also consider that apart from its advantageous aspects, the documentation might contain inaccurate and biased information. Therefore, when a study design has determined to employ documentation as one source of information the researcher should be confident that documents used in the research have been carefully selected and validated to ensure research quality and rigour.

To validate a finding or information from a document cross referencing may be required for any inferences to avoid researcher bias and false conclusions. This technique will check the specific information from a similar document to ensure that the information is truly conveyed. Furthermore, the accuracy of information from a document could be confirmed with other documents or sources of information thus a researcher is confident with his/her findings and conclusions.

Like all research methods, although applicable in almost all case study research, documentary analysis has constraints that need to be considered (Yin, 2018). Robson (2002) warns against limitations from incomplete and limited availability of the documents and their written purposes which are generally for purposes other than for research. Therefore, when a researcher encounters documents, especially documents that are issued by the government or organizations, s/he should firstly consider the document's validity (accuracy and potential biases) (Robson, 2002).

McCulloch (2004) argues that although publicly available documents especially online documents on the government and organizations' websites could provide a wide range of information, they pose significant challenges to researchers because of their massive numbers and complexities of information. Moreover, public access documents which are managed by a department or an organization tend 'to cast the department and its ministers in a favourable light' (McCulloch, 2004, p. 33). Therefore, the researcher should be able to evaluate and determine information, for example, from websites by considering the websites' credibility, accuracy, currency, and legitimacy (Bloomberg & Volpe, 2019).

Yin (2018, p. 116) points out that an essential strategy in reviewing any documents, especially in case study research, is to always bear in mind that a document was written 'for some specific purpose and specific audience other than those of the case study being done.' By applying this principle in interacting with documents researchers can avoid being misled by evidence in documentation and are guided to objectively and accurately interpreting the contents of information.

In agreement, Grant (2018) opines that determining the validity of documents starts with considering the authors or organizations that issued the documents, quality of the documents and audiences of the published documents. The authors' aspects will relate to their credibility, experiences and expertise while quality and authenticity of the documents include type of publication, detailed information of authorships, and availability. In the current study context, to determine the validity of documents of the PETE programmes' practices in preparing candidates required me to carefully identify inferred, intended and important messages between the lines of the documents. Critical scrutiny of all documents relevant to the institutions' PETE programme practices ensured that no information was accepted literally as a recording of events and activities that are/were actually performed in PETE programmes (Yin 2018). All collected information was cross referenced with information from other document to determine its validity.

With regard to the current study design, the documentary analysis focused on understanding PETE programme course design, PETE practices in educating candidates, SEP activities, PETE strategy in facilitating educators, mentors, and candidates development. The evidence of the programme practices would be

confirmed from various types of publicly available documents such as PETE programmes course structure and design, academic regulations, and school experience teaching programme handbooks as well as during interviews. Focusing on these types of documents is common practice in a study or research that involves educational institutions (Robson, 2002).

5.5.2 Phase Two: Interviews

The interview was considered to be the primary method for data collection in this research. The justification to use interviews was based on the nature of the current study which employed case study research methodology and often subjective interpretative. Gillham (2000, p. 59) argues that interview method with all of its types is 'indispensable in case study research'. Interviews provide opportunity for the researcher to clarify participants' statements, gain depth of information, get valuable insights based on the participants' information (Denzin & Lincoln, 2013; Denscombe, 2017). Through the interview, the researcher will develop an understanding of the social world from the perspectives of the participants' point of view, to generate a comprehensive understanding of meaning from their subjective experiences (Kvale & Brinkmann, 2015). The use of interviews also helped the study to assess more detail about information gathered from documents. Conducting interviews allowed the study to gain real pictures of PETE practices, compare and contradict information from document with participants real experience. For example, through interviews the study has an opportunity to understand the PETE module design process including people who involved in the module design.

To achieve comprehensive understanding and capture all participants' experiences, excellent communication skills are required because interviews differ to casual or general conversations (Denscombe, 2017) in that it is important not to miss relevant information or fail to prompt and probe to obtain evidence, and to be able to fully explain research questions clearly. Thus, to fully understand participants' expressions, the interviews were conducted in Bahasa Indonesia (official language of Indonesia). The justification of this language in the interviews was to maximize participants' responses and information during the interview. I reasoned that participants were likely to be more expressive and provide more evidence when they were interviewed in Bahasa Indonesia rather than in English. Using the language that is native to both participants and researcher is said to allow the interviewer to get 'the meanings of the participant's words and phrases' and understand a whole perception of their world (Yin, 2016, p. 143).

However, Yin (2016) warns that using a common language can also be a challenge in that the researcher can make assumptions that the participant has clearly expressed his or her opinion without asking follow-up or clarifying questions to confirm the participant's understanding. To overcome this situation, the researcher should be able to perform analysis during interviews including when to probe, clarify or ask follow-up questions, move to a new topic, and when to modify the questions. These steps were supported by an interview guide (see appendix four).

As well as the importance of excellent communication skills and language preference, to be successful in interviewing participants, the researcher should also demonstrate their empathy and respect, and focus on participants when they share their stories

(Salmons, 2015). Establishing good rapport and participants' comfort during the interviews lead to robust data or information.

During each interview, I made notes according to information and nonverbal aspects from each interviewee including their behaviour, facial expressions, gestures, and tone of voices when uttering responses to the interview questions. These notes not only helped me to understand the background and situations referred to but also guidance to locate the interviewees' distinct points when transcribing and coding process following the interviews.

The above strategies have largely been discussed in the literature in a face-to-face conventional interview setting, which is slightly different to the online or virtual interview although this is not to suggest that influential aspects in the former interview model will not affect online interviews. In fact, some aspects are even emphasised in order to gain good rapport in the online interview process.

5.6 Online Data Collection Challenges

Online or virtual data collection in education settings has been an essential and efficient tool not only for researchers but also for evaluators and educators, especially in the recent decades (Gaiser & Schreiner, 2009; Topp & Pawloski, 2002). Advanced development of Internet Communication Technology (ICT) and Computer Mediated Communication (CMC) also contributes to the popularity of online data collection as an emerging research methodology (Granello & Wheaton, 2004).

Apart from its popularity as a legitimate data collection approach, especially in social sciences research, online or virtual research also faces a number of challenges as similar as in field visit or face-to-face data collection procedure (O'Connor & Madge, 2017). However, it seems that challenges and tensions of data collection process could even be more complicated in research employing online or virtual procedures. These challenges include unclear boundaries and procedures of online data collection, issues of ethics and type of platforms used to gain information from participants, technology information supports, time zone differences, and approaching and contacting participants (Gaiser & Schreiner, 2009). However, due to pandemic Covid-19, I had no alternative except to conduct my study data collection online (see section 5.3).

Thus, I am now required to determine whether the interviews be conducted in real or non-real time situations, which interviews platforms will be employed (text only, audio-video or a combination these formats), and what software or tools to be used when interviewing participants. In this study I decided to employ real time interviews and using digital audio-visual platform. My decision to use audio-visual was to ensure that my participants seriously participated and understood the interview. Also, using audio-video interviews provided me more chance to build a rapport with my participants. Thus, all information from participants meets accountability criteria. Furthermore, it was important to consider participants' situations including their internet connection and phone connection quality, physical difficulties and IT literacy when determining online platform for his/her study (O'Connor & Madge, 2017).

The next major challenge of online data research was information technology and its infrastructures. Hanna (2012) highlights challenges in conducting online research especially when interview methods are used, especially with technical issues such as limited bandwidths, network traffic, and lost connections that emerge and inhibit the data collection process. In my interviews process with participants, I also experienced some of these difficulties that forced me to employ different audio-visual interview technology. Although Hanna's (2012) experience of conducting a study employing Skype interviews was almost a decade ago, similar potential challenges could still exist nowadays especially in a research environment where information technology and infrastructures are not as advanced.

The last challenge of online research is related to participants as sources of information. Participants' status in online research could raise more ethical challenges for the study (Eynon et al., 2017). Using an online platform will directly expose participants to a network system that could be accessed by other parties due to a failure of the internet security system or the researcher's lack of understanding of data protection. The breach of a participant's information could also occur because of the researcher's inability to protect the participants' anonymity and confidentiality when transferring, using, and saving data or information.

Therefore, in this study I also needed to apply strategies to minimize the potential harm of a leak of participants' information by using various techniques including using labels or unique codes that is only understood by me, encrypting data, create a password to protect computer and data storage, saving participants personal data and information

regarding research at different folders and uploading them to my personal drive provided by the university to ensure multiple layers of data protection and security.

5.7 Issues of Trustworthiness

In terms of the quality of the collected data, there are a number of criteria for evaluating the trustworthiness of qualitative research including assessing its data collection method (Denscombe, 2017; Bloomberg & Volpe, 2019). Lincoln and Guba (1985) contend that trustworthiness refers to the quality of an inquiry which will lead to research findings that are worth paying attention to because of the findings and interpretations are derived from a systematic process. In maintaining or increasing trustworthiness of interview data, there are a number of strategies that could be implemented including careful interview preparation (contents of interviews, appointments and scheduling) and practicing interviews before actual interviews for data collection are conducted. The interviews practice session should be directed to help the researcher to pose direct and non-threatening questions. Applying these strategies will not only allow the researcher to control the situation but also will invite interviewees to talk freely and openly (Cohen et al., 2018). To maximally collect information from interviews, I designed interview schedules that relevant to my study participant groups with a guidance and help of my supervisory team. After interview schedule was approved by my supervisory team, I contacted participants and requested them to choose interview's schedule preference. However, due to a number of hours differences between the UK and my study participants in Indonesia I had to make some interview schedule adjustment.

Lincoln and Guba (1985, 2013) suggest five ways to assess qualitative research i.e., evaluate the data according to its credibility, dependability, conformability, transferability, and authenticity. According to Bloomberg and Volpe (2019) the terms used for the aspects of trustworthiness above are generally used in qualitative research and have their parallel meanings in quantitative study. For example, credibility aspect corresponds with validity, dependability with reliability, confirmability with objectivity, and transferability parallels with generalizability. In addition, Lincoln and Guba (2013, p. 105) argue that the authenticity is the only aspect that 'native to interpretivism' therefore it does not parallel to any rigour criteria in quantitative research.

Although some qualitative researchers tend to strictly use the above terms in their studies, other qualitative researchers might still feel comfortable using the validity, objectivity, and generalizability terms to reflect the nature of their qualitative studies (Bloomberg & Volpe, 2019). Furthermore, the researchers' choice regarding the use of specific terms to evaluate their qualitative studies is basically 'a matter of personal or institutional preference' (Bloomberg & Volpe, 2019, p. 165).

In terms of trustworthiness using interviews as my study research method, Robson (2002) argues that the great strength of an interview is its flexibility and availability to allow researchers to clarify unclear evidence or information from respondents' statements. The clarification space provided by the interview method will not be found in other research methods such as questionnaire and test methods (Gillham, 2000). The interview method can also be helpful because it has capacity to suggest further explanations (i.e., the 'hows and whys') about phenomena, to address complex issues

(Yin, 2018), and to gain valuable insights from participants (Denscombe, 2017), making them more authentic.

These challenges need to be borne in mind when interviews are conducted virtually. Gaiser and Schreiner (2009, p. 10) argue that researcher's 'personal dynamics', familiarity with online platform tools, knowledge about basic issues that could interfere the conversations (such as unstable internet connection) should also be considered. Thus, piloting or rehearsal of interviews to practice interviews skills, to be familiar with the interview tool, and to anticipate technical issues regarding virtual interviews are recommended (Salmons, 2015). The researcher would be confident and fluent in operating his or her preferred online platform before conducting interviews with participants. In addition, when researcher could be confident and fluently asking similar questions about a studied phenomenon to various participants their responses could also be a triangulation of sources. As a result, trustworthiness technique has been implemented to identify data from various sources regarding a topic.

To enhance the credibility of the current study, methodological triangulation was implemented (Creswell & Poth, 2018). When this triangulation is conducted, data which are obtained from a different group of participants using various research methods is compared and results contribute to data richness and depth about the phenomenon under investigation.

The second criteria of trustworthiness in a qualitative study is dependability or the possibility of study findings being replicated by other similar studies. The term also defines whether a researcher can follow or track the process and procedures of a

study's data collection and interpretation (Bloomberg & Volpe, 2019). Thus, to meet the trustworthiness criteria, I have attempted to present as much detail as possible about my study procedures and methods including providing comprehensive explanations about how the data were collected, categorised, coded, and analysed. It is expected that by following these procedures and methods, a subsequent study would arrive at similar findings and conclusions.

Yin (2018) argued that to follow a previous study, especially a case study, does not mean that the later research will just replicate the results of a previous study. However, later research should study a similar case over again to achieve similar findings and conclusions. Therefore, to fully approach and meet the reliability of a research study, the researcher should 'make his/her research procedures as explicit as possible' and as if someone were observing the researcher perform the study (Yin, 2018, p. 46).

5.8 Methods for Data Analysis

The research design in this study obtained data using two research methods, i.e., documentary analysis and interviews. Merriam and Tisdell (2016) warn researchers about the potential consequences of repetitious, unfocused and overwhelming data during data collection and data analysis phases and suggests that to avoid or to reduce the consequences, data collection and data analysis are best conducted as concurrent activity through identifying, classifying, and analysing obtained data. Thus, in this study I tried to minimize these potential consequences by conducting analysis after each interview and doing reflections based on information collected from the interviews. The strategy seemed effective in my research because of the information

from previous interviewees which helped guide me to propose new questions to the next interviewees.

Denscombe (2017) argues that the analysis of obtained data either in a qualitative or in a quantitative study follows certain stages or processes. In qualitative research, the data analysis process can be conducted through five stages i.e. data preparation, initial exploration, analysis, presentation and display, and validation of the data (Denscombe, 2017).

In the first stage of analysis, researchers prepare the obtained data categorising or classifying the data before manually transcribing and analysing the data. Manual transcription and analysis mean that the data I collected from interviews was transcribed without using online or offline transcription tools. The transcription process was conducted through a word processor by simply converting or typing what I heard from the interviews.

The second stage of the analysis process is initial data exploration. At this stage, the collected data was also manually analysed rather than using qualitative data analysis software such as ATLAS.ti, MAXQDA, or NVivo. In order to understand the data, I read and reread transcripts and identified information which I considered relevant to the study before finding obvious recurrent themes and issues. The stage was followed by coding and grouping the obtained data according to categories and themes.

In this current study, the obtained data was classified or categorised using a cataloguing and indexing technique. The cataloguing technique meant that the data

was given a unique serial number as its reference. The purpose of assigning the unique number to the data was to help me to return to the data especially when I needed to confirm or to clarify the interpretation of a particular point of views (Denscombe, 2017). The unique number in this study was associated with a group of respondents (teacher educators, candidates, teacher mentors) and their institutions (universities or schools). For example, the unique code of ITE1U1 means the interviewee was the first teacher educator interviewed from the first university, ITC1U2 means the first teacher candidate who was interviewed from the second university, ITM1S1 means the first teacher mentor who was interviewed from the first school and so forth.

After the cataloguing and indexing process, the I transcribed the audio recordings of the interviews. While transcribing the interviews, I wrote informal notes or comments next to the respondents' utterances or sentences. The interview transcriptions were then be translated into English. Temple and Young (2004) argued that when translating information from interviews into other languages there will be a potential bias and disagreement of meaning between its original and translated versions, especially when the researcher also acts as the translator. There is a risk that researchers might negotiate the meaning in their translation according to personal assumptions for the purpose of finding evidence for the study.

To minimize potential bias in the translation process, it is important that the researcher attempts to retain their objectivity or alternatively ask someone, who is familiar with the PETE programmes, to do the translation. At this stage, I compared human translations' version with an online DeepL Translator's translation version. According

to my analysis to the final translation results, human translator are better especially in translating non formal words found in the interviews. Esposito (2001) argues that finding translators especially those who can performs back translation would reduce the potential threats to the validity of data. The back-translation is a technique that can be used to measure and detect the accuracy of translated text (Brislin & Freimanis, 2001). In using this technique, a translator will be given a translated version of an interview and instructed to translate it into the respondents' first language. The translation results will then be analysed to find inaccuracy and errors in meaning. However, back translation was not implemented due to my personal justification that a combination of online translation and human translation were enough to get all detail information from the interviews. By skipping a back-translation process, the study data analysis could be conducted immediately. The situation would be different when back-translation was applied. The data analysis process could take a long time especially the interviews were conducted during pandemic time.

The transcription and translation process of an interview was completed by adding line numbering and codes to help location of particular points in the transcript. According to Gibbs (2002, 2018) the coding process is a strategy that a researcher applies to establish a thematic framework from the obtained data. In other words, coding is a strategy in defining what data a researcher is trying to analyse through identification of concepts and to determine a relation between the concepts. Denscombe (2017) states that coding the data means a researcher attaches tags or labels on the obtained data using any form of names, initials, labels, and numbers. There is no specific rule or pattern in the coding process however the researcher should consider that code must be brief, either in a single word or a short phrase, and used systematically

(Denscombe, 2017; Saldaña, 2016). After line numbering and coding, the researcher will analyse the transcriptions to identify interviewees' perceptions about the study phenomenon. Through this process, the researcher will have a chance to find bits of the data that might reveal something in common regarding the study.

5.9 Ethical Considerations

Conducting research in any setting and context requires an ethical approach to protect and minimise potential harm to the public or the participants who are involved in the study (Bloomberg & Volpe, 2019). A good ethical research design will alleviate potential misuse of information by a researcher who might use any information from participants 'to advance the state of knowledge on a given topic' (Denscombe, 2017, p. 337). Thus, it is crucial to have concern for participant protection by clearly informing and stating the purpose of the study to participants.

With regard to the ethics requirements, a study will only be conducted after the research proposal has been approved by the university ethics committee. Although this current study did not collect data from vulnerable groups or data about sensitive topics (e.g. sexual or illegal behaviour) and confidential information, the use of the interview research method required an approval from the university's ethics committee (Denscombe, 2017). For the current study, project number of P102535, its Certificate of Ethical Approval was issued on 22 May 2020 by Coventry University's Ethical Office. Following the study ethical approval, I also took measures to ensure that any ethical issues were avoided by implementing strategies to help research participants always feel protected regarding their identity, data, and rights. The precaution strategy that I applied to protect my participants anonymity included avoiding using their real names,

location, university, etc. Thus, their identity can be entirely unidentified. To protect participants' identities, I also used pseudonyms and specific codes according to the group of participants. Data or information related to this study was also encrypted and stored in a safe offline and online storage that requires a password to access the data. The online-offline data storage includes my personal computer and cloud storage system that is provided by Coventry University.

It is argued that the anticipation of ethical issues could be maximised when researchers follow and apply the core principle of research ethics when conducting research studies. Denscombe (2017) opines that the main principle of ethics including protecting participants' interest, ensuring participants' involvement in the study is voluntary and based on informed consent, avoiding deception by conducting research in an open, honest manner with scientific integrity, and ensuring the research complies with laws and regulations, especially in the area where the research is conducted.

Following the core principles of research ethics above, this study prioritised seeking informed consent through a participant information sheet and consent form (see appendix six and appendix seven). The detailed information for potential participants included the identity of the researcher, detailed information about the methods, aims and purposes, and anticipated outcomes of the research, expectation about participants' contributions, participants' rights to withdraw from the research, confidentiality, security, and ownership of the data. The researcher made sure that the participants' data was kept in a secure place within the university data protection and storage system. In addition, the consent form clearly states that no one except the researcher would have access to the obtained data.

5.10 Conclusion

In this methodology chapter, I have set out my research methodology with a philosophical view that underpins this study. I have presented research methods that I employ in obtaining data and described the snowballing sampling technique that I apply to approach my potential participants. I have also explained the affirmation of data collection quality and analysis, issue of trustworthiness and ethical consideration regarding the study. My preference in using documentary analysis and interviews to explore candidates and teacher education programmes is supported by a number of studies which employ similar research methods in assessing candidates and teacher education programmes. The decision to use documentary analysis and interviews in the study was also influenced by global situation during the data collection period. In the next three finding chapters (chapter six, seven, and eight), I present my research findings.

CHAPTER SIX: EDUCATORS' PERSPECTIVES ON PETE PROGRAMMES

6.1 Introduction

After discussing the current study's research design and data collection procedure in Chapter Five, this chapter will present data findings from educators regarding PETE programme design, practices, and support to educators in preparing candidates. As it is discussed in Chapter Three that the quality of teachers or candidates is determined by a number of aspects especially their pre-service education before entering the profession. Ehlers (2009) believes that teacher quality is inseparable from other entities including knowledge and skills of teachers. Teacher quality is one aspect that must be considered alongside the higher education institution's (pre-service teacher education programmes) curriculum and course design, human resources, instruments, and individual and collective values of programmes or institutions. Ehlers (2009) explains that the combination of these aspects leads to a concept of quality culture which will not only develop higher education institutions but also ensure the quality of their graduates or teacher candidates in pre-service teacher education programme contexts (Ehlers, 2009, p. 355). Moreover, it is only through high quality pre-service programmes that candidates will initially acquire and lay their professional teaching foundations (Harford et al., 2012). In light of these concerns, fourteen educators from two targeted PETE programmes were contacted via email and invited to be interviewed to share their perspectives (more details see Chapter Five sub section 5.4).

6.2 PETE Programme Design

In Chapter One, I stated that undergraduate programmes in Indonesia (including PETE programmes) are required to provide a minimum of 144 credits that should be completed by students (Standar Nasional Pendidikan Tinggi, 2020). The number of modules and their credit loads should consider the characteristic and core values of university and faculty to which the PETE programmes are linked (Direktorat Pendidikan Tinggi Agama Islam, 2018). As a consequence of focusing on characteristics and core values of the institution, PETE programmes often enlist modules in their course design which seem irrelevant to the programmes' goal in developing qualified English teacher candidates (see Chapter Four, section 4.2 for details).

The prevalent view amongst the PETE programme educators interviewed for this study is that PETE-programme design and the lack of design improvements on an institutional level have a negative effect on the teacher quality of the graduates. According to Firda (a GCU educator), although improvements in the PETE programme standards are always suggested, including revision of course design, changes and new ideas were not put into action by the university, faculty and higher-level management:

When designing the course, we have to carefully decide so that PETE's related modules could have equal proportion in the programme while trying to accommodate all university-based and faculty-based modules. However, during the process PETE related modules are often reduced to enlist non-PETE modules.

[Original quotation]

Saat menyusun mata kuliah untuk prodi, kami harus memutuskan dengan hati-hati agar mata kuliah jurusan memiliki porsi yang seimbang dengan mata kuliah berbasis universitas dan fakultas. Namun, dalam prosesnya, mata kuliah jurusan sering kali dikurangi baik jumlah mata kuliahnya sendiri maupun angka kreditnya untuk mengakomodir mata kuliah non jurusan tadi.

She expressed her concern over the lack of PETE specific programme subjects which could be crucial to teacher candidates' knowledge and skills development. However, she concluded that she and her course design team were unsuccessful in changing the PETE design to add more English teaching-learning related subjects.

Although compulsory non-PETE modules may seem irrelevant to the candidate's qualification, these have to be examined on a case-by-case basis as the relevance may not always be immediately obvious. An appropriate example, in this regard, was provided by Nasri (an educator at FBU), who identified an entrepreneurship module as one non-PETE related module which may seem irrelevant to the PETE goals, but which is, in fact, of wider benefit to the students. He recognised that although some non-PETE related modules, for example an entrepreneurship module, might seem irrelevant to the PETE goals, they were of wider benefit. The module was designed to translate the government's policy to create graduates who are not only professional in their fields but also have entrepreneurship skills (*Government Regulation about Education Management*, 2010). He stated:

At the first glance [these non-PETE modules] might be seen as a contradiction to PETE goals because we violate the basic essence of candidates' goals to be an English teacher, their initial goal. But, then in the middle of their candidacy process we [PETE] give them a new perspective, for example, being a teacher is not the only way to prosper or a way to contribute to a [better] economy... One of the main goals of education is economic well-being. And, you don't have to be a teacher to survive economically.

[Original quotation]

Sekilas [mata kuliah non jurusan ini] mungkin terlihat kontradiksi dengan tujuan jurusan karena kita seakan melanggar esensi dasar dan tujuan para mahasiswa ini kuliah di jurusan pendidikan Bahasa Inggris yaitu untuk menjadi guru bahasa Inggris, tujuan awal mereka. Namun, di tengah proses pendidikan mereka untuk menjadi calon guru, kami juga berusaha memberikan perspektif baru bahwa, misalnya, menjadi guru bukanlah satu-satunya cara untuk mencapai kesejahteraan atau untuk kehidupan ekonomi yang [lebih baik]... Memang salah satu tujuan utama pendidikan adalah kesejahteraan ekonomi tapi anda tidak harus menjadi guru untuk bertahan hidup secara ekonomi.

However, Nasri also admits that in terms of PETE design, there is still a gap between modules offered in PETE programmes and the reality that candidates will face in their real practice including in their school experience programme (SEP). He clearly articulated his concern:

In fact, PETE programmes at universities often teach students subjects which have no link and do not match with the reality. The theory that we teach at

universities sometimes contradicts the field...For example, when we talk about the 2013 curriculum (K13)... when we teach the curriculum subject in higher education, sometimes the subject is full of theory, the theory is disconnected from the reality. Even if it is not, there are still significant differences.

[Original quotation]

Pada kenyataannya, program pendidikan Bahasa Inggris sering kali juga mengajarkan mata kuliah yang tidak ada kaitannya dan tidak sesuai dengan pengajaran di lapangan. Teori yang kita ajarkan di perguruan tinggi misalnya terkadang bertentangan dengan yang terjadi di lapangan... Misalnya, ketika kita berbicara mengenai kurikulum 2013 (K13)... dan ketika mengajarkan mata kuliah kurikulum 2013 di perguruan tinggi, mata kuliah tersebut penuh dengan teori dan tidak sesuai dengan kenyataan pengajaran di sekolah. Kalau pun tidak sepenuhnya teori, tetap saja ada perbedaan yang signifikan.

He also added that the gap between PETE programme practices and the reality of the teaching profession is influenced by a centralised curriculum model. The centralised curriculum seemed unable to consider needs and contexts of PETE programmes that are varied according to HE institution status, localities, and ministries. Moreover, the curriculum which is imposed into PETE programmes does not provide enough space for the programme to adjust and meet their needs.

The curriculum for pre-service teacher education programmes is obtained centrally from the government. So, we only accept it. The curriculum is from the top level, so at the bottom we implement the curriculum according to instructions that they give us. We act and conduct what the centre (the

government), the central curriculum provider wants. That's what we do in the PETE teaching-learning (field). We will synchronize the assessment in the field with those from the centre. Sometimes there is an overlap between what pre-service English teachers really want and our wishes, yes, sometimes it's different (Nasri, educator).

[Original quotation]

Kurikulum pendidikan guru khususnya pendidikan Bahasa Inggris diperoleh secara terpusat dari pemerintah. Jadi, kami hanya menerima dan menjalankan. Kurikulum itu dari tingkat atas, jadi di tingkat bawah kami mengimplementasikan kurikulum sesuai dengan instruksi yang diberikan oleh pusat. Penyedia kurikulum adalah pusat dan kami bertindak dan melaksanakan apa yang diinginkan oleh pusat (pemerintah) sebagai penyedia kurikulum. Itulah yang kami lakukan di jurusan. Kami selalu berusaha mensinkronkan penilaian di lapangan dengan penilaian dari pusat. Namun, kadang juga tumpang tindih antara apa yang diinginkan oleh jurusan dengan kenyataan lapangan. Ya, itu terkadang berbeda (Nasri, dosen).

Nasri's comments about central curriculum and needs of PETE programmes were also confirmed by Herman, who believed that PETE's inability to prepare candidates entering the real teaching context was also triggered by lack of performance evaluative management of the programme. For example, an evaluation of why a certain module should be offered to candidates. Herman stated that:

[In PETE] we are teaching something like this and there is no evaluation, for example, [of modules] in semester two. Candidates were not offered modules which allow them to communicate or answer questions ... opportunity to learn

modules to support candidate communication and problem-solving skills don't exist at all. For example, they were offered Phonetics modules in semester two, but there was no explanation why this module should be offered during this semester. It should be comprehensively discussed and explained. Because I think there is no logical argument that [at this stage] candidates need to study the module. What they still need to learn at this stage are basic [knowledge and skills].

[Original quotation]

[Di jurusan] kami mengajarkan hal seperti ini dan tidak ada evaluasi, misalnya, [terhadap mata kuliah] di semester dua. Mahasiswa tidak diberikan mata kuliah yang memungkinkan mereka untuk dapat berkomunikasi atau menjawab pertanyaan.... kesempatan untuk mempelajari mata kuliah yang mendukung kemampuan komunikasi dan pemecahan masalah para mahasiswa tidak ada sama sekali. Sebagai contoh, mereka diberikan mata kuliah Phonetics pada semester dua, tetapi tidak ada penjelasan mengapa mata kuliah ini harus diajarkan kepada mahasiswa pada semester [dua] ini. Seharusnya mata kuliah ini dibahas dan dijelaskan secara komprehensif. Karena menurut saya tidak ada argumen yang logis bahwa [pada tahap ini] para mahasiswa perlu mempelajari mata kuliah [Phonetics] tersebut. Yang masih perlu mereka pelajari pada tahapan ini adalah [pengetahuan dan keterampilan] dasar [Bahasa Inggris].

The preliminary analysis of educators' interviews showed that PETE programme course design was not only determined by the national curriculum of higher education but also by the institution core values and its top or senior management. It seems that

educators' knowledge and expertise was not effectively employed to ensure the PETE programmes deliver good course design and teaching learning practices to their teacher candidates. Therefore, some modules listed in the programme were not suitable to the candidates' level of knowledge. This condition depicts that comprehensive need analysis had not been conducted before modules were enlisted in the PETE's curriculum.

6.3 Professional Development for Teacher Educators

Findings from the teacher educator interviews demonstrate that they are the main actors who translate PETE policy and practices, goals and objectives into the teaching and learning process to prepare teacher candidates in the university setting. Thus, educators should not only know how to deal with issues in their classrooms but also aspects that relate to the PETE programme and even to faculty and institutional policy. To be able to perform these roles, educators will be required to expand their personal skills and attributes including, but not limited to, pursuing higher academic qualifications, developing subject-knowledge expertise and teaching-learning skills, and developing leadership, through formal and informal activities, as well as through building teamwork and collaboration.

Although PETE programmes, or the higher education institution to which they are attached, generally encourage educators' access to all types of professional development activities, such access is dependent on institutional support, including financial support, which has proved problematic. This point was a concern for Herman, who stated that:

When I applied for an overseas scholarship, I needed to improve my language skills to be eligible for it. However, I did not get any support from my institution. It was impossible to get support although the institution was financially viable to fund my training.... Also, when my paper was accepted at an international conference in [name of a city]. Again, I did not receive any support. It was so difficult to be financially supported by the university. ...many of us when talking about attending conferences, seminars, or even applying for a scholarship might have never shown enthusiasm [to participate or take an action due to limited supports].... So, from this experience, I tend to think that the institution will always welcome you to develop yourself, but they will not provide support although you utterly need it.

[Original quotation]

Ketika saya mengajukan permohonan beasiswa kuliah ke luar negeri, saya perlu meningkatkan kemampuan bahasa saya agar dapat memenuhi syarat. Namun, sama sekali saya tidak mendapatkan dukungan dari institusi atau universitas. Bahkan, cenderung tidak akan mungkin mendapatkan dukungan meskipun institusi saya memiliki kemampuan finansial untuk mendanai pelatihan semacam ini. Hal yang sama terjadi lagi saat makalah saya diterima pada konferensi internasional di [nama kota]. Sekali lagi, saya tidak mendapatkan bantuan atau dukungan apa pun. Sangat sulit untuk mendapatkan bantuan dari universitas terutama jika bantuan tersebut berupa bantuan finansial.... Banyak di antara kami [pengajar] ketika berbicara mengenai kesempatan menghadiri konferensi, seminar, atau bahkan mengajukan beasiswa mungkin tidak pernah menunjukkan antusiasme dikarenakan terbatasnya dukungan [dari institusi].... Jadi, berdasarkan

pengalaman ini, saya cenderung berpikir bahwa institusi akan selalu mendorong Anda untuk mengembangkan diri, akan tetapi institusi tidak akan memberikan dukungan atau bantuan apa pun meskipun Anda benar-benar membutuhkannya.

In line with the lack of support for educators to expand their skills and professional attributes, Fir criticised his university's support strategy, for him and his colleagues, even in fulfilling their basic teaching needs. Fir states that:

With all due respect to the university leaders, we [educators] were always promised that we will get support for many aspects of development. Unfortunately, what we got from them was just lip service. Even in our daily teaching, we have to compete with each other over Liquid Crystal Display (LCD) projectors. Whoever comes first will get it. It's funny when educators are like in a race only to get LCDs for their daily teaching.

[Original quotation]

Dengan segala hormat kepada para pimpinan, kami [para pengajar] selalu dijanjikan [bahwa kami] akan selalu disupport dalam berbagai aspek pengembangan. Sayangnya, apa yang kami dapatkan dari mereka hanyalah basa-basi. Bahkan dalam mengajar sehari-hari pun, kami harus bersaing satu sama lain untuk mendapatkan proyektor Liquid Crystal Display (LCD). Siapa cepat dia dapat! Lucu sekali ketika para pengajar seperti berlomba-lomba hanya untuk mendapatkan LCD untuk mengajar sehari-hari.

Support from university that contributed to educators' development was also central to Hasni's expectations, another female educator, who argued:

For the university leaders, I think paying attention to the needs of educators, especially related to their development, is very important. So, when the leaders and the institution pay attention to educators, to our performance and duties, as their subordinates, we will feel that our roles and what we have done are essential and supported. In my opinion, we really need this because such actions will create an energy and motivation for educators to act and develop to a greater extent.

[Original quotation]

Menurut saya, perhatian pimpinan universitas akan kebutuhan tenaga pengajar, terutama terkait pengembangan diri sangatlah penting. Jadi, ketika pimpinan dan institusi memberikan perhatian kepada tenaga pengajar, kepada kinerja dan tugas kami sebagai bawahan, kami akan merasa bahwa peran dan apa yang telah kami lakukan sangat penting dan didukung oleh pimpinan dan institusi. Menurut saya, hal ini sangat kami butuhkan karena hal ini akan menjadi energi dan motivasi bagi para pendidik untuk bertindak dan berkembang lebih baik lagi.

The educator's comments above show the importance of management support for staff's professional development; however, this support is lacking in her institution. Various activities such as workshops on syllabus design and teaching media trainings might have been initiated which, according to the institution, relate to educators' development of knowledge and skills in the profession. However, when educators

personally initiated an activity or a future plan, the institution would often retreat, especially when financial support was required.

In addition, the university's lack of support for educators was Fir's next concern as an educator at GCU. He mentioned that:

Support from the institution is still minimal, especially when it comes to educators' development. Support will only be provided when you already have a reputation, such as having published articles, although for an educator support is actually needed from the beginning of his/her career. So, this situation could be a picture that educators' development depends on personal motivation. To develop, you have to be brave enough to work independently.

[Original quotation]

Dukungan dari institusi masih sangat minim terutama dalam hal pengembangan profesionalisme diri para pendidik. Seakan-akan dukungan dari institusi baru akan diberikan ketika tenaga pengajar tersebut sudah memiliki reputasi, misalnya sudah pernah menerbitkan artikel. Padahal bagi seorang pengajar atau pendidik dukungan dan bantuan tersebut sebenarnya dibutuhkan sejak awal karir sebagai pengajar. Jadi, situasi yang terjadi saat ini bisa menjadi gambaran mengenai pengembangan diri para pendidik yang bergantung pada motivasi pribadi karena minimnya dukungan tadi. Pada intinya, jika ingin berkembang, anda harus berani bekerja mandiri.

In addition, university support could also be influenced by other factors including a connection between educators and the university's higher management.

Unfortunately, these types of connections which allow educators to participate or to access some facilities for professional development are not always based on educators' merits. Nasri, a FBU educator noticed this practice:

When there are activities related to research or community service, [the educators] who get access to the activities are often appointed based on who likes whom. Even though there is a selection and a review process but, in the end, the final decision will be based on their [university higher management's] likes and dislikes.

[Original quotation]

Jika ada kegiatan yang berkaitan dengan penelitian atau pengabdian masyarakat, [tenaga pendidik] yang mendapatkan kesempatan atau akses terhadap kegiatan tersebut sering kali dipilih berdasarkan kedekatan dengan pimpinan sebagai penentu kebijakan. Sehingga meskipun ada proses seleksi dan review, namun pada akhirnya keputusan akhir tetap berdasarkan pertimbangan pihak pimpinan [perguruan tinggi].

The participants' experiences above illustrate how each university in the context of the study supports their educators. It seems that educators' professional development has not been a priority in the university practices. Educators, including those at an early career stage, are left to make their own decisions regarding their development and in a number of situations the university has declined to provide support even to new educators, especially when financial support is required. On the other hand, access to professional development activities or programmes is often granted unfairly through preferential treatment that privileges only some educators. This lack of

professionalisation process regarding educators' development potentially has a great influence on a number of aspects of PETE programme quality including but not limited to quality of educators and their teaching process, students or candidates' learning, and higher education performance (Ehlers, 2009, pp. 355–357).

6.4 Educators' Reflections on Teaching and Learning in Practice

In terms of educators' teaching delivery in the classroom, all of the educators talked about their ability to employ various teaching techniques, to make adjustments to the content prescribed in the teaching syllabus, to use multiple teaching media, or even develop a model of teaching fully incorporating digital technology. One educator clearly articulated his practice below:

Firstly, if there is something in the syllabus that I believe will be ineffective to my class, to be honest I sometimes try to get rid of that. For example, in a Phonetics and Phonology module it is a mandatory to understand algorithms or using the Phonology application [using phonetics software] so that students can virtually identify [how the sounds are produced]. But I think what actually is required from this module is to be able to read the [phonetics] symbols and be able to know the sound. As simple as that! Thus, when I find something in modules that I should teach which I believe is inaccurate, ineffective, or unsuitable to my students I will not hesitate to simplify or omit it (Herman).

[Original quotation]

Pertama, jika ada hal-hal tertentu dalam silabus yang saya yakini kurang atau tidak efektif untuk kelas saya, jujur saja maka saya akan coba untuk

menghapus atau menggantinya. Misalnya, dalam mata kuliah Phonetics and Phonology, ada keharusan bagi mahasiswa untuk dapat memahami algoritme atau penggunaan aplikasi fonologi [perangkat lunak fonetik] agar siswa dapat mengidentifikasi secara virtual [bagaimana bunyi dihasilkan]. Namun, menurut saya, yang sebenarnya dibutuhkan [oleh mahasiswa] dari modul ini adalah kemampuan untuk membaca simbol-simbol [fonetik] dan mengetahui bunyinya. Sesederhana itu! Jadi, ketika saya menemukan sesuatu dalam sebuah mata kuliah yang harus saya ajarkan namun saya yakini tidak akurat, tidak efektif, atau tidak cocok untuk siswa, saya tidak ragu untuk menyederhanakan atau menghapusnya (Herman).

Concern about how educators influence the teaching-learning process, especially making adjustments to the pre-designed module syllabus was also discussed by Aty:

[B]eing innovative I sometimes changed my practices as long as I did not alter my teaching or the module's goals. For example, when I should teach a Language Testing module, I do like it if [in my teaching] there is a practicum following a theory. For the practice, I directed them [candidates] to visit a school, to test their [data collection] instruments at school [to do a try-out for their dissertations]. After that, candidates should analyse the students' try-out results and evaluate whether the instrument is reliable, valid, and appropriate to students or not. And this teaching model especially for teaching Language Testing module, in fact, had never been conducted by any educators at this PETE.

[Original quotation]

Agar lebih inovatif, saya terkadang mengubah praktik mengajar saya selama hal tersebut tidak mengubah tujuan mata kuliah yang saya ajarkan. Misalnya, ketika saya harus mengajar mata kuliah Language Assessment, saya senang jika [dalam pengajaran saya] ada kegiatan praktikum setelah teori. Untuk praktikum, saya mengarahkan mereka [mahasiswa] untuk mengunjungi sebuah sekolah lalu menguji instrumen [pengumpulan data] mereka di sekolah. Kemudian mereka dapat melakukan [uji coba semacam ini] untuk keperluan penelitian skripsinya nanti. Setelah itu, para mahasiswa harus menganalisis hasil try-out terhadap siswa sekolah dan mengevaluasi apakah instrumen tersebut reliabel, valid, dan sesuai dengan atau tidak. Dan model pengajaran seperti ini, khususnya untuk pengajaran mata kuliah Language Testing, belum pernah dilakukan oleh para pengajar di jurusan ini.

Another educator highlighted her innovations in teaching a module which was not limited to changing the thematic structure of the module but involved fully modifying her teaching-learning delivery:

In my classes, I developed a learning management system using Moodle. Although I previously did not know about this system, I learned how to apply this system in my classes. Then, I designed a digital platform for the module that I taught.... Finally, this project became one of my achievements and I was able to share it with other lecturers at this university (Hasni).

[Original quotation]

Dalam pengajaran di kelas, saya coba kembangkan sistem manajemen pembelajaran menggunakan Moodle. Meskipun sebelumnya saya tidak tahu

mengenai sistem ini, saya belajar bagaimana cara menerapkan sistem ini di kelas. Kemudian, saya merancang sebuah platform digital untuk mata kuliah yang saya ajarkan di [nama universitas].... Akhirnya, proyek ini menjadi salah satu pencapaian saya dan saya dapat membagikannya kepada dosen-dosen lain di universitas ini (Hasni).

Educators' teaching-learning above show that innovations in teaching was more possible when educators were able to employ Information and Communications Technology (ICT) skills from designing lessons to delivery in the classroom. Unfortunately, the level of educators' skills was varied. According to Nasri, based on his experience when he was a part of PETE programme's office, the majority of educators, especially senior educators, do not have even basic ICT skills required for teaching. He stated that:

For young educators, they tend to have good ICT skills, in contrast to senior educators. More than 60% of senior educators do not have the necessary ICT skills. This is also a problem because senior educators usually lack the motivation to learn ICT. It is difficult to teach them because they always want to be served. I think it is an example of a bad practice between senior-junior or superior-subordinate educators' interactions in a higher education institution.

[Original quotation]

Pengajar (dosen) muda cenderung memiliki kemampuan teknologi informasi dan komunikasi (TIK) yang lebih baik, berbeda dengan pengajar atau dosen senior. Lebih dari 60% dosen senior tidak memiliki kemampuan atau keterampilan TIK yang memadai. Sehingga hal ini juga menjadi masalah

karena pendidik senior biasanya juga kurang termotivasi untuk belajar TIK. Bahkan cenderung sulit untuk mengajari mereka karena mereka selalu ingin dilayani. Menurut saya, ini adalah contoh praktik yang buruk antara interaksi pendidik senior-junior atau antara atasan-bawahan di sebuah lembaga pendidikan tinggi.

The gap between senior educators' ICT ability and the skills required in a classroom presents another complication for junior educators. Senior staff's inadequate ICT skills are often used as an argument to force junior educators to cover the teaching duties of their more senior colleagues. For example, Nasri narrated:

Based on the superior-subordinate or senior-junior power relations in this environment, we [junior educators] felt uncomfortable to refuse if we were asked for help, including assisting seniors using ICT in their classrooms... Here [at this PETE programme] there is also a culture that juniors should support senior educators, especially professors in his/her classrooms for a minimum of three semesters. However, on many occasions the professors never come to the classrooms. Thus, teaching is solely performed by the junior educators.

[Original quotation]

Berdasarkan relasi kuasa atasan-bawahan atau senior-junior di institusi [universitas] ini, kami [tenaga pendidik/pengajar junior] merasa tidak nyaman [tidak dapat] menolak jika dimintai bantuan, termasuk permintaan para senior untuk dibantu dalam penggunaan TIK di kelas.... Di sini [jurusan] juga ada budaya bahwa junior harus membantu pengajar senior, terutama para professor untuk mengajar di kelas selama minimal tiga semester. Namun,

dalam banyak kesempatan, para profesor tersebut tidak pernah hadir di kelas. Dengan demikian, semua pengajaran hanya dilakukan oleh para pengajar junior.

Being a senior educator's 'assistant' was also experienced by other educators, such as Indah, a female educator at GCU. Although she admits that being an assistant or second lecturer on a module could be an ideal opportunity to learn from a senior educator's practices, she did not experience this personally, as she was left to teach the classes on her own. Interactions with the senior educator were only when she planned her class and at the end of the semester when she needed to obtain their signature before submitting candidates' exam results. She explained that:

Now, I have my classes. The most obvious difference is that now I have my independence and autonomy in designing lessons and activities. When I was still an assistant, I had to follow the senior lecturer's lesson plans. After that, I still needed to ask his/her permissions if I wanted to make a change to the plans, adding new materials or activities. Now I can decide what I will do in my classes. For example, in the first session I will conduct an observation to identify my students' abilities, to know who are able to communicate, who are introvert or extrovert. Based on the observation I will select teaching materials and approaches suitable to their abilities.

[Original quotation]

Sekarang, saya sudah punya kelas sendiri. Perbedaan paling jelas adalah bahwa sekarang saya memiliki kemandirian dan otonomi dalam merancang pelajaran dan kegiatan di kelas. Saat saya masih menjadi asisten, saya harus

mengikuti rencana pembelajaran dosen senior. Setelah itu, saya masih harus meminta izin dan persetujuan jika seandainya ingin mengubah rencana, menambahkan materi maupun kegiatan baru di dalam kelas. Sekarang saya bisa memutuskan sendiri apa yang akan saya lakukan di kelas. Misalnya, pada sesi pertama saya akan melakukan observasi untuk mengidentifikasi kemampuan siswa, termasuk untuk mengetahui kemampuan komunikasi mereka, siapa saja siswa yang introvert atau extrovert. Berdasarkan observasi tersebut, saya kemudian memilih bahan ajar dan pendekatan yang sesuai dengan kemampuan mereka.

6.5 Conclusion

This chapter has presented the findings from the interviews with teacher educators related to PETE programme design and practices, their contributions in the programmes as well as the support from the programme related to their personal development. Their perspectives reveal that PETE programmes still teach modules or subjects which are unrelated to candidates' needs when entering the profession. The centralised higher education curriculum and the institution's core values are the factors widening the gap between reality and what is required.

In terms of PETE course design, although some educators actively contributed to the course design at their university, the majority of educators were not involved in the process or were not even informed about the design and course modules' distribution. Moreover, during the design process, ideas and initiatives to include more PETE-related modules, presented by PETE programme staff, were often challenged by faculty and university managers, citing institutional core values, internal policies and

the views of more senior educators not teaching English-related subjects. The impact of this practice will be explored in chapter eight (Candidates' perceptions of PETE Programmes) when presenting findings from candidates based on their views about PETE's practices, their candidacy period, and school experience programme.

From the educators' interview findings, it seems that neither of the two institutions considered educators' professional development to be a priority. Yet, ironically, despite considering educators' professionalism critical to PETE and university practices, the support they provided in this area could be considered to be very limited or absent. The teacher educators' insights suggest that support from the PETE programme and/or the university is severely needed especially by junior educators in their early career.

Unfortunately, collusion practices often accompany PETE or university practices when there are opportunities to access professional development. Prioritising senior educators and those who have already had adequate experience also adds more challenges for junior educators to gain support for professional development. As such, educators believe that power relations and unproductive practices are still found in PETE teaching-learning processes. A power imbalance in the interactions between senior and junior educators still exists in PETE programmes. An obligatory assistance to senior educators' classrooms without professional support is just an example of practices which become a part of the culture in some PETE programmes. Although this model of interaction could provide opportunities for junior educators to directly learn from their seniors, in many situations they were only directed to accomplish the

senior educators' modules or classes without adequate support or guidance, and, hence, an opportunity for professional development.

CHAPTER SEVEN: THE ROLE OF MENTORS IN ENHANCING PETE PROGRAMMES AND CANDIDATES' QUALITY

7.1 Introduction

In the previous chapter, educators' perspectives regarding PETE programme practices in preparing candidates, their professional development, roles and practices at PETE programmes and support they provided to candidates during school experience programmes (SEP) have been explored. However, the educators' views are insufficient to fully understand PETE programmes practices in preparing candidates. It was important to also acquire information from other parties involved in candidates' process in obtaining teacher qualification status. In this case, the views of in-service teachers, who guide and supervise candidates during SEP, will be examined.

As members of staff who support and interact with candidates during SEP, in-service teachers' (mentors') are central in providing initial depictions of candidates' performances at school. Moreover, information from the mentors helps to identify and analyse the model of support they provided to candidates as well as the types of support mentors themselves received from PETE programmes and the educators as part of their mentoring role in SEP.

Mentors' central role in helping candidates at school experience is consistent with a view that new teachers when entering the profession often lack knowledge and skill in delivering lessons and understanding variables that influence classrooms and

schools, including students' ability, culture, economy, and socio-political and administrative features of their communities (Bates & Burbank, 2019, p. 18). Thus, it is important to provide support that can help candidates develop their knowledge and skills while encouraging their agency for quality teaching and professional development (p. 16). At the same time, only teachers who have a good understanding of the complex school and classroom variables can provide optimal support to foster candidates' knowledge and skill, and encourage their agency.

In terms of their employment status, only the tenured civil servant teachers have a permanent status. It means that this teacher group does not only receive income according to the government's standard, but also various types of allowances, professional career development opportunity and a secure occupation status as long as they do not commit any significant unethical behaviour or violation of laws (Huang et al., 2020). On the other hand, the nontenured teachers' career totally depends on institutions that appointed them. These groups might not have a secure teaching career path as well as facilities to support their career development.

Various teachers' status could also have different implications for their mentoring practices, especially for non-tenured teachers. In Indonesia's education system and teacher policy only civil servant teachers can use their mentoring experiences to support their promotion to a higher level of teacher ranks (Ministry of Administrative and Bureaucratic Reform - MoABR, 2009). Their mentoring activities can be converted into credits and added to their professional development activities. On the other hand, the noncivil servant teachers who mentor candidates are notable to use their mentoring activities as additional credits for a career promotion. The only benefit they

receive is financial, at least this was the information available at the time this study was conducted. Therefore, non-civil-servant teachers are less likely to get involved in mentoring teacher candidates.

7.2 Mentors' Teaching Status and Performance at School

Teaching status and performance at school emerged from my interviews with mentors. The mentors seemed agreed that their level of contribution at schools including support they provided to candidates SEP was not determined by their teaching status. The mentors argue that a variation of teacher status and facilities that a particular group of teachers receives does not always relate to better performance (more discussion about various teacher status in Indonesian education contexts has been covered in chapter one subsection 6.2). The insubstantial correlation between teacher status and performance was commented on by a mentor, she said:

I do not see any outstanding performances of teachers regarding their statuses. It depends on teacher personalities. While some civil servant teachers are good, motivated, creative and have commitment in the profession, other teachers might be just ignorant. Their teachings are just to meet obligations [teaching loads]. They lack motivation to develop (Syila, civil servant mentor).
[Original quotation]

Saya melihat tidak ada kinerja guru yang menonjol jika dikaitkan dengan status mereka. Itu tergantung pada kepribadian gurunya sendiri. Ada beberapa guru PNS berkinerja sangat baik, selalu termotivasi, kreatif dan memiliki komitmen dalam profesinya, namun ada juga guru PNS yang mungkin cuek saja. Mereka

mengajar hanya untuk memenuhi kewajiban [beban mengajar]. Mereka tidak memiliki motivasi untuk berkembang (Syila, guru PNS).

Another comment relate teaching status and performance at school was also narrated by Risa, she contended:

Teachers' performance is also determined by experience and adaptability. A recent example of new civil servant teachers which were appointed this year. However, both of them, in my opinion, have not been able to show best performance at school and in their classrooms. They don't really understand the teaching-learning at school. Maybe it's because of their lack of school system and teaching experience. When they were told what they should do, they were surprised. They should have understood the school's conditions, system, rules, and students before they were appointed. ...They were also surprised because they had to teach around 400 students that are divided into 12 classrooms.

[Original quotation]

Kinerja guru juga ditentukan oleh pengalaman dan kemampuan guru beradaptasi. Contoh kasus misalnya guru PNS yang baru diangkat tahun ini. Menurut saya kedua guru tersebut belum bisa menunjukkan kinerja terbaik di sekolah maupun di kelasnya. Mereka belum begitu paham dengan proses belajar-mengajar di sekolah. Mungkin karena sistem sekolah dan pengalaman mengajar mereka yang kurang. Sehingga saat mereka diberitahu apa yang harus mereka lakukan, mereka terlihat kaget. Seharusnya kan mereka sudah memahami kondisi sekolah, sistem, peraturan, dan murid-muridnya sebelum

mereka diangkat menjadi guru PNS.... Mereka juga kaget dengan kondisi di sekolah ini karena mereka harus mengajar sekitar 400 murid yang terbagi ke dalam 12 kelas berbeda.

From my analysis of mentors' interview transcripts, several points emerge as mentors' concerns, including their teaching career and mentoring experiences, professional development as in-service teacher, mentoring activities and their interactions with PETE programmes and educators during candidates' school experience programme (SEP). These are presented in the following sections.

7.3 Mentors' Journey into Teaching and Preparation to Mentoring Candidates

I discussed in methodology chapter (sub section 5.4.1) that mentors who participated in the study have a varied number of years of teaching experience but most of them have been in the profession for more than a decade. Information from the interviews also reveals that mentors who have longer teaching experiences tend to have taught at several educational institutions before they were appointed into the current schools. For example, Hilman, a civil servant teacher, who was currently at his fourth school in nine years said that:

I was firstly appointed as a civil-servant teacher in a district in [name of a place]. It is actually further away in the countryside. It is in [name of a place]. I lived there for five years and experienced teaching at two different schools. I moved to [name of a place] in 2018 and taught at a state school before this current school (Hilman, civil-servant mentor).

[Original quotation]

Saya pertama kali diangkat sebagai guru PNS di sebuah kabupaten di [nama tempat]. Lokasinya cukup jauh di pedalaman. Tepatnya di [nama tempat]. Saya tinggal di sana selama lima tahun dan berpengalaman mengajar di dua sekolah yang berbeda. Saya pindah ke [nama tempat] pada tahun 2018 dan mengajar di sekolah negeri sebelum mengajar di sekolah yang sekarang ini (Hilman, guru PNS).

However, teachers' movement from rural schools to urban schools might not relate to enrich skills, especially mentoring skills. According to Huang et al. (2020) one of teachers' reasons to move to urban schools is because they want to be closer to the urban centre where facilities (e.g. communication, transportation, and technology) as well as bureaucratic offices are much accessible. Spending a whole teaching career in rural areas might not be a candidate's primary choice because they went to these areas only to obtain the civil-servant teacher status. In rural areas teacher resources are very much needed so appointment of civil servant teachers is often much easier and often does not even require a recruitment test (Huang et al., 2020).

The mentors' mobility from teaching at schools in a rural area to schools in urban area, especially those with civil servant status, has also been a part of Syila's teaching career. She stated that:

I was appointed as a civil-servant teacher in 1998 at a district's school. The risk was because the school is in a border area of a region. Then I moved to a junior secondary school in the district's neighbourhood. So, I spent five years in those

areas before I moved to another junior school in [a name of city]. Then, in 2015, I move to a senior secondary school until now (Syila, civil servant mentor).

[Original quotation]

Saya terangkat sebagai guru PNS pada tahun 1998 di sebuah sekolah negeri dan resikonya adalah karena sekolah tersebut berada di daerah perbatasan. Kemudian saya pindah ke sekolah menengah pertama di lingkungan kabupaten. Jadi, saya menghabiskan lima tahun di daerah tersebut sebelum pindah ke sekolah menengah pertama lain di [nama kota]. Kemudian, pada tahun 2015, saya pindah ke sekolah menengah atas sampai sekarang (Syila, guru PNS).

By following the stories of Hilman and Syila above it can be noticed that they share a similar story of their teaching journey both starting their teaching careers in rural schools before moving to urban schools. However, neither Hilman nor Syila had mentoring experiences although they spent several years teaching. Their first mentoring experiences were only after they had taught at urban schools because their first schools' locations in rural areas were not prioritised by PETE for school experience programme.

Limited mentoring activity experienced by Hilman and Syila also illustrated inability of PETE programme to address all teachers' community and to support the teachers meet their professional needs despite location of their schools at a rural area. PETE programme needs to improve its coordination with schools despite schools' geographical contexts. Through this strategy PETE programme provide teachers an access to all model of professional development activities including mentoring

candidates. Unfortunately, PETE programme partnership with schools seemed to benefit a single party only. Schools and mentors were situated as partners to PETE programme activities but their needs to perform maximum support were neglected.

Faiz narrated his experience:

[I would like] to have training on mentoring for a self-development as mentors. So, as a mentor [when involved in SEP] I can also develop [my teaching knowledge and skills]. Candidates will also develop their knowledge and teaching skills after completing SEP. This situation will be only possible when mentors have been equipped beforehand. But in the real practice, the situation was different. There was no training even a clear SEP activity guidance. The SEP suddenly existed and [mentors] were asked to provide support to the candidates.

[Original quotation]

[Saya berharap] ada pelatihan untuk pengembangan diri sebagai guru pamong. Jadi, sebagai guru pamong [saat terlibat dalam PPL] saya juga bisa mengembangkan diri saya [pengetahuan dan keterampilan mengajar]. Para kandidat juga otomatis akan berkembang pengetahuan dan keterampilan mengajar mereka setelah menyelesaikan PPL. Akan tetapi situasi seperti ini hanya mungkin terjadi jika para guru pamong telah dibekali sebelumnya. Namun pada praktiknya, situasinya sangat berbeda. Tidak ada pelatihan bahkan panduan kegiatan PPL yang jelas. PPL seakan-akan tiba-tiba saja diadakan dan [pamong] diminta untuk memberikan bantuan penuh kepada para mahasiswa PPL.

Research notes the importance of mentors' roles in candidates' school experience programmes (Bates & Burbank, 2019; Bleach, 2013). However to adequately perform the role mentors are required to not only demonstrate good quality teaching and share the practices with candidates but also be role-models in the profession while focusing on candidates' learning and professional growth by enacting their agency (Bates & Burbank, 2019, p. 32; Mutton et al., 2017, p. 24). Mentors' ability to disseminate their good teaching practices and provide optimum support to candidates could be considered as minimum commitment expected from mentors in any teacher education contexts (Dillon & Maguire, 2011).

In fact, in Indonesia's teacher education contexts, to ensure teachers' capability in mentoring candidates the government sets out the minimum requirements and responsibilities that a mentor should fulfil including teaching experience, mentoring experience, and teacher's certified status (MoECRT, 2020; MoRA, 2018). The government's policy about mentors is then transformed into academic regulation at pre-service teacher education institutions including at two universities in which the current study took place.

In both of the Universities' academic regulations, it is clearly stated that eligible mentors are those who have a minimum of four years teaching experiences, have completed mentoring candidates training, and have been certified (SEP Document 1 FBU 2020; SEP Document 1 GCU 2019). Unfortunately, the minimum mentors' requirements policy is not implemented in practice. In the actual SEP, the mentors' appointment process often neglects these requirements especially the teaching

service and mentoring training experiences. This flawed practice of mentors' appointment for candidates is confirmed by mentors such as Faiz and Asti.

Before teaching at his current school, Faiz started his teaching journey at an elementary school before he obtained qualified teacher status. He was asked to join the school by his uncle who was previously appointed as a head of school at the same school. After spending some years at the school, he was motivated to obtain an English teaching qualification. Unfortunately, there was a revision of the national curriculum that removed English from the elementary school's curriculum. As a consequence, he could not return and teach at the same school. Soon after he graduated from pre-service education in 2018, he applied to a junior secondary school. It was then at this school he firstly experienced mentoring candidates from a PETE programme of a religious based university. He illustrated his mentoring experience:

I was directly appointed by the head of school. 'He said: You are going to mentor candidates.' That's it and I could not clarify or ask any further questions! Although I don't have mentoring experience and have never participated in a mentor training. Thus, my mentoring was based only on my experience when I was a mentee [during candidacy at PETE programme]. Also, I shared what I know about, for example designing and teaching a lesson, classroom managements, and how to handle misbehaving students.

[Original quotation]

Saya ditunjuk langsung oleh kepala sekolah sebagai guru pamong PPL dan [kepala sekolah] mengatakan: Anda ditunjuk sebagai pamong bagi mahasiswa PPL. Hanya itu saja dan saya tidak bisa mengklarifikasi atau bertanya lebih

lanjut! Meskipun saya tidak memiliki pengalaman pamong PPL dan tidak pernah mengikuti pelatihan guru pamong. Jadi, kegiatan pamong PPL saya hanya berdasarkan pengalaman saya dulu saya mengikuti kegiatan PPL [sewaktu masih kuliah]. Meskipun demikian, saya berusaha sebaik mungkin membagikan apa yang saya ketahui, seperti merancang dan mengajarkan mata pelajaran, manajemen kelas, dan cara menangani siswa yang nakal.

Faiz's story shows that schools often ignore teacher's previous mentoring knowledge and training experience as the main requirements for mentoring candidates during their SEP. However, it seems that the school or the head of school in question do not consider Faiz's limited mentoring knowledge and experience as an issue. He was repeatedly appointed to mentor candidates despite his limitations. Faiz expressed his disappointment by stating that:

There is no mentor training at all and perhaps there is no such training in this area. I even did not know when the candidates will come to our school for their SEP. As usual, they just come to this school.

[Original quotation]

Sama sekali tidak ada pelatihan pamong PPL dan mungkin memang tidak ada pelatihan semacam itu di daerah ini. Saya bahkan tidak tahu kapan para mahasiswa calon guru akan datang ke sekolah kami untuk mengikuti PPL. Seperti biasa, mereka datang begitu saja ke sekolah ini.

Inadequate information before candidates conduct SEP depicted PETE's inadequate management including administration and organisation before sending candidates to

PETE school partners. It seemed that PETE do not have information about teachers' mentoring track records and apparently disregarded on purpose mentoring experience when selecting schools for SEP as illustrated by Faiz. A feeling of being insufficiently qualified to mentor candidates is also Asti's concern when she had to mentor candidates:

In the very beginning of my first year [at this school], I was directly appointed to mentor teacher candidates, although I did not have a mentoring experience. I was shocked [and] asked why I was given such a big responsibility like this. Even now I am still learning [how to develop my mentoring skill] from teacher colleagues.

[Original quotation]

Di tahun pertama saya mengajar [di sekolah ini], saya langsung ditunjuk untuk menjadi guru pamong bagi mahasiswa calon guru yang melakukan kegiatan PPL meskipun saya tidak memiliki pengalaman sebagai pamong. Saya sempat kaget [dan] bertanya mengapa saya diberi tanggung jawab besar seperti ini. Sampai sekarang pun saya masih belajar [bagaimana mengembangkan kemampuan membimbing] dari rekan-rekan sesama guru.

As a new teacher, Asti realised her limitations in terms of knowledge and skills especially when she mentored teacher candidates. However, her difficulties have not yet been addressed by the school. She argued,

I need to learn more. I feel I still have a lot of weaknesses [in terms of my knowledge and teaching skills]. However, so far there has never been any

training, for example, how to become a teacher mentor. I haven't [got] any...I think it is not only teacher candidates who need to be equipped with [knowledge and skills through school experience programme (SEP)]. A new teacher like me should also be equipped with knowledge and skills. Because it is not impossible a teacher is also confused about what to do [in SEP].

[Original quotation]

Saya perlu belajar lebih banyak lagi. Saya merasa masih banyak kekurangan [dalam hal pengetahuan dan keterampilan mengajar]. Namun, sejauh ini saya belum pernah ikut pelatihan, misalnya, bagaimana menjadi guru pamong. Saya belum pernah mendapatkannya... Menurut saya, tidak hanya mahasiswa calon guru yang perlu dibekali dengan [pengetahuan dan keterampilan melalui program pengalaman lapangan (PPL) di sekolah. Namun, seorang guru baru seperti saya juga harus dibekali dengan pengetahuan dan keterampilan terkait hal tersebut. Karena bukan tidak mungkin seorang guru juga bingung apa yang harus dilakukan [dalam PPL].

The mentoring problems that Asti articulates above illustrate her desperate situation as a new teacher who was ordered to mentor candidates despite her zero mentoring experiences. It was a situation that she might not expect when she still needs more guidance and supports to improve her knowledge and teaching skills. Asti's story also helps to capture the appointment processes at PETE programme's partner schools. In addition, there is an indication that schools are not well informed about the mentors' criteria for SEP.

In line with Asti and Zacky's experience, Kyah another mentor from a different PETE programme school partner also expresses her limited knowledge. She stated that

My main problem when mentoring candidates is my knowledge and teaching technique ability. And I think it truly hindered my mentoring activities. I could not share many aspects with candidates such as various teaching techniques that are useful in delivering lessons. I might be the only mentor who faces this difficulty and it really disturbs me.

[Original quotation]

Masalah utama saya ketika membimbing mahasiswa calon guru adalah pengetahuan dan kemampuan teknik mengajar. Dan menurut saya hal tersebut sangat menghambat kegiatan mentoring saya. Saya tidak bisa berbagi banyak hal kepada para mahasiswa PPL seperti berbagai teknik mengajar yang efektif dalam menyampaikan pelajaran. Saya mungkin satu-satunya guru pamong yang mengalami kesulitan seperti ini dan hal ini sangat mengganggu saya.

Kyah's reflection on her mentoring is in line with Zacky's story. He expressed his concern regarding his mentoring process:

Apart from all the challenges I faced when mentoring candidates, support from PETE programmes and educators did not exist. They did not even provide guidance or other instruments which I can employ to assess candidates. So, how would I make a good assessment of candidates' performance during SEP to inform their strengths and weaknesses. I believe this information will benefit

candidates, PETE programme and educators, especially when they need to evaluate SEP.

[Original quotation]

Terlepas dari semua tantangan yang saya hadapi saat membimbing para mahasiswa ini, dukungan dari jurusan (program studi) dan dosen pembimbing tidak ada. Mereka bahkan tidak memberikan panduan atau instrumen kegiatan PPL yang dapat saya gunakan untuk menilai mahasiswa calon guru ini. Jadi, bagaimana saya dapat melakukan penilaian yang baik terhadap kinerja mereka selama PPL untuk menginformasikan kekuatan dan kelemahan mereka? Saya yakin informasi ini akan bermanfaat bagi para mahasiswa itu sendiri, jurusan, dan para pendidik (dosen), terutama ketika mereka perlu mengevaluasi kegiatan PPL.

It seems that PETE programmes and schools rarely discuss this aspect before a SEP and also fail to conduct a reflective evaluation at the end of each programme. The PETE programmes evaluation of SEP was Zacky's concern:

At the end of each SEP, there should be an evaluation to see what actually happened during candidates' SEP, strengths and weaknesses, what strategy worked, what documents were lacking, as well as considering how educators and mentors' performance in terms of supporting candidates. So far, based on my experience, all of these aspects are often insufficient (Zacky, mentor).

[Original quotation]

Di akhir setiap kegiatan PPL, seharusnya ada evaluasi untuk melihat apa yang sebenarnya terjadi selama mahasiswa mengikuti PPL, kekuatan dan

kelemahan [mereka], strategi apa yang berhasil, dokumen apa yang kurang, serta untuk melihat bagaimana kinerja para pendidik (dosen pembimbing) dan guru pamong dalam mendukung mahasiswa PPL ini. Sejauh ini, berdasarkan pengalaman saya, semua aspek tersebut sering kali kurang (Zacky, mentor).

The mentors' narratives above depict situations that mentors experienced during candidates' SEP. At some points, mentors such as Asti and Kyah's expressed their frustrations about how to provide optimal mentorship for candidates with their limited mentoring experience. Although they were not ready for this task, it seemed that they were not given any alternatives except to accept the mentoring task. On the other hand, mentors' hindrances in mentoring have never been an issue either to PETE or to their school partners. Apart from various level of mentors' experiences regarding mentoring candidates, PETE programmes or schools seemed apathetic about mentors' ability and readiness in mentoring candidates. In a number of situations, as illustrated by mentors (such as Faiz, Asti, Zacky, and Kyah) that when mentoring candidates, mentors were appointed by head of school once the candidates have arrived for SEP. Both PETE programmes and schools did not specifically request teachers to have mentoring knowledge and skills before they can work with candidates.

7.4 Mentors' Professional Development

Regarding professional development, the interviews with mentors revealed that they all have completed a minimum undergraduate English teaching programme before entering the profession. The mentors entered the teaching profession through different routes or schemes such as central and local government selection, national non-

tenured teacher scheme, and teachers at remote areas scheme. One mentor, for example, illustrates his initial professional development stages after he was appointed as a civil servant English teacher:

I realise that I am a teacher so I should know better than my students. So, after being appointed, I went to B**** [an English course centre] to improve my language knowledge and skills. I feel I should attend a private English course because so far, although after graduating from a PETE programme, I think I have not acquired it [content knowledge]. I have to prepare myself and improve my ability before starting to teach. (Hilman - mentor)

[Original quotation]

*Saya menyadari bahwa saya adalah seorang guru, jadi seharusnya saya harus lebih tahu daripada murid-murid saya. Jadi, setelah diangkat [menjadi guru PNS], saya pergi ke B**** [tempat kursus Bahasa Inggris] untuk meningkatkan pengetahuan dan keterampilan bahasa Inggris saya. Saya merasa harus mengikuti kursus privat Bahasa Inggris karena sejauh ini, meskipun saya lulusan jurusan Pendidikan Bahasa Inggris, saya merasa pengetahuan dan kemampuan saya masih sangat kurang. Jadi, saya harus mempersiapkan diri dan meningkatkan kemampuan saya sebelum mulai mengajar (Hilman – mentor).*

Hilman descriptions about his path into a teaching career through civil servant teacher recruitment scheme depict two aspects i.e., subject knowledge and teaching knowledge and skills that inform insufficiently the PETE program in preparing candidates to teach at Indonesian ELT context. His story also reflects how to be a

teacher i.e., get a full tenured teacher status as well as how English subject teacher recruitment process was conducted to select the best candidates for the position.

Another teacher illustrates a different journey to improve her capability in teaching. She began her formal journey into the profession after completing her six months university-led training, although she had been in the teaching job for several years. She stated that:

I have been in this teaching profession since 2004 but without a teaching certificate [qualified teacher status]. It is because I graduated from a non-teaching education programme. In 2010 I enrolled in a qualified teacher status programme.... Without the programme, I will not be a tenured civil servant teacher (Ony)

[Original quotation]

Saya telah menjalani profesi sebagai guru [Bahasa Inggris] sejak tahun 2004, tapi tanpa sertifikat pendidik [syarat penuh sebagai guru]. Hal ini karena saya adalah lulusan jurusan Bahasa Inggris tapi non keguruan. Akhirnya pada tahun 2010 saya mengikuti program akta guna memenuhi syarat sebagai guru berkualifikasi.... Tanpa program ini, saya tidak akan menjadi guru PNS (Ony).

Another story is from Fitri who talked about gaining her qualified teacher status in 2002 before she was appointed as a civil servant teacher in 2009. Two years later, in 2011 she completed her postgraduate master in a teacher education programme. However, she also argues that she has limited opportunity to develop her professional growth. She illustrates her frustration regarding school's support for her ongoing professional

development as well as head of school's bitterness when she informed her about attending a training event:

There is no support from the school so I can attend trainings. Moreover, in several situations I was not allowed to attend trainings, especially a training in another city. My head of school even showed her hostility and directly questioned my activity: 'why are you more strenuous with external activities?' It shocked me because I think what I had done due to my professional development as a teacher. It benefits both the school and my teaching. At that time, I was bitterly disappointed because I only needed a permission letter to attend the training and I did not ask for a financial support.

[Original quotation]

Tidak ada dukungan dari sekolah agar saya dapat mengikuti pelatihan. Selain itu, dalam beberapa situasi saya tidak diizinkan menghadiri pelatihan, terutama pelatihan yang dilaksanakan di kota atau daerah lain. Bahkan, kepala sekolah saya menunjukkan sikap tidak bersahabat dan secara langsung mempertanyakan kegiatan saya dan mengapa saya lebih banyak melakukan kegiatan di luar? Hal ini sangat mengejutkan. Karena selama ini saya berpikir apa yang saya lakukan adalah untuk pengembangan profesionalitas saya sebagai guru. Dan hal tersebut akan bermanfaat bagi sekolah dan pengajaran saya. Saat itu, saya sangat kecewa karena saya hanya membutuhkan surat izin agar dapat menghadiri pelatihan. Saya tidak meminta dukungan finansial untuk ikut kegiatan tersebut).

Fitri's experience regarding her professional development shows that there are unproductive policy practices at schools that inhibit teachers' growth. In her situation, although she had access to various development activities including training that was directly sponsored by the central government, the challenges came from the school's poor governance and leadership, especially the head of school. Without the school's support, it seems impossible for teachers to actively participate in any professional development activities either internal or external to the school's environment. A robust support system is likely to motivate teachers to maintain their ongoing professional development (Huang et al., 2020), especially from head of school, senior colleagues and managers as is pointed out by Syila, a mentor at a senior secondary school. She shared her perspective on school's structure especially the head of school's support for her development:

The Head of school's supports are great. For example, recently I conducted classroom action research and I feel the head of school is supportive. She verbally expressed her support to my activity and she often visited my classrooms. She encouraged and appreciated my efforts...the current head of school is very supportive.

[Original quotation]

Dukungan kepala sekolah sangatlah besar. Misalnya, baru-baru ini saya melakukan penelitian tindakan kelas dan saya merasa kepala sekolah sangat mendukung. Beliau secara lisan menyatakan dukungannya terhadap kegiatan saya dan bahkan beliau sering mengunjungi kelas saya. Beliau sangat mendorong dan menghargai usaha saya... kepala sekolah saat ini sangat mendukung.

Syila's experience about her school management shows that support and acknowledgment from school management are positive to her daily routines as a teacher. Verbal expression of acknowledgement from school management will eventually help her to continuously create an innovation in her teaching development in which not only benefit herself but more importantly to her students and classrooms teaching (Durrant, 2020).

7.5 Mentoring Candidates – Varied Experiences

School experience programme (SEP) as an integral element of PETE programme plays a critical role in ensuring candidates' readiness to commence their teaching journey. A SEP is an initial phase for candidates to learn and develop connection between theories and methods that they acquire from pre-service teacher education programme which is crucial in scaffolding their professional growth (Bates & Burbank, 2019). Also, it is through a SEP that candidates will have opportunities to directly experience real classroom and school contexts, to observe in-service teachers in their real teaching situations, to understand the nature of teacher work, as well as to share experiences among candidates, in-service teachers, PETE programmes and schools (Ball & Forzani, 2010; SEP Document 1 GCU, 2020).

Therefore, it is crucial that both the PETE programme or university and school partners create a collaboration which clearly states both parties' roles and responsibilities during candidates' SEP (Leask & Moorhouse, 2005, p. 18). A collaboration means a mutual partnership that all parties especially educators and mentors are equally heard, thoughtfully validated and supported (Bates & Burbank, 2019). All parties' involvement in SEP, including HE institutions, PETE programmes, educators, PETE school

partners, mentors and candidates, is clearly regulated and mentioned in SEP guidance.

Unfortunately, this main principle might not be truly embraced in candidates' SEP as it was explained by the mentors interviewed for this study. All mentors seem to share a similar perception about lack of supports from PETE and educators during candidates' SEP. As a consequence, any collaboration between PETE and school partners, educators, and mentors in preparing candidates could not be achieved. Furthermore, mentors had varied understanding of types of guidance, models of activities and support that they should provide to candidates. Regarding support from PETE programme or educators, Zacky, a mentor at a state senior secondary school mentioned that:

I have never been contacted either by PETE or by educators [regarding their candidates]. I think to be contacted by them is a form of real appreciation [of me as a mentor]. [Because] I mentor their students. Unfortunately, there is no communication.... Maybe they [educators] are too busy, so they don't have time to contact me.

[Original quotation]

Saya tidak pernah dihubungi baik oleh jurusan maupun oleh dosen pembimbing [mengenai calon mahasiswa PPL mereka]. Menurut saya, dengan dihubungi oleh mereka itu adalah bentuk apresiasi yang nyata [terhadap saya sebagai guru pamong]. [Karena saya membimbing murid-murid mereka. Sayangnya, tidak ada komunikasi sama sekali.... Mungkin mereka [dosen pembimbing] terlalu sibuk, sehingga tidak sempat menghubungi saya.

Another mentor also expresses his lack of collaborative experience with an educator during candidates' SEP. He argued:

From the first day of SEP until the completion of the programme, I was never contacted by either the campus [PETE] or [the designated] educator. Unfortunately, the educator who I [was supposed to] collaborate with was also the university vice chancellor. So, he must have been busy and did not have time. When I explained this situation to the school's management, it was suggested that I simply handle the mentoring activities alone. So, I was in the position of a mentor as well as an educator for the candidates' SEP.... And my educator partner in mentoring the candidates existed solely for PETE programme's documentation or report purposes (Gibran, mentor).

[Original quotation]

Sejak hari pertama PPL hingga program selesai, saya tidak pernah dihubungi atau berkomunikasi dengan pihak kampus [jurusan] maupun dosen [pembimbing yang ditunjuk]. Sayangnya, dosen pembimbing yang [seharusnya] berkolaborasi dengan saya, saat itu juga sebagai rektor. Jadi, dia pasti sangat sibuk dan tidak punya waktu. Ketika saya menjelaskan situasi ini kepada pihak sekolah, saya disarankan untuk menangani kegiatan pendampingan PPL ini meskipun sendirian. Jadi, saya berada dalam posisi sebagai pamong sekaligus dosen pembimbing PPL bagi mahasiswa peserta PPL.... Dan mitra saya [dosen] dalam membimbing para calon peserta hanya formalitas untuk keperluan dokumentasi atau laporan program PPL (Gibran, mentor).

From the two interview extracts above, it can be seen that mentors' roles during SEP were not supported by educators, although PETE would require educators to collaborate and provide maximum mentoring support to both mentors and candidates. Moreover, PETE's lack of monitoring practices made possible educators' absence in supporting their candidates and the mentors during SEP. Although it is not yet clear whether PETE's and educators' passive communication style worsened their relationship with school partners and mentors; there was distinct feeling in mentors that they were under-valued due to their working place and occupation status. Zacky concluded his dismay:

[We] feel that we were not acknowledged. Maybe because we are only school teachers and they are lecturers. It seems that schools and mentors were underestimated, although we fully support their students. They send us raw materials and expect us to prepare them.

[Original quotation]

[Kami] merasa tidak dianggap. Mungkin karena kami hanya guru dan mereka adalah dosen. Sepertinya sekolah dan guru pamong dipandang sebelah mata, padahal kami mendukung penuh mahasiswa mereka yang melaksanakan PPL. Seakan-akan mereka mengirimkan bahan mentah saja dan berharap kepada kami kami untuk menyiapkan bahan tersebut menjadi makanan jadi.

Feeling unappreciated during mentoring activities might not be Zacky's only story as a mentor. Similar experience was also expressed by other mentors. The majority of mentors seemed to agree that lack of communication and coordination from PETE and educators shows a lack of appreciations for mentors' contribution during SEP. However, there were limited opportunities for mentors to share what they actually

perceived about mentoring candidates which supposed to be a mutual collaboration between an educator as a representative of PETE programme and a mentor who teach at a school real teaching context. Mentoring activities were still not considered as a part of candidates' critical development. After each SEP, neither PETE programmes nor their school partners have ever initiated a meeting to discuss and evaluate the SEP, so that, ineffective practices that could hinder the SEP process could be avoided.

7.6 Mentoring to Enact Candidates' Agency

Mentors who are role models during candidates' SEP are expected to create and provide opportunities for the development of candidates' professional practices. According to Bleach (2001), interaction with mentors will enrich and strengthen candidates' readiness to enter the profession by incorporating what they receive from PETE or teacher education programmes and aspects they find in the real teaching contexts of SEP. In helping candidates to absorb and incorporate their knowledge and skills from PETE and SEP teaching contexts, mentors usually employ various mentoring models, including instrumental and developmental mentoring models (Van Ginkel et al., 2018).

The instrumental model is a mentoring model which associates with mentors' control and directive interaction to candidates' mentor activities whereas the developmental model tends to provide autonomy in learning and connecting what the candidates have learnt from PETE programme into their teaching. When mentors employ this first mentoring model they generally acknowledge their own model of teaching practice that should be adopted by candidates. On the other hand, developmental mentoring

allows candidates to explore their own teaching approaches according to their personal perspectives and preferences. Therefore, developmental mentors will be less directive during mentoring activities and candidates will be given more autonomy in their teaching-learning process.

The majority of teacher mentors guided and implemented their mentoring activities between the two polarities of mentoring models described above. Some teachers fully controlled classroom teaching instruments and teaching related documents but allowed teacher candidates more freedom with the activities in the classrooms. Conversely, other mentors provided ample opportunity for teacher candidates to find, select and design teaching materials but continuously watched them in the teaching activities:

I feel quite flexible in mentoring candidates. I only advise them to select their teaching materials from the textbook provided by school. But, if they want to develop their teaching materials, that's fine. Yesterday, I gave freedom to the candidates. It's up to them to choose what teaching media and what method they are going to use in the classroom (Zacky, mentor).

[Original quotation]

Saya merasa cukup fleksibel dalam membimbing para mahasiswa calon guru. Saya hanya menyarankan mereka untuk memilih bahan ajar dari buku pelajaran yang disediakan oleh sekolah. Tapi, jika mereka ingin mengembangkan bahan ajar mereka sendiri, tidak masalah. Kemarin, saya memberikan kebebasan kepada para mahasiswa PPL. Terserah mereka mau

memilih media pembelajaran apa serta metode apa yang akan mereka gunakan di kelas nanti (Zacky, guru)

Zacky talked about his mentoring model, which can be described as semi-instrumental. He stated his strategy to provide wider opportunities for candidates in teaching:

...it is [the lesson plan] from me. But [I told them] you still need to be flexible when using this lesson plan. It is just a guidance on your teaching. As a guidance everything [lesson plan components] should be clearly explained and prepared including strategies and teaching materials.

[Original quotation]

... Itu [rencana pembelajaran] dari saya. Tapi [saya katakan] kamu tetap harus fleksibel saat menggunakan RPP (rencana pelaksanaan pembelajaran) ini. Karena [RPP] Ini hanya panduan untuk mengajar. Sebagai panduan, semua [komponen RPP] harus dijelaskan dan dipersiapkan sebaik mungkin, termasuk strategi dan bahan ajar.

Providing more autonomy and flexibility when mentoring candidates will not only help them reduce their stress but at some point lead them to employ their capacity to act, to make decision, and to achieve their teaching-learning goals based on their capacity and evaluation (Hadar & Benish-Weisman, 2019). The candidates' capacity which was generally associated with their knowledge and skills are mainly acquired during their candidacy at PETE programmes. However, it should be noted here that often candidates did not realise and were not able to demonstrate capacity prior to their SEP

(Bleach, 2013). It is because only through SEP candidates will first experience real school and classroom community where he/she will identify, employ and develop their strength and needs for the profession, with the support from experienced mentors and a sound mentoring practices.

In some SEP situations, mentors might not have any option except to employ a strict instrumental mentoring model. For example, in some cases candidates were not capable enough to produce the documents required to support teaching-learning such as a lesson plan that met the minimum teaching standard. Kyah, narrated her experience when she had to employ a directive mentoring approach:

[I said to this candidate] I have taught you many times how to write a good lesson plan, but you still can't make it. You just copy and paste others' lesson plans from the internet. ... [I] was so annoyed. I said [to this candidate] 'stop copying others' lesson plans.' You have to write your own otherwise I will not read itThen he said he did that because he had never learnt how to write a lesson plan when he was at campus.

[Original quotation]

[Saya sudah] berkali-kali mengajari Anda cara membuat RPP yang baik, tapi Anda tetap tidak bisa. Kamu hanya menyalin dan menempelkan rencana pembelajaran orang lain dari internet. ... [Saya] sangat jengkel. Saya berkata [kepada mahasiswa ini] 'berhentilah menyalin rencana pembelajaran orang lain'. Anda harus menulis sendiri, kalau tidak, saya tidak akan membacanya. Kemudian ia mengatakan bahwa ia melakukan hal tersebut karena ia tidak pernah belajar membuat rencana pembelajaran saat kuliah.

From this mentors' narrative it can be seen that candidates were given other options to develop their autonomy when designing lesson plan for his/her SEP teaching. However the candidates knowledge and skills were insufficient to support his/her agency enactment although he/she was given an opportunity to use capacity for autonomous action (Hadar & Benish-Weisman, 2019). As a consequence, mentors would employ instrumental mentoring model although it was unproductive to candidates' autonomy and independency.

7.7 Conclusion

In summary, when candidates were sent for SEP at PETE programmes' school partners, this was not followed by an evaluation of how the schools and their SEP mentors performed and fulfilled their role. Mentors were not required to have a mentoring qualification and adequate experience prior to mentoring. In other words, there were mentors who were appointed to mentor candidates despite not having adequate mentoring knowledge and skills. Unfortunately, although these mentors realise their inabilities, they were not given other options. This situation is aggravated by the absence of training which prepares teachers to develop mentoring skills. Therefore, where teachers were obliged to mentor candidates during SEP, their mentoring skills were generally acquired from their personal experience, practices and sharing stories with their teaching colleagues.

Furthermore, mentors were generally less informed about SEP's plan and schedule. The coordination regarding candidates' SEP was conducted only between PETE programmes or university and the school head of schools. Mentors would receive information about SEP and their mentoring tasks with short notice prior to candidates

visiting their school. Thus, their mentoring preparation tended to be incomplete and inadequate. Not surprisingly mentors often felt disregarded by PETE programmes and educators due to a lack of support and communication during SEP. Mentoring candidates were most frequently fully delegated to teachers at schools. This unproductive mentoring practice seemed to happen regularly and without any intervention from either the PETE programme or the schools to address the issue.

CHAPTER EIGHT: CANDIDATES' PERCEPTIONS OF PETE PROGRAMMES

8.1 Introduction

The previous two chapters addressed perspectives from educators and mentors regarding their professional development, their roles in their educational institutions, communication between educators and mentors, and the support that they provide to candidates during SEP. The findings from these two groups of participants also addressed PETE programmes' components which could be less relevant to the programmes' aims and objectives in preparing candidates to enter the profession. For example, some educators were concerned about PETE's module design and distribution, which provide a significant allocation to non-PETE related modules. In the same vein, mentors criticised candidates' inadequate performance at SEP, which reflects the level of knowledge and skills that candidates acquired from PETE programmes as well as support that mentors received from the programmes (and educators) during candidates' SEP.

However, the perspectives of educators and mentors at PETE's school partners provide only a partial view of PETE programmes. To complete this picture candidates' perspectives were also needed because they are in a very good position to insight into PETE programmes' practices. It is important to appreciate the relevance of modules to candidates' needs, the educators' teaching and delivery models, the proportion of teaching theory and teaching practices in the programme, the types of support that candidates received from educators and mentors at SEP, and candidates' viewpoints on how to improve PETE programmes' practices (Kiai & Kioko, 2018). To investigate

these aspects of PETE programmes, I contacted a number of candidates who met the criteria for participants of this study (see chapter five, section 5.4). After my first communication with the candidates, 15 candidates responded and agreed to be interviewed (for further details on the participants please see Chapter Five Section 5.4.1).

After transcribing and analysing interviews with the candidates, the findings are classified into two main themes i.e., PETE programmes' design and practices in fulfilling candidates' needs and the SEP as the initial actual classroom teaching activities that candidates experience before entering the profession. Further analysis of the first theme reveals a sub theme of candidates' expectations from PETE programme practices, including PETE module types, distribution and credit-weighting, and educators' teaching delivery models in the programmes. The second theme focused on candidates' SEP activities, including their beliefs about the support they should receive from PETE, educators and mentors that enable them to independently implement their teaching knowledge and skills in the classrooms, including by introducing new techniques and strategies in their own teaching or different activities to improve students' learning (Hadar & Benish-Weisman, 2019).

8.2 Do PETE Programmes Meet the Needs of Candidates?

When candidates were asked about how PETE programmes' design and practices prepared them to be teachers, they referred to various aspects of the programmes. However, as mentioned above, the candidates focused specifically on the types of PETE programmes' modules, their credits, teaching-learning and practicum

components of, and the educators' module delivery. In terms of PETE module design, Nia, a candidate who conducted her SEP at a public school reported that:

[some courses] are not realistic or adequate in responding to the challenges of the actual teaching context. [when] I taught at school, I faced some difficulties with my classrooms. I struggled to adapt because what I had been taught on campus - for example, in an ELT [English Language Teaching] module - by developing a web-based teaching-learning, which was inapplicable in the real teaching context due to the school's limited IT facilities.

[Original quotation]

[Beberapa mata kuliah] tidak realistis atau memadai dalam menjawab tantangan konteks pengajaran yang sebenarnya. [Ketika saya mengajar di sekolah, saya menghadapi beberapa kesulitan di dalam kelas saya. Saya kesulitan beradaptasi karena apa yang diajarkan di kampus – misalnya, dalam mata kuliah English Language Teaching – dengan salah satu materinya adalah mengembangkan pembelajaran berbasis web. [materi] Ini tidak dapat diterapkan dalam konteks pengajaran yang sebenarnya karena keterbatasan fasilitas TI di sekolah.

Based on this experience, Nia stated that PETE programmes should equip their candidates with the ability to teach in various classroom conditions, including where classrooms lack adequate facilities. She pointed out:

[PETE] should prepare candidates to face situations where the classrooms have either an optimal or limited facilities. Thus, candidates will be ready to

cope with any classroom situation. When a classroom is supported with technology, okay, a teacher can teach all subjects. However, in the absence of technology what can a teacher do [to teach in the classroom]? Thus, I think these two aspects must be balanced. [PETE] should be upgraded to meet these conditions.

[Original quotation]

Jurusan harus mempersiapkan para calon guru untuk menghadapi situasi ruang kelas yang memiliki fasilitas optimal atau dan kelas yang fasilitas pendukung pengajarannya sangat terbatas. Dengan demikian, para calon guru akan siap untuk menghadapi situasi kelas model apa pun. Ketika sebuah kelas didukung dengan teknologi, oke, seorang guru dapat mengajar semua mata pelajaran. Namun, jika tidak ada teknologi, apa yang bisa dilakukan oleh seorang guru [untuk mengajar di kelas]? Jadi, menurut saya, kedua aspek ini harus seimbang. Harus ditingkatkan agar dapat memenuhi keadaan seperti ini.

Another candidate, Sara, commented on PETE's modules distribution and educators' low level of commitment in delivering teaching:

I think the programme paid less attention to the distribution of modules and the lecturers who would teach them. For example, there was a compulsory module, Teacher Professionalism module, which is, in my opinion very important. Unfortunately, the lecturer who was responsible for the module only taught us twice in one semester. Even, when he came to the classroom, we were only told to read laws and bills about teachers and the teaching profession. So, I did not understand what this module was about.

[Original quotation]

Menurut saya, jurusan kurang memperhatikan distribusi mata kuliah dan dosen yang akan mengajarkan mata kuliah tersebut. Misalnya, ada mata kuliah wajib, mata kuliah Profesionalisme Guru, yang menurut saya sangat penting. Sayangnya, dosen yang bertanggung jawab atas mata kuliah tersebut hanya mengajar dua kali dalam satu semester. Bahkan, ketika beliau datang ke kelas, kami hanya disuruh membaca undang-undang dan peraturan-peraturan tentang guru dan profesi guru. Jadi, saya tidak mengerti mengenai mata kuliah ini.

Regarding the quality of teacher educators at a PETE programme, Sara also commented on educators at the PETE programme and their teaching delivery methods in the classroom:

...some lecturers are less engaging in their [teaching]. Their teaching models were monotonous, lecturing only. There were no other activities in the classroom except listening to the lecturers' talks. Some lecturers just sat and talked. They did not use [presentation] slides or write anything on the white board. They just talked for 90 minutes. There were also [educators] who entered the class only to give assignments. Students were only provided texts and asked to read them before doing and submitting the assignment afterwards. [In those cases] It was even worse because there was no explanation from the lecturers.

[Original quotation]

... beberapa dosen kurang menarik dalam mengajar. Model pengajaran mereka masih monoton, hanya model ceramah. Tidak ada kegiatan lain di dalam kelas kecuali mendengarkan ceramah dosen. Beberapa dosen hanya duduk dan berbicara. Mereka tidak menggunakan slide [presentasi] atau menulis apa pun di papan tulis. Mereka hanya berbicara selama 90 menit. Ada juga [dosen] yang masuk ke kelas hanya untuk memberikan tugas. Siswa hanya diberikan teks bacaan dan diminta untuk membacanya sebelum mengerjakan dan mengumpulkan tugas setelah itu. [Lebih parah lagi karena tidak ada penjelasan dari dosen mengenai tugas tersebut].

In line with Nia and Sara's views, Ayu expressed her concern about educators' strategies in developing candidates' teaching skills. Ayu argued that although some educators have good teaching knowledge and skills, their classes were dominated by explaining theories:

... [I forget] name of the subject...it was about... making lesson plans and using the lesson plans in teaching practice. The educator was amazing... s/he was excellent in [teaching] theory but in practice s/he only provided us one peer teaching practicum. The educator might assume that candidates would have more chances to practice in our SEP. However, the reality is different because in SEP, we, candidates will enter [real] classrooms whereas in peer teaching we were in our classroom and taught our classmates. Moreover, some teaching activities in the practicum were skipped in order to maintain time efficiency. I personally feel I need more practice and preparation before entering a real classroom.

[Original quotation]

... [saya lupa] nama mata kuliahnya... tentang... membuat RPP dan menggunakan RPP tersebut dalam praktik mengajar. Pengajarnya luar biasa... dia sangat baik dalam teori [mengajar] tetapi dalam praktiknya dia hanya memberi kami satu kali kesempatan praktik mengajar (peer teaching). Dosen tersebut mungkin beranggapan bahwa mahasiswa calon guru akan memiliki lebih banyak kesempatan berlatih saat melaksanakan PPL [di sekolah] kami. Namun, kenyataannya sangatlah berbeda. Karena dalam pelaksanaan PPL, kami mahasiswa calon guru, akan masuk ke dalam kelas [yang sebenarnya] sedangkan dalam peer teaching kami berada di kelas dan mengajar teman sekelas. Selain itu, beberapa kegiatan mengajar di praktikum dilewati untuk menjaga efisiensi waktu. Saya pribadi merasa perlu lebih banyak latihan dan persiapan sebelum mengajar di kelas yang sesungguhnya.

The candidates' reflection regarding modules and educators' performance in delivering teaching provides descriptions of how PETE programmes were preparing their candidates for practice. PETE programmes' practices are apparently not necessarily concerned with what candidates' truly need for their future teaching career at least to fully prepare them before conducting their SEP. In addition, PETE programmes seemed to not reflect new approaches and changes in the field of teaching and learning at schools in general, and, as such, the findings suggest, they did not fully equip candidates with knowledge and skills to be able to respond to all the challenges in real teaching contexts. This situation was aggravated by some educators who demonstrated poor professional qualities and lack of commitment in delivering their modules. As a consequence, candidates had a limited opportunity to explore

module components that are crucial for their development as good quality teachers (Tamim et al., 2017). Thus, when candidates are sent to SEP they might still feel unprepared for teaching in the classroom and performing other school related activities at the PETE's school partners. In this situation, the candidates are extremely reliant on instructions and guidance, especially from educators and mentors.

8.3 Expectations from School Experience Programme (SEP)

In PETE programmes, SEP is generally offered to candidates during their final year of study. The documents examined for the two institutions studied in this thesis suggest that through SEP, candidates will develop their pedagogic, personal, social, and professional competencies, implement their knowledge and skills learned through teaching-learning processes in university classrooms, and gain school management experience (Document, GCU SEP Handbook 2019). However, in practice, a PETE programme might not provide all aspects that candidates need for their SEP, including detailed information about the practical arrangements they need to make with their allocated school before starting their SEP. Fira, a female candidate who went to a senior secondary school, expressed her frustrating experience as part of her SEP:

When I asked for a signature after completing my SEP, the educator said, 'you should not teach right away, firstly you had to find a teacher and did some observations.' However, s/he didn't explain [how to go about this] to start with and [then] what I should do after arriving at the school.... In this sense, I think all SEP activity information [given to candidate] must be detailed. What to do during SEP should be more detailed and be clearly informed.

[Original quotation]

Ketika saya meminta tanda tangan [dosen] setelah menyelesaikan PPL saya, dosen saya mengatakan, 'seharusnya kamu tidak boleh langsung mengajar, kamu harus mencari guru dan melakukan observasi terlebih dahulu. Namun, dia tidak menjelaskan [bagaimana cara memulainya] dan apa yang harus saya lakukan setelah tiba di sekolah tersebut. Dalam hal ini, menurut saya semua informasi kegiatan PPL [yang diberikan kepada kami] harus terperinci. Apa yang harus dilakukan selama PPL harus lebih rinci dan diinformasikan dengan jelas.

Fira's story above provides insight into the general level of her educator's support during her SEP. It is clearly mentioned that Fira did not meet or communicate regularly with her educator. Although she was not proactive in seeking such information, Fira cannot be blamed for her situation as the expectation is that during SEP the educator should be proactive to communicate with candidates, especially in a situation where candidates do not have prior teaching experience. It seems that the educator's criticism of Fira's SEP activities which were started without school and classroom observations indicated that the educator missed some critical process during Fira's SEP. Moreover, the educator's interactions with the candidate after she concluded her SEP was unproductive, in the context of helping teacher candidates develop knowledge and skills for SEP activities. This claim is supported by Fira's comments when I asked her about the educator's support during SEP. She said,

The appointed educator for my SEP didn't contribute much. I even went alone to the school on my first SEP day because the educator did not come.... S/he coincidentally came to the school only to pick up their partner who also teaches

at the school.... When I met the educator, on that occasion, s/he asked me about my SEP and what I am doing.... That was the only time s/he visited the school.

[Original quotation]

Dosen yang ditunjuk untuk PPL saya tidak berkontribusi banyak. Saya bahkan pergi sendiri ke sekolah di hari pertama PPL karena dosen yang bersangkutan tidak datang Kebetulan dia berkunjung ke sekolah hanya untuk menjemput rekannya yang juga mengajar di sekolah tersebut. Ketika saya bertemu dengan dosen tersebut, pada kesempatan itu, dia bertanya kepada saya mengenai kegiatan PPL saya dan apa yang saya lakukan.... Itu adalah kunjungan satu-satunya saat saya PPL di sekolah itu.

Fira's story provides some evidence of how PETE programmes manage SEP and how they do not support and meet candidates' needs. Although it is stated in the PETE programme guidance that during SEP stakeholders such as educators, mentors, and school community members should be involved and provide support to candidates, the real practice is different, as in Fira's story. In the PETE programme SEP guidance, for example, it is clearly stated that educators should accompany candidates on their first meeting with mentors and the school community, guide candidates in designing and preparing their teaching instruments, and play a monitoring and supervising role for candidates SEP (FBU SEP Handbook 2019). Unfortunately, although educators were expected to fully play the above roles in supporting candidates, according to candidates most of the educators did not contribute or made limited contribution to their SEP experience. The educators' indifference to the candidates' performance in

their SEP was possibly influenced by other factors such as high workload, as it was mentioned by Nasri, one of interviewed educators.

Exposure to teaching experience was another aspect that candidates expect from their time spent in the SEP. Afi, a female candidate who conducted her SEP at a private religious school talked about this:

I wanted to have more teaching opportunities while at SEP. Because it was only during SEP, I could truly explore myself [teaching knowledge and skills]. Previously, teaching opportunities were very limited. I almost did not have opportunity to teach. I only taught once in front of others when I enrolled in the micro-teaching module.

[Original quotation]

Saya ingin mendapatkan lebih banyak kesempatan mengajar selama kegiatan PPL. Karena hanya selama kegiatan PPL-lah, saya bisa benar-benar mengeksplorasi diri saya [pengetahuan dan keterampilan mengajar]. Sebelumnya, kesempatan mengajar sangat terbatas. Saya hampir tidak memiliki kesempatan untuk mengajar. Saya hanya pernah mengajar satu kali di depan teman sekelas saat melakukan kegiatan microteaching.

Afi's reflection on her SEP as a place to test her teaching knowledge and teaching skills by maximising opportunities for practice shows her enthusiasm and motivation to join the teaching profession:

I put a lot of effort in SEP so I can improve my teaching skills. Of course, others contributed to my development although I feel my SEP mentor contributed more than others in my development. Now, I feel more confident in my abilities [teaching knowledge and skills] and am more prepared to teach [in the future].
[Original quotation]

Selama PPL berlangsung saya berusaha keras meningkatkan kemampuan mengajar saya. Tentu saja, orang lain juga berkontribusi pada perkembangan saya, meskipun saya merasa bahwa guru pamong (mentor) PPL saya-lah yang paling banyak berkontribusi dibandingkan dengan pihak lain. Sekarang, saya merasa lebih percaya diri dengan kemampuan mengajar saya [pengetahuan dan keterampilan mengajar] dan lebih siap untuk mengajar [di masa datang].

The mentors' role in supporting candidates during SEP was not in evidence in Afi's experience. Other candidates, including Ayla, Nia, Sara expressed similar views in agreement with Afi's. Furthermore, from their interactions with their mentors, which were, at the time much greater than those with educators, some candidates gained confidence and motivation to continue their journey to pursue teaching as a professional career. The candidates' confidence and motivation that was also experienced by Afi after the school experience programme is in line with some studies' findings about the impact of mentoring candidates at their SEP to increase new teachers' motivation, resilience and commitment to their teaching career (Shanks et al., 2020; Sowell, 2017).

However, another candidate, Sam experienced a contradictory situation during his SEP. Besides having no support from an educator, his SEP at the PETE's school

partner included almost no teaching activities, as he began his SEP just as the school was entering the end-of-term exam period. Thus, instead of teaching students, he was assigned other duties:

I also found it difficult to implement what I learned from campus such as from microteaching.... I didn't teach at school during my SEP because I came to the school when the teaching and learning activities were finished...towards the end of the semester. Thus, I was only instructed to be an invigilator...I didn't teach there.... Then the rest of SEP activities, when the students had gone home, I helped teachers doing some administrative jobs such as preparing documents for the school accreditation.

[Original quotation]

Saya merasa kesulitan menerapkan apa yang saya pelajari di kampus, misalnya dalam mata kuliah microteaching.... Saat kegiatan PPL, saya sama sekali tidak mengajar di sekolah tersebut. Karena saat saya datang ke sekolah itu, kegiatan belajar mengajar sudah selesai...menjelang akhir semester. Jadi, saya hanya ditugaskan untuk menjadi pengawas...saya tidak mengajar sama sekali.... Kemudian sisa waktu kegiatan PPL, ketika siswa sudah pulang, saya membantu guru-guru mengerjakan beberapa pekerjaan administratif seperti menyiapkan dokumen untuk akreditasi sekolah.

The SEP activity without teaching sessions that Sam encountered above is indicative of the PETE's deficient planning when placing candidates for SEP in that programme administrators did not fully understand the school's terms. As a result, the main reason

for SEP, exposure to teaching, was missing. For Sam this meant missing the chance to implement what he had previously learnt into teaching practice.

The candidates' SEP expectation stories above provide some evidence of how PETE programmes managed candidates' SEP and how mentors provide support for candidates during their SEP. Unfortunately, the candidates' SEP were dominated by disturbing facts which put candidates in situations where they could not maximally acquire the benefits of SEP. Candidates were not given detailed information, guidance, and preparation prior to their SEP. Moreover, PETE programmes seemed unfamiliar with the school's partner systems and practices including the school's term times, timetables, and classroom's administrative arrangements, such as the lesson plan models used by the school. These limitations about SEP and schools' practices were aggravated by the educators' lack of commitment to mentoring candidates.

8.4 Candidates and School Community

SEP provides candidates with their first experience of interacting with a real teaching context where they will play their roles as teachers in the classroom, as well as experiencing a number of school related activities. With these broad and various activities, candidates will of course interact with all school community members and participate and will be involved in teaching and non-teaching activities. The ability to work with others, especially to work with more experienced people and learn from them will also provide opportunity for candidates to construct their new identity as good quality teacher (Dillon & Maguire, 2011). Thus, it is critical for candidates to be fully accepted by the school community to help them to develop their confidence in employing knowledge and skills they have learnt from PETE and feel secure to

challenge himself/herself during their teaching (Dillon & Maguire, 2011; Kee & Eraut, 2012).

In terms of school communities where the interviewed candidates conducted their SEP activities, most of the candidates reported full acceptance and acculturation assimilation within the school community. All were in agreement that although they went to different schools for their SEP, there were no serious issues emerging as a result of their presence at the school partners. Although miscommunication regarding SEP activities occurred between candidates with the school community especially with mentors, all miscommunications were resolved and did not create any serious consequences to candidates SEP final result. In general, most candidates felt accommodated in their SEP and they were involved in both teaching and non-teaching activities. For example, candidates might be invited to attend school meetings, help students with their extra-curricular activities, be an invigilator during the exam period, and support students before they join a competition. Kafa, who did SEP at a public school illustrated that:

During my SEP I felt very welcomed not only by students, but also by all teachers. At least that was an impression that I got from them. Some teachers even mentioned that candidates' SEP really helps them.

[Original quotation]

Selama kegiatan PPL, saya merasa sangat disambut baik tidak hanya oleh siswa, tetapi juga oleh semua guru [di sekolah itu]. Setidaknya seperti itulah kesan yang saya dapatkan dari mereka. Beberapa guru bahkan mengatakan

bahwa mahasiswa yang mengikuti kegiatan PPL juga sangat membantu mereka.

However, it should be noted that school openness to candidates and involvement in various activities at the respective schools were not always meaningful to candidates' development especially when the activities were not linked to SEP objectives (Document GCU SEP handbook 2019; FBU SEP handbook 2019). At some schools, candidates might be required to engage in activities that are completely irrelevant to their SEP. For example, Fira shared her experience:

When my educator mentor visited the school, I was appointed as the school's gate guard. As I saw the educator entering the gate, I immediately greeted him/her and we had a small conversation about my SEP. S/he asked me about my activity. I said that today my friend and I are the school's gate guard. Then s/he said being a school's gate guard is not a candidate's role during SEP. But, s/he only said so and [there was] no further action. It was also the only visit s/he made when I had my SEP at the school.

[Original quotation]

Ketika dosen pembimbing PPL saya berkunjung ke sekolah, saat itu saya ditugaskan sebagai penjaga pintu gerbang sekolah. Jadi, saat saya melihat dosen pembimbing memasuki gerbang, saya langsung menyapanya dan kami berbincang-bincang mengenai kegiatan PPL. Beliau bertanya mengenai apa yang saya lakukan selama kegiatan PPL. Saya mengatakan bahwa hari ini saya dan salah seorang teman diberi tugas menjadi penjaga pintu gerbang sekolah. Kemudian dia [dosen] berkata bahwa menjadi penjaga gerbang

sekolah bukanlah kegiatan yang harus dilakukan mahasiswa selama PPL. Tapi, dia hanya berkata seperti itu dan tidak ada tindakan lebih lanjut. Itu juga satu-satunya kunjungan yang dia lakukan saat saya melakukan PPL di sekolah.

Although this activity did not relate to Fira's SEP objectives, it seemed very difficult for her to disagree with the appointment, especially when there was not any input or intervention either from the PETE programme or from the educators involved, despite the fact that they were aware of the situation. A similar situation but at a different school was also narrated by Kafa, a male candidate:

At SEP we were asked to do many things. For example, we built school fences, tidied up books in the library, and helped paint the library building. We built, repaired, and cleaned a number of things.

[Original quotation]

Saat kegiatan PPL, kami diminta mengerjakan banyak hal. Misalnya, kami membangun pagar sekolah, merapikan buku-buku yang ada di perpustakaan, dan membantu mengecat gedung perpustakaan. Kami membangun, memperbaiki, dan membersihkan beberapa bagian di sekolah tersebut

From these two stories it can be inferred that candidates lack confidence to challenge their mentors or school about being asked to complete fairly menial tasks. In the situation in which SEP candidates need to pass the programme the golden rule seems to be avoiding any disagreements with schools or mentors, although clearly some activities are unproductive to candidates' teaching knowledge and skills development.

8.5 School Experience Programme (SEP) Activities and Candidates' Readiness to Enter Classrooms

8.5.1 Candidates' Preparation

Teacher candidates need to be ready to teach in the classroom but also to fully adapt to the school practices, environment and community, including interactions with mentors (Dillon & Maguire, 2011, p. 5). However, as the candidates' SEP stories in this study confirm, candidates' ability to deal with schools' environment and community could be missing from the PETE programme practices. Some candidates narrated that when they came to their SEP classrooms, they were still unable to demonstrate their knowledge and skills to respond to situations in the classrooms, let alone offer new innovations to school's current practices. For example, Awal mentioned his lack of ability in teaching:

I feel that my skills are still inadequate, including communication skills and ability in identifying classroom situations. I am always unable to predict the classroom situations. Perhaps the root cause of these problems refers to lack of teaching hours [teaching practices]. ... I personally feel that I am still not ready to teach in the classroom.

[Original quotation]

Saya merasa kemampuan saya masih kurang, termasuk kemampuan berkomunikasi dan kemampuan mengenali situasi kelas. Saya selalu tidak dapat memprediksi keadaan di dalam kelas. Mungkin ketidakmampuan memperkirakan kondisi kelas penyebab utamanya adalah karena kurangnya praktik mengajar. ... Saya pribadi merasa masih belum siap untuk mengajar di kelas.

Inadequacy of teaching skills during SEP was also Fira's worry. She contended that:

I think my teaching skills are still low, only about 40%. Also, I still lack confidence standing in front of the class. ...However, there was no other option [when I did my SEP]. Whether I was ready or not I had to prepare myself because everything had been managed by the university regarding my SEP, including finding a school. Although the recommended school's level was not the level that I intend to go to for my SEP.

[Original quotation]

Menurut saya, kemampuan mengajar saya masih rendah, hanya sekitar 40%. Selain itu, saya juga masih kurang percaya diri mengajar di depan siswa. ... Namun, tidak ada pilihan lain [ketika saya melakukan PPL]. Siap atau tidak siap, saya harus mempersiapkan diri karena semuanya sudah diatur oleh pihak universitas dan jurusan terkait kegiatan PPL mahasiswa calon guru, termasuk mulai mencari sekolah dan seterusnya. Meskipun level sekolah yang direkomendasikan oleh jurusan bukanlah level yang saya inginkan untuk kegiatan PPL saya.

Candidates were concerned over the lack of teaching skills and confidence in their SEP as a consequence of a minimum practice in PETE programmes. They believed that a greater allocation to theory in PETE including in the microteaching module was a main cause of candidates' inability to deliver their teachings. Feeling underprepared to teach when they came to the classroom they faced 'a number of challenges during their school experience programme' especially those who only experienced teaching practices at PETE programme (Asma, candidate).

Candidates' readiness to enter the profession is widely influenced by PETE programmes' design and practices. Unfortunately, the PETE practices failed to address candidates' potential difficulties in dealing with various classroom situations, including preparing them for SEP. The candidates' believed that their hindrances during SEP were direct consequences of minimum teaching practices in PETE programme that was compounded in some cases by a lack of support from either PETE or educators during their SEP.

8.5.2 School Experience Programme: Employing Candidates' Knowledge and Skills

It is mentioned in the previous section that teacher agency especially in designing and directing their teaching is beneficial to 'advance students learning' and achievement (Hadar & Benish-Weisman, 2019, p. 137). However, teachers' ability to employ agency will only be possible when they are 'assigned agentic positions' (Kayi-Aydar, 2015, p. 95) and supported in their personal efforts which relate to their knowledge and skills, the availability of resources, as well as the support from their teaching contexts including teacher colleagues and students (Priestley et al., 2015b).

In terms of pre-service teacher education, school experience programme (SEP) seem to be the first opportunity for candidates to test their knowledge, skills and capacity in a real teaching context (Rogers & Wetzel, 2014). Through this programme, candidates will have opportunities to employ their autonomy or freedom in selecting teaching materials as well as in delivering their teaching to students in a real classroom situation. Thus, it is important to explore candidates' SEP experiences in relation to their opportunity to employ their agency. Candidates' interview data showed that there

are several aspects related to candidates' agency during their SEP teaching activities. Two main areas are the autonomy/freedom related to the selection of teaching materials and their autonomy/freedom in implementing preferred teaching techniques and delivery methods.

When candidates were asked about their teaching, generally they firstly commented on their ability to choose and to use teaching materials in their SEP classrooms. Unfortunately, it seemed that candidates were not always encouraged to maximise their ability and creativity in selecting and improvising teaching materials for their classroom. It was not an unusual practice that during SEP candidates were given a coursebook and were told to teach according to the coursebook. This situation, for example, was narrated by Nur (a female candidate):

During my SEP, I was instructed to teach using certain materials only. I was given a coursebook by my mentors. He/she also arranged all teaching materials that I should teach in the classroom. He/she said this is what you have to teach, this is the tasks [students' assignments]. My SEP experience was like that.

[Original quotation]

Selama PPL, saya diminta mengajarkan materi pelajaran dengan topik tertentu saja. Saya diberi buku ajar oleh guru pembimbing PPL. Dia juga mengatur semua bahan ajar yang harus saya ajarkan di kelas. Dia mengatur semua apa yang harus diajarkan beserta tugas-tugas [yang akan diberikan kepada siswa]. Pengalaman PPL saya seperti itu.

Nur's story during SEP showed us a situation when a candidate was given no opportunity to explore and to develop the capacity that she acquired during her PETE programme in a real teaching context. Although she considered the situation inhibited her freedom and creativity, she apparently did not try to employ new ideas in her teaching. Instead, she felt comfortable to merely follow her mentor's advice, which of course might reflect her perceived safety zone to pass the SEP. However, this meant that she did not have a chance to use her initiative to modify her teaching by employing the knowledge and skills she acquired in PETE programme.

Nur's situation above is in line with Renandya's et al. (2018) study which found that Indonesian English language teachers, especially beginning teachers, often lack confidence which relates to their inadequate subject knowledge as well as limited proficiency in using the target language in the classrooms. Thus, although there was a claim that candidates' lack of confidence as teachers in SEP's was due to not having maximum teaching practice during the pre-service programme, candidates' low level of subject knowledge and target-language proficiency could also be considered as determinant factors. Another teaching situation where candidates had to follow 'a straitjacket' coursebook was narrated by Iyah (a female candidate):

At SEP, I was given a textbook. Thus, I had to always teach following the material from the textbook. Only teaching materials from the textbook were explored and then given to students. Moreover, the presentation of materials had to be in order....I was instructed like that by my SEP mentor.

[Original quotation]

Di PPL, saya diberi buku pelajaran. Jadi, saya harus selalu mengajar sesuai dengan materi yang terdapat pada buku teks tersebut. Hanya bahan ajar dari buku teks tersebut itu saja yang saya didalami dan kemudian saya ajarkan kepada siswa. Selain itu, saya diminta penyajian materi pelajaran harus sesuai dengan urutan yang ada di buku.... Saya diinstruksikan seperti itu oleh mentor PPL saya.

A rigid practice of mentoring candidates was also narrated by Ayla, a female candidate who conducted her SEP at a secondary public school. Although her experience did not involve the use of a coursebook in teaching, other aspects of teaching became her concern:

My teaching activities were very strict, for example, in designing a lesson plan. When I made a mistake on my plan, it would immediately be corrected by the mentor, for example he/she would say the plan should be like this. ... So indeed, I have to follow 100% mentor's lesson plan model.

[Original quotation]

Kegiatan mengajar saya sangat ketat, misalnya dalam merancang rencana pembelajaran. Ketika saya melakukan kesalahan pada RPP saya, maka akan langsung dikoreksi oleh guru pembimbing PPL, misalnya dia akan mengatakan RPP-nya harus seperti ini. ... Jadi memang saya harus mengikuti 100% model RPP sesuai petunjuk guru pamong.

Ayla's story confirmed that a candidate might be given limited chances in planning activities for their classroom. Moreover, the sequence and type of activities in

candidates' teaching should be in order and firstly approved by mentor before bringing them into the classroom. Ayla reflects on her interactions with mentors regarding her classrooms' activities:

My mentor is a sort of an organised teacher. So he/she demanded my teaching activities in the classroom be in sequenced learning activities. ... I was still given a freedom to have additional activities in my teaching such as a game. I could still make a choice such as in what session a game would be added to my teaching and how I delivered it to the students.

[Original quotation]

(Guru pamong) saya sangat terorganisir. Jadi dia menuntut kegiatan mengajar saya di kelas harus sesuai dengan kegiatan pembelajaran yang berurutan dan terdapat pada RPP. ...Namun, saya masih diberi kebebasan untuk melakukan kegiatan tambahan dalam mengajar misalnya dengan mengadakan kuis dan permainan. Saya masih bisa membuat pilihan seperti itu. Terutama pada sesi permainan apa yang akan ditambahkan ke dalam pengajaran saya dan bagaimana cara saya menyampaikannya kepada siswa.

The candidates' SEP teaching contexts above illustrated similar situations where candidates were limited to employ their creativity and independence in their teaching, although they might have had the ability to adapt within certain constraints in some cases. The straitjacket coursebook for SEP, as well as the mentors' lack of interest in encouraging the candidates' creativity and freedom had probably influenced the practice in the schools over a long period. However, the mentors justified their approach by arguing that they followed the coursebook since it had been approved

and met the curriculum demands, and that in following the coursebook, they could ensure that students would learn material which would appear in their end of term exams (i.e., see Hilman and Ony interviews).

8.6 Conclusion

This chapter has presented candidates perspectives about their PETE programme and their SEP activities. They shared their experiences in PETE programmes, specifically about the programmes' design, the educators' teaching and the interactions between candidates and educators during SEP. The candidates' stories from their SEP also showed that their opportunities to employ knowledge and skills with a sense of agency during SEP greatly depended on their mentors. The level of agency that candidates were able to perform was also determined by the level of interactions between candidates and their mentors. Some candidates revealed that during SEP they were often left unmonitored by their mentor. Finally, these aspects of candidates' agency are discussed in the following chapter with reference to theories and studies about culture, structure and agency which were discussed in chapter two. Chapter nine encapsulates emergent themes from the findings - in chapter six, chapter seven, and chapter eight – that are discussed and analysed through the perspectives of culture, structure and agency.

CHAPTER NINE: DISCUSSION

9.1 Introduction

The previous three chapters provided detailed insights into PETE programme practices from my interviews with the three groups of participants: educators, mentors, and candidates. Their perspectives regarding PETE practices were linked to programme-related documents I could access during the study. In this chapter, I present my analysis of these interview findings under three main overarching themes i.e., PETE design, School Experience Programmes (SEP), and Professional Development (PD). Focusing on these themes demonstrates an interconnection of critical aspects of the candidates' development as future English language teachers.

The first theme focuses on the PETE design and PETE practices to equip candidates with knowledge about English as a subject and teaching theory. In the second theme, it is possible to see how PETE programmes prepare candidates, the opportunities to implement knowledge and theories they acquired from the programme, and understand the support that candidates received during their SEP. The third theme, PD, despite not directly relating to candidates, is equally important as the first two aspects because it relates to the capacity of educators and mentors in guiding and assisting candidates either in the PETE programme or at school when conducting their SEP activity. Each theme will be explored using the theoretical framework of culture, structure, and agency (CSA), as discussed in Chapter Two, to provide insights into PETE programmes as a social reality or phenomena. The interconnection of the theoretical framework and the aspects of PETE programme practices is shown in the diagram:

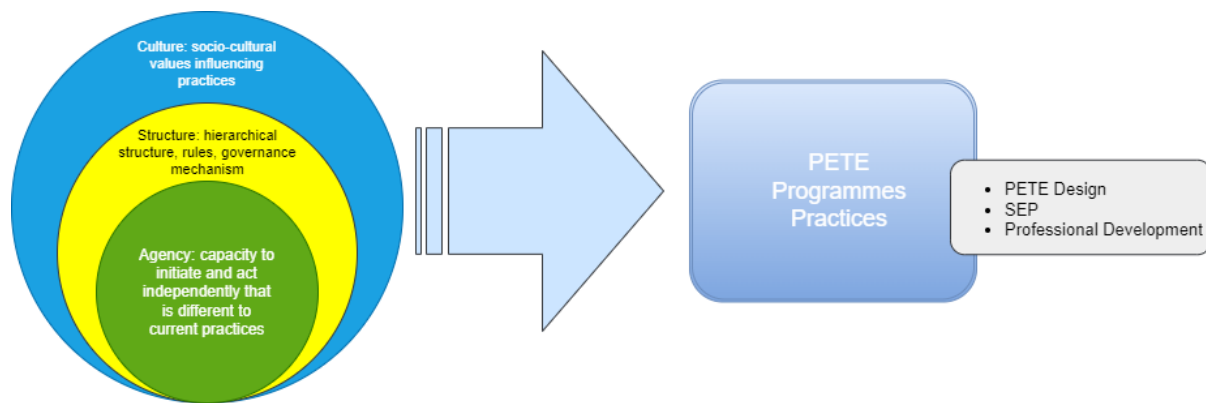


Figure 6: Interconnection of Culture- Structure- Agency to PETE Programmes Practices

From this diagram, it can be inferred that using the framework will not only guide discussions of PETE programme practices but also help to understand the relationship and influence of the framework in the programme design, SEP activities, and PD in the programme. As discussed in chapter two, which sets out the study's theoretical framework, culture relates to beliefs and values that, in general, will influence people and organisation practices; structure reflects contexts that determine individual actions; agency is about individual initiative and freedom to perform actions. To understand the connection between the CSA concept and the PETE programme it is important to understand that culture has a 'dynamic characteristic' as a consequence of individuals' interactions in social and natural environments (Kemmelmeier & Kühnen, 2012). When cultural values and beliefs are embraced and institutionalised, they will guide or create patterns of individual or group behaviour in an organisation, for example, educators in a HE institution. At this stage, value and beliefs may have transformed into 'structure' that determine educators' models of actions and meaning of events (Kemmelmeier & Kühnen, 2012; Keup et al., 2001). In contrast, when educators can freely manoeuvre in their daily work and perform innovations in their teachings, they can be perceived to have greater levels of agency (Priestley et al.,

2015a). The transformation process of values and beliefs into structure as well as the enactment of agency will keep occurring during a given period of time (Archer, 1995; Zeuner, 2001).

Discussion of PETE programmes through the lens of CSA is challenging but provides novel insight. Literature about the application of CSA in HE institutions is limited; more specifically, the study of teacher education programmes, especially PETE programmes using a CSA framework, is underexplored globally and particularly in the Indonesian education system. This dearth of research highlights the contribution that my study can make. The research was ambitious but with the help of existing literature covering CSA in analysing a phenomenon in social reality, for example Archer's works on combining CSA to understand social reality (1995), the current study has revealed aspects determining PETE programme practices. It uses a new approach or theoretical lens that can be incorporated when studying pre-service teacher education programmes with implications for quality.

In this study, the PETE programmes that are a part of HE institutions constitute a social reality. Social reality is a concept where the human factor is considered as a critical aspect in the existence of reality. In other words, social reality 'depends necessarily on human beings' (Lawson, 2019, p. 3) and human interactions (Collin, 1997) which create, intervene, and modify construction of reality (Archer, 1995). My study confirms that PETE programmes are socially constructed and human factors play roles in creating, intervening, and modifying activities in the programmes.

To understand causal relationships between human factors and practices in the PETE programme, it is important to explore influential aspects including cultural values, organisational structure and hierarchy, and model of people's interactions. Using CSA in the exploration of PETE programmes practices allows the study to identify perspectives about them, especially from educators, candidates, and in-service teachers who mentor candidates in their SEP activities. Through use of select perspectives, the study traces both effective and ineffective practise in the programmes, identifies changes, and proposes strategies of PETE programmes in preparing candidates as potential English subject teachers.

In agreement with Yokoyama (2014) who argues that all changes and strategies adopted by higher education institutions are heavily context dependent, my findings indicate that the PETE programmes studied are greatly influenced by a number of contexts, such as the HE institution organisational culture and the national education system and culture. Cultural aspects, for example, cultural values, can influence programme policy, programme practices, educators' appointment, and educators' choice and models of activities in teaching candidates. At a broad level, cultural values influence the Indonesian educational system and create a dual system of national education i.e., secular and religious education. These two different systems also affect HE institutions, including PETE programmes.

The findings of this study underline the differences between the PETE programme at a secular HE institution that introduces more pedagogic and English related modules compared to the religious or faith-based HE institution studied. The lower number of pedagogic and English modules at the faith-based PETE programme is a

consequence of the HE institution policy to enlist a number of Islamic teaching modules. It is believed that introducing various Islamic modules allows candidates from this institution to have an English subject teaching qualification in tandem with a thorough understanding of Islam as a religious teaching (Direktorat Pendidikan Tinggi Agama Islam/Directorate of Islamic Higher Education, 2018). The policy regarding module structure of the programmes illustrates how cultural and organisational values modify the PETE programme practices.

Therefore, to analyse PETE programmes practices it has been necessary take a holistic approach in understanding all aspects related to the programmes, including cultural nuances, actors who are involved in the programmes policy design, and process of policy decision making. The CSA study framework has been critical to understanding the Indonesian PETE programmes' practices, and to identify and recommend the changes that are necessary in the context of resistance to new ideas and practices. The cultural values that were found in PETE programmes significantly affect educators, mentors, and candidates in the programme and in SEP activities include perceptions about seniority, collegiality, and communication styles.

9.2 PETE Programme Design

The influence of CSA is found at all levels of the Indonesian education system, including in the PETE programmes in the two HE institutions studied. Together, culture, structure and agency determine the programme practices in a number of areas such as module design, selection and development of teaching-learning materials, educators' appointments to deliver the modules, modules delivery models, and candidates' independence to choose their module preference. For example, in the

design of module structure the PETE programmes are strongly influenced by the cultural aspects relating to Indonesian national values and the organisational values of the HE institution (both categories are discussed later in this chapter). The obligation to include the national and organisational values in the programmes determines the types and number of modules in the PETE programmes' curriculum. As a result, a conflict of interest emerges between the HE institution or faculty and the PETE programmes, for example, when a new module is set to be introduced into the programme.

The introduction of a module requires an adjustment of module structure by removing a module or reducing credit loads of the current PETE modules, for example when HE institutions are instructed to teach an entrepreneurship module at undergraduate level (Standar Nasional Pendidikan Tinggi/National Education Standards, 2020). The PETE programme team can only make an adjustment to the pedagogic and English-related modules because other modules are either university based or faculty-based modules. The university and faculty-based modules are all compulsory and modification of them depends on a government regulation and the national agenda. Despite the needs of PETE programmes to introduce module design that fully supports candidates to become English subject teachers, the programme must firstly accommodate the university and faculty-based compulsory modules. At this level, it can be seen how the culture and the structural aspects relate in compromising agency in the development of PETE programmes.

The obligation to include national and organisational values in the PETE programmes is regulated by the Indonesian government in the national standard of HE institutions

(MoEC, 2020; Krishnapatria, 2021). The policy is believed effective not only to strengthen nationalism and character of students, but also as 'a filter' for global or transnational ideologies such as radicalism, terrorism, and communism which contradict Indonesian state principles as a democratic and a multicultural nation (GoRI, 2010). In the HE institution context, increasing student nationalism and character through compulsory modules have contributed to reducing the prevalence of radical ideologies, promoting understanding and acceptance toward differences (beliefs, tribes and ethnicities) as well as countering the proliferation of religious extremist groups, especially among students (Azra, 2011, 2023).

By introducing the values through formal education at the university level, the government hopes not only to bolster Indonesian values but also maintain them among the younger generation (GoRI, 2022; MoEC, 2020). To achieve this goal, the government obliges higher education institutions to introduce the values to their students through various modules that discuss four areas: first, the principles of *Pancasila* that identify Indonesia as neither a liberal nor socialist country but a democratic country (belief in one supreme God, civilized humanity, national unity, deliberative democracy, social justice); second, civic education; third, the state's formal religions; and, fourth, Bahasa Indonesia as the country's official language (Riyanto, 2007; Sugara, 2017). However, inclusion of the national and organisational values into the HE institution has a bearing on different aspects, especially PETE programmes. The cultural values that are translated into the structural process limit the PETE programmes capacity to adapt and fully equip candidates with teaching theory and teaching skills for their future careers. In the attempt to accommodate the cultural values in the PETE programmes, English teaching-related modules and their

credits load were reduced. As a result, candidates are denied the opportunity to comprehensively study modules required to teach the subject of English.

In addition, the organisational values of the PETE programmes, as stated in the national standard of HE institutions (MoEC, 2020) focus on creating candidates who have suitable knowledge and skills required of teaching specific academic disciplines, are of sound religious and spiritual character, with the fitting personality required for their development in the teaching profession as well as to support society and the nation (GoRI, 2022; GoRI, 2021; MoEC 2020). Although the organisational values of HE institutions share similar points mentioned in the national values, the HE values broadly relate to the institutions' characteristics that differentiate a secular and a religious HE institution. For example, although the two studied PETE programmes have a similar obligation to teach religious subjects, the type of institution determines how the programmes introduce the subject or module to candidates. In the PETE programme at the secular HE institution, religious subjects are introduced as a single module and candidates enrol in this module according to their religious background. To support this religious subject teaching policy, the institution or PETE programme appoints educators according to the number of the religious subjects offered in the PETE programme course structure. When this study was conducted, all six religions formally recognised by the Indonesian constitution were incorporated into the PETE's course structure and were required to be completed in the first term of study.

In contrast, the PETE programme at the faith-based HE institution does not introduce any religious subject except Islam. Exclusive immersion in Islamic religious teachings in this PETE programme setting is according to the institution's characteristics as an

Islamic institution under the auspices of the MoRA of the Republic of Indonesia. In a divergence from secular PETE programmes that introduce Islamic studies as one two-credit module, the religious-based PETE programme expands Islamic religious teaching into six two-credit modules covering various aspects, including Quranic studies, prophetic tradition, creed and morality, law and jurisprudence, education, and history. Although the institution and PETE programme are exclusive in accommodating Islamic teaching, the institution and the programme are open to candidates from other religious backgrounds. If a candidate from another religious background enrolls in the programme, s/he will still be required to study modules that cover or relate to various aspects of Islamic teaching (CNN Indonesia, 2022; Hadi, 2011; Hidayat, 2016).

Education policies including reference to national and organisational values show how cultural influences impact on the system of Indonesian HE institutions. The policies are themselves structural entities that shape the institutions' practices (Yokoyama, 2014) despite the goals of the institutions or their programmes, which aim to prepare candidates to be English teachers. Nasri, one of the educators interviewed and who was involved in designing modules for the PETE programme at his university, described the policies as, 'an obligation that should be considered by the PETE programme before determining its goals.' Due to this national policy, a PETE programme was obligated to include national and organisational values in the programme module structure design. Consequently, aspects of teaching-learning of the English subject, which are important to candidate development, is compromised because their programme is less varied and comprehensive. Candidates only received an introduction to general aspects of modules without a detailed explanation and had

limited opportunities for practice-based element in the modules. Without in-depth discussion or exploration of the modules, candidates gain a minimum level of understanding which affects their mastery of the subject knowledge.

Similarly, limited practice in English teaching modules undermines candidates' ability to learn best teaching skills and teaching techniques to support their future teaching activities in the classroom. PETE programme modules covering various aspects in English teaching in depth and combined with practice elements are not only essential in helping candidates achieve a good understanding of the subject but also guide them to possess adequate teaching skills required in the profession. Thus, it might not be an exaggeration to say that developing qualified candidates starts from the quality of PETE programmes (Darling-Hammond & Bransford, 2005) through a balanced combination of modules and practice elements in the programme and this balance can be compromised by excessive requirements for mandatory content. Offering varied and comprehensive modules with practice elements will not only lead to adequate subject knowledge and teaching skills but also be effective in boosting the confidence of candidates, 'feel better prepared and more efficacious' as well as help reduce candidate attritions from the profession (p. 61).

The pedagogy central to the two PETE programmes studied showed that practices were dominated by lecturing activities. Less engaging teachings approaches in the programmes impacts on the teaching delivery model. PETE programmes teaching approach was very didactic as illustrated in the curriculum and module design. The practice-based elements were generally missing from modules although the modules relate to candidates' teaching skill development. This issue pertained to core modules

such as Teaching English as a Foreign Language (TEFL) and Teaching English for Young Learners (TEYL) modules which were listed in curriculum design of the PETE programmes studied. The opportunity to experience teaching-practice elements during their candidacy was generally limited to when they enrolled in a microteaching module. However, most candidates interviewed in the study contended that the microteaching module also lacked sufficient opportunity to explore their teaching-learning practice; in some cases, candidates had no opportunity for teaching practice even in the microteaching modules due to limited time allocation amid the large number of candidates.

9.3 English Subject Modules in PETE Programmes

Limited allocated time for core English subject teaching modules is a direct consequence of the national policy requiring that PETE programmes include national values in their curriculum. Tellingly, the policy does not clearly regulate how universities or programmes should implement it in their curriculum. For example, there is no clear guidance on how the national values are transformed into modules, the number of modules, and credit weighting of each module. Therefore, PETE programmes can subjectively interpret the policy and opt for different practices on the requirement, evident in the two PETE programmes studied. On the other hand, the lax delineation of the regulation indicates a flexibility which could also be potentially beneficial to the PETE programmes in allowing them to maximise their curriculum and course structure to focus on their goal of producing high quality English subject teachers. National values can be presented through a number of models, such as independent modules or as integrated themes in the curriculum (GoRI, 2021).

It seemed most of Islamic HE institutions and PETE programmes opted for the former strategy (independent modules), possibly to avoid the additional effort necessary to integrate content into new modules to cover national values while still upholding the PETE programmes' goals and objectives. Second, introducing the national values as thematic modules in the PETE programmes curriculum will need the modules' teaching-learning process to be conducted using English as a language of instruction. This remains a major challenge because most non-English subject module leaders in PETE programmes still have a low level of English language ability (Achid & Chamid, 2021; Hadi, 2019).

As this study demonstrated, the PETE programme at the non-religious based university introduces the four aspects of national values (state ideology, civic education, religion, and national language) into four different modules that bear equal credits. Conversely, the PETE programme at the Islamic-based university teaches the national language as one module, combines the state ideology and civic education into another module, but elaborates the fourth aspect of national value (religion) into different Islamic teaching modules. The development of Islamic teaching across several modules varies among Islamic HE institutions (Direktorat Pendidikan Tinggi Agama Islam, 2018). Islamic HE institutions can include different aspects of Islamic teaching into module structure and determine the module credit value. Several studies have specifically focused on which of these two strategies are most successful in candidates' development as English teachers, including Diniaty et al. (2017) which indicates a difference in results from these two strategies. Focusing on stakeholders' perspectives, the study revealed that candidates from non-religious based PETE programmes perform better than candidates from religious-based PETE programmes,

especially in the professional competence of English teachers. These findings should be a concern for PETE programmes at faith-based universities when including non-English subject related modules in the programmes. This potentially results in low candidate competence due to the programme module design that focuses on multiple goals rather than preparing candidates to teach English at Indonesian schools. It is clear that the Diniaty et al. study centred on candidates' performance after completing their pre-service education rather than the practices in PETE programmes, the focus of my own study. As such, I believe my research adds a further dimension to Diniaty et al.'s work in that it provides greater insight from different stakeholders into the nature of PETE programmes' practices in both Indonesian secular and religious HE institutions. Furthermore, my study includes candidates' experiences and perceptions using the CSA framework. Employing the framework allows the study to identify aspects or elements that shaped candidates' experiences such as PETE school partner's organisational culture, educator-mentor-candidates' model of interactions, candidate perceptions regarding PETE programmes, their SEP activities, and their status as prospective English teachers.

Although Diniaty et al.'s conclusions seem to share parallels with my study, my own findings provide further insight into implications for candidates and PETE programmes. My study's three different group of participants enrich the findings of the previous study which acquired information only from school headmasters. Thus, the current study's findings not only provide information about secular and religious based PETE programmes practices in the Indonesian dual HE system, but also proposes strategies about what to include in the programmes and how the programmes might better equip candidates before they enter the real teaching environment as qualified teachers.

In terms of module design, it seems the PETE programmes are only allowed to add new English-related modules after the programmes have included all the university and faculty's compulsory modules, which are not necessarily about building English language knowledge and teaching expertise. Consequently, the core modules related to the goals of PETE programmes are reduced or missing altogether, and educators have limited opportunity for innovations to support candidates' development. As a result, the programme module design and structure are no more than just a list of subjects that should be delivered and completed by candidates. Educators become demotivated to employ their best knowledge and strategies that prioritise candidates' learning. Some educators, as narrated by candidates, attended class without adequate preparation and quality teaching-learning materials. As a consequence, the teaching-learning process at the PETE programmes seemed only to fulfil educators' teaching duties.

This rigid PETE module design is characteristic of the PETE programme at the Islamic university subject in this study. All modules have been predetermined by the PETE programme, allowing candidates no opportunity to choose modules according to their preferences indicating how PETE programmes reduce candidates' agency from their pre-service education. Ilieva (2010), who focused on non-native English speaking teachers, argues that candidates' ability to negotiate and study their preferred modules could play a critical role in the development of their agency and professionalism in the teaching profession. Through module preferences, candidates would be able to develop habits to assess their ability, identify areas of practice requiring improvement, and determine actions that should be taken to improve their practices. The fact that the PETE programmes in this study did not offer candidates the freedom to choose

modules confined them to the exact same modules from the first until the final term, potentially blocking an opportunity for development.

This study identified a contradiction in that although the programmes' curriculum and prospectus explain that they offer a combination of mandatory and elective modules in almost each term, in practice the elective element is missing, as all modules are predetermined by the programme. This anomaly might be explained by the assessment or course quality monitoring procedure that all PETE programmes must pass. Since establishing an equal proportion of mandatory and elective modules in PETE programmes is a critical part of the accreditation process, a programme will produce an ideal combination of the modules in their course design document although what is stated in the documents does not always represent real practice in the field. The difference between types of modules that candidates studied and those listed in PETE programmes documents is unlikely to be brought to the accreditation body's attention. As a result, a PETE programme could obtain necessary accreditation and continuously educate their candidates with this model of programme design.

The fixed design of the modules showed that PETE programmes limited candidates' agency in determining modules relevant to their needs and preference as English teachers. This predetermined PETE module design was a concern for some interviewed candidates who suggested that the cause was a lack of human resources to offer additional modules to accommodate candidates' various needs regarding modules. The programme's real practice, which is different to its legal document, indicates an accountability issue. An adequate number of educators is one of the main requirements for programme accreditation by Indonesia's HE accreditation body.

Consequently, if a PETE programme is unable to meet all the requirements, it will affect its practices, including its ability to accept new candidates or to open new admissions (MoEC, 2020).

Accreditation standards and procedures aimed at ensuring the quality of a programme, namely the PETE programme, have not been fully implemented in practice. Thus, this study, and more specifically the findings related to the PETE programme at a religious-based university, supports earlier research showing that accreditation does not fully guarantee the quality and standard of PETE programmes (Moeliodihardjo et al., 2017; The World Bank, 2016). Further study focusing on PETE programme module design is required to gain a wider view of practices across the sector.

Since the current study only explored PETE programmes practices of two state HE institutions, insight into similar programmes at other HE institutions can enrich our perspectives about PETE programmes practices in Indonesia. Considering the PETE programmes studied as part of a state HE institution, evidence suggests that many aspects of the programmes are structurally defined by the government through university and transformed into PETE classroom practices. The remit of the government is not limited to providing funds and human resources but also creating a standard for teaching and learning, including ensuring national values are transformed into the HE institution and PETE programme curriculum.

The PETE programme design issues are either not acknowledged or are proving difficult to resolve by PETE programme management. Under such circumstances, the programmes are unlikely to meet their ideal goals, especially to answer the needs in

Indonesian ELT contexts in creating qualified English teachers. PETE programmes often face a complex situation which blocks their progress. However, strong influence from higher management level (faculty and university office) has been shown in the interviews from this study as the main aspect that limits a PETE programme's ability to innovate, to develop, and to revise their module design. Interviews with educators also involved in the design of PETE programmes indicated that it was a demanding process to introduce an innovation or to change a practice in the programme. Although educators and the PETE programme office frequently agree on new ideas or practices that would contribute to candidates' development as well as meet the programme goals, it is the upper management who decides whether they can be implemented, including modifications to the PETE programme module structure. The implementation of new ideas and practices are determined by the upper management. Consequently, the PETE module design and structure did not fully reflect the needs of the programmes to educate candidates. There were educators who tried to make changes by implementing strategies they believed would work in the classrooms and help candidates in their learning. On the whole, however, educators tend to accede to what is decided by the management without any initiative to change the situation, except in the educators' classroom or teaching-learning circumstances. There were no reflections from interviewed educators indicated a policy change in the PETE programmes as a result of their appeals to the management decision.

In addition, the faculty and university employ their authority in the design of PETE programmes, and that can lead to inclusion of modules that lack relevance or are irrelevant to PETE programme goals. Although various questions could be asked regarding the university and faculty's control of PETE programmes, it seems that

existing practice has never been questioned. This might be explained by Indonesian culture that is highly structured and assertive, and which filters into HE institutions (Country Comparison - Hofstede Insights, n.d.; Hofstede, 1998; Irawanto, 2009). Structurally, a very practical cause is that PETE programme design is overwhelmed with the institution's strategy to meet the government's standard as well as to maintain the institutional values. In addition, fulfilling the government's standard, for example in terms of accreditation, means that the institution will receive more support from the government including financial support but also has an opportunity to continuously expand its contributions to the community (Darling-Hammond, 2020).

Internal conditions within PETE programmes observes a culture of honouring seniority (length of service and age) that fosters a structural hierarchy and power dynamism in the HE institutions that is a determinant factor in the PETE programmes practices. Senior educators are given greater authority in the programme compared to junior educators. Their authority, for example, is seen in designing modules for the programme and selection of teaching materials for certain modules. Perception about seniority in the PETE programmes is also associated with a shared view in Indonesian cultural contexts that reflects seniority as individuals who are more knowledgeable and have more experience than anyone in their field (Gandana & Parr, 2013; Gaus, 2019; Nilan & Demartoto, 2012; Parker, 2017). In the PETE programmes context, the seniority status of educators was found to be influential in a number of areas, such as when designing the programmes' module structure, selection of teaching-learning materials, module leader appointments, and activities related to the programmes' practices.

In the PETE programmes practices, senior educators conducted daily teaching activities as well as serving in the role of advisors on module changes or modifications in the programmes. The seniority of educators entitles them to suggest and assess new modules included in the module structure design. In fact, data from the studied PETE programmes showed that seniority played a significant role in the final decision-making process regarding module structure design. Senior educators become a main source of information about modules in the PETE programmes whether to include or to reject the modules from the programmes' module structure. In this situation, there was limited scope for others to independently decide and implement their plans without senior educators' input. As a result, PETE modules had to first focus on accommodating ideas and preferences of senior educators in the programme although their expertise and modules might be less relevant to the goal of the PETE programme. As suggested by an educator who was also a secretary to a PETE programme, senior educators are the programme's initial sources of information and all plans or designs as well as activities in the programmes must gain their approval, a requirement that has tended to limit innovation.

PETE programmes should also be realistic about their senior educators as the initial source of information and arbiters of change. The teaching world is dynamic and the development of knowledge is rapid. The theory and skills that educators previously mastered could be less relevant to today's teaching-learning environment (Darling-Hammond et al., 2017; Villegas de Reimers, 2003). Therefore, deference to the privileged status of senior educators should be reserved for those who keep up to date in theory, development and innovations in HE teaching learning, especially in the PETE programme.

In addition, senior educators were seen to use their seniority and authority status to protect and secure their teaching-learning activities in the programmes. For example, although junior educators were rotated to teach different modules in each term, senior educators were often found to teaching the same module for an extended period. Senior educators received priority regarding their preferred modules even though they might not demonstrate different approaches, techniques, or new activities in their module deliveries. Despite the many issues with senior educators, it seems that the PETE programmes and HE institutions tend to 'turn a blind eye' to any deficiencies due to the educator senior status. Indonesian HE institution practices that when senior educators are unable to demonstrate a good standard of teaching, commitment to their teaching, or even show incompetence in delivering their modules, junior or lower grade staff will usually refrain from comment, let alone confronting them about their practices (Brewis, 2018, 2019). Information from interviewed candidates confirmed this occurrence at both PETE programmes. According to candidates, if they complained about educator attendance and approach in delivering their modules, there would be no action from the PETE programmes office until the end of the teaching term.

The effect of seniority could also contribute to access and models of support that educators receive from PETE programmes or HE institutions. My findings suggest that the seniority system undervalues junior educators' performance and achievements, although the junior educators might actually contribute more to the programmes' practices than their more senior colleagues. For example, it was found that senior educators were given greater opportunity and authority in terms of the programme curriculum development and adoption of teaching materials, young and untenured educators simply followed the materials and activities employed by senior educators,

which stifled any personal agency. Prioritisation of senior educators by the programmes and HE institution was also found in other areas, including access to teaching facilities and PD activities, among others.

The above cultural and structural issues found in PETE programmes should be acknowledged and responded to with alternative practices for the programmes can fulfil its main goal to create good quality candidates. The 'abuse of seniority and authority status' should be replaced with a practice that accommodates all educators 'to act purposefully and constructively' towards their professional growth, their teaching, student learning as well as to the development of the PETE programmes (Annenberg Institute, 2011; Priestley et al., 2012, 2015a). Through this strategy PETE programmes will be transformed to ensure all individuals, especially educators as the main actors, can freely elaborate, demonstrate, and apply their knowledge and skills. The next section, PD, will address the different levels of access and support educators receive at PETE programmes based on their status will be covered.

This subsection has explored the role of PETE programmes strategies in preparing candidates. Similar to universal practices at teacher education programmes, the two studied PETE programmes also implemented two main strategies in developing candidates' subject knowledge as well as teaching knowledge and teaching skills. The first main area of candidates' development was conducted through PETE programmes module structure design that covers various aspects of English language teaching. Through PETE programmes' module structures, candidates were also introduced to current theories relevant to English language teaching. However, the PETE module structure design is often challenged by policy and regulation at PETE programmes or

HE institutions that must accommodate the government policies regarding national and organisational values. As a consequence, PETE programmes should adjust their English subject modules by reducing modules' credits, teaching hours as well as practicum components in the programmes.

The second area of candidate development is teaching skills. To improve teaching skills required for the profession, after learning modules about subject knowledge and teaching theories, candidates are sent to PETE programmes' school partners to conduct SEP. In the SEP activities candidates are guided, facilitated, and supported to employ knowledge and skills in real classroom teachings. The candidates' interviews conducted in this study elicited some emerging themes which will be explored in the following section regarding SEP activities including cultural aspects that influence educators, mentors, and candidates' interaction.

9.4 School Experience Programme

In Indonesian teacher education contexts, including in the two studied PETE programmes, there are various models and durations of SEP activities, for example, some PETE programmes have two phases of SEP activities i.e., school-classroom teaching observation, as the first phase, and classroom teaching activities, as the second phase, whereas other PETE programmes only have teaching activities in their SEP (Faridah et al., 2017). In this research, candidates spend between eight and 12 weeks on SEP activities which include a school observation at the outset.

SEP activities might be considered the most important aspect in PETE programmes. Cohen et al. (2013) argue SEP and all models of teaching practicum provide 'the most

intensive exposure' to the profession that is directly experienced by candidates in a real teaching environment. SEP allows candidates to play their roles both as teachers in real classroom teachings and as learners who glean practices from in-service mentors' experience and their colleagues teaching-learning of English language as a subject (McNamara et al., 2014). Workplace learning or school experience in the context of teacher education programmes is effective in supporting candidates' subject knowledge and teaching skills development (Campbell, 2014; McNamara, et al., 2014). Through SEP activities, candidates have the chance to employ teaching theories, skills, and competences – personal, social, and professional – in the real classroom. Candidates are also able to explore or to enact their agency as future English subject teachers.

As mentioned at the beginning of this section, the enactment of candidates' agency during SEP activities also relates to the culture and structural aspects, especially at PETE school partners. Thus, to be successful in their SEP activities, candidates should consider a range of factors, including their capability as a reflection of their personal knowledge, teaching skills, and personal attributes regarding the teaching profession as well as their understanding about school culture and interactions with the school community (Eraut, 2014; Ulvik & Smith, 2011).

My findings suggest that culture and structural factors not only affect organisations (in this study: PETE programmes and PETE school partners but also values and ways of thinking and actions of individuals (educators, mentors, and candidates) in the programmes or schools (Hofstede et al., 2010; Priestley et al., 2015b). It follows that support to candidates would be influenced by the PETE programmes and the school

partners' values as well as their human resources, the most valuable of which are those staff identified as mentors in PETE school partners.

The role of mentors in teacher development is not only critical for candidates beginning their teaching careers but also to in-service teachers to support their continuous professional development, especially in the context of teaching English as a foreign language (Nguyen, 2017). Good mentorship of new candidates helps them link theories learned from PETE programmes to realities in the classroom or school contexts. Through mentorship, candidates will receive support especially emotional support at the beginning of their teaching experience which could determine the remainder of their teaching career (Gratch, 1998; Waterman & He, 2011). This initial phase of the candidates' teaching journey is important because through mentorship, they should gain support to strengthen their enthusiasm and idealism as well as to develop their potential as professional teachers (Nguyen & Springer, 2019).

In reality, the mentoring practices during SEP activities in the current study fell short of bridging the candidates' knowledge about the subject and teaching theory learned during their PETE programme and real teaching practices in the school environment. Candidates reflections from their SEP activities were dominated by unfulfilled expectations, especially on mentors' lack of support during their SEP activities. Some candidates felt totally unguided and left to personally decide what they would bring to their classrooms and how the teaching processes were delivered. This reported limited support could not be separated from the PETE programme strategies when selecting school partners as schools are responsible for the appointment of mentors to work with candidates during their SEP. Mentors' readiness to support candidates is also

determined by the schools' culture and structure which governs access for mentors' development either as subject teachers or as mentors for candidates. PETE programmes did not always implement good standards when selecting school partners for candidates' SEP. For example, some appointed schools were not ready for candidates SEP due to limited mentors' resource or teaching facilities and in one instance the school had concluded its teaching term when candidates arrived for their SEP activities. All of these issues suggest that PETE programmes did not have up to date information about the school partners or about the mentors available to work with candidates.

Providing opportunities and ensuring access for mentors to develop their abilities should be the PETE programmes and school partners' main concern before sending or accepting candidates for SEP activities because they are the main actors behind candidates development (Ambrosetti, 2014). Through mentor guidance and support, candidates develop their confidence to pursue their professional teaching career, as this research found. Mentors play a crucial role in the SEP activities is because they are responsible for facilitating candidates, guiding, and encouraging them to experience and learn from real classroom teaching contexts. Negative experiences with mentors could have the effect of demotivating them even before entering the teaching profession. For example, a candidate in this study admitted her uncertainty about embarking on a teaching career after experiencing a lack of support and demotivating comments from her mentor during SEP activities.

This situation underlined another failing of PETE programmes: the inability to select the best schools and mentors for candidates. Mentors who were allocated to SEP

activities were unable to provide support and guidance to candidates. As a result, candidates' teaching knowledge and teaching skills did not develop even after concluding their SEP activities. Candidates who failed to acquire fundamental teaching knowledge and teaching skills at this phase would be affected as they transitioned into the actual teaching profession. The situation confirms findings of other studies that candidates or new teachers when entering the profession often lack knowledge and skills (Gordon, 2020; van Ginkel et al., 2016, 2018). Thus, it is the mentors' responsibility to provide guidance and support, and candidates understand and become adjusted to teaching and school environment and climates.

In addition, as novices in the teaching profession, candidates often face difficulties in delivering lessons and understanding the variables that influence classrooms and schools practices, including students' ability and social cultural aspects of schools and community (Bates & Burbank, 2019). There is no underestimating the importance of mentors providing such support to help candidates identify and develop their knowledge and skills to allow them to become fully involved in a real school's teaching environment. However, only teachers or mentors who have a comprehensive understanding of the complex school and classroom variables can provide maximum support and effort required to foster candidates' knowledge and skills, as well as encouragement of agency.

The mentors' ability to provide all models of support to candidates should also be backed up by educators and PETE programmes. Both parties should invest in SEP and be expected to have equal contributions and support candidates (Doe et al., 2007). Unfortunately, cultural factors impact on SEP activities. For example, culture

affects interactions between educators (PETE programmes) and mentors (school partners) in providing support to candidates due to the perception, especially among mentors, that their status is lower than educators who teach in the HE institution. This perception persists because all mentors hail from an initial teacher education programme where they were taught and guided by educators. In the SEP when mentors and educators should work together, the current study found that mentors in the school partners tend to position themselves as supporters to educators, expecting to be directed and given instructions to follow, rather than offering their own understanding from their teaching in school contexts.

Furthermore, in agreement with previous research findings, the PETE programmes studied failed to provide clear guidance to both mentors and schools partners about defined roles and responsibilities of all parties during candidates' SEP (Leask & Moorhouse, 2005, p. 18). Thus, without addressing all parties' roles, the goal of a collaboration in SEP, meaning a mutual partnership between educators/PETE programmes and mentors/school partners in supporting candidates, was not achieved.

Limited guidance results in potential for issues related to SEP activities emerging and being detrimental to candidates' development. For example, mentors working alone were often confused about the support they should provide to candidates; in some cases, they lacked strategies themselves that could be used to help candidates' developing knowledge and skills during their SEP activities. This situation is further complicated when the appointed mentors still lack experience in mentoring candidates. The situation will also create 'a domino effect' for mentors and candidates.

When mentors do not receive adequate support, they will not be able to perform optimal teaching-learning which in turn might lead to teachers leaving their career in the early stages (PA Media, 2022; Richardson & Watt, 2014).

In SEP activities, opportunities for mentors to help candidates explore and develop knowledge and skills related to teaching-learning in the real classroom environment can be rare. This point was confirmed by interviewed candidates, including those who were sent to schools with low quality management and infrastructure. Several candidates mentioned that mentors had never attended their classroom teaching sessions, leaving them without any guidance, or they only participated if they were in line with their preparation and preferences. Guidance and feedback in these situations was scant. Some candidates were even relegated to non-teaching learning tasks, from school maintenance work, renovation of a fence and the gatekeeper for visitors at the entrance. The SEP situation and process of mentoring will affect candidates' quality of teaching knowledge and teaching skills they are supposed to gain from the training. The completion of the SEP is no guarantee of adequate teaching knowledge and commensurate skills on their career journey.

In better school partner environments, candidates' experience at least meant that they were only directed to teaching-learning related activities by their mentors. Where this model was applied, candidates were more positive about their SEP experiences due to the support they received and opportunity to maximize the benefits of the activities. However, in-service teachers who mentor candidates criticise the PETE programme policy about SEP activities. There was no clear guidance about the activities that mentors should provide to candidates. This prompted mentors to personally decide on

a model of activities they reasoned would be beneficial to candidates although the activities might be less relevant to the SEP goals. This model of mentoring candidates was a consequence of the inability of PETE programmes to support mentors with documents clearly stating sets of goal that the programmes expected from SEP activities. A mentor in this study disclosed that he had never been provided a SEP manual or handbook in all his mentoring experience. Inevitably, the support he provided to candidates was totally influenced by his personal judgment based on his teaching and classroom situation. Although mentors can freely manage activities for candidates which reflects their autonomy, missing SEP guidance makes it difficult for mentors to measure whether activities have succeeded in helping candidates achieve SEP goals. The situation is further complicated when mentors have limited mentoring experience.

There was also no guidance about recourse when educators were inactive in candidates' SEP activities. The two PETE programmes' SEP handbooks failed to mention procedures to be followed in the event of a dispute between mentors and educators. As a result, mentors often did not have any alternative except to continuously work although they did not receive any types of support from educators or PETE programmes during SEP activities.

While mentors and PETE school partners are required to provide maximum support to candidates in almost all areas of teacher development, educators and PETE programmes could only provide limited support in the candidates' SEP activities. This situation is due to minimal coordination between mentors and educators regarding candidates' teaching-learning activities before and during their SEP. As a result,

support of candidates SEP activities were totally delegated to mentors. Thus, collaboration to develop candidates' teaching knowledge and teaching skills was absent.

At some PETE school partners, as revealed by this study, neither PETE programme staff nor educators communicated with mentors as initial communication was only with school principals. Although PETE programmes had appointed SEP coordinators, they did not appear to contribute to the communication between parties, especially when educators were not actively involved in supporting candidate SEP activities. My interviews with mentors (such as Zacky and Hilman) revealed that they had never met either the coordinator or educator during their respective candidate SEP. Consequently, models of teaching-learning support of candidates were at the discretion of the mentors.

Regarding educator roles and support during SEP activities, this study found that minimal support from educators to both mentors and candidates was a consequence of unclear procedures when appointing educators for SEP activities. PETE programmes failed to consider various aspects regarding educators, including their daily tasks and responsibilities at the HE institution. Some appointed educators for were university top administrative officers. Therefore, the task of working with mentors to support candidates during SEP activities entailed the difficult prospect of juggling it with their office duties and responsibilities. For example, 'complicated' was the term used by Gibran a mentor who was appointed to work with a university officer in mentoring candidates. He revealed he ended up working alone for the mentoring.

Although PETE programme representatives acknowledged the problematic situation, no action was taken to support SEP mentors. Some mentors contended that the appointment of mentors for was completely at the discretion and authority of the principal, and their lack of involvement in the process fostered confusion about the extent of their role. Some mentors expressed concern that they were not provided enough information about educators they were assigned to work with. In the event there was an issue such as with candidate attendance or inability to perform SEP activities, mentors were often unable to find a solution.

This ineffective and stilted communication between educators and mentors could also be attributed to the persistent view in the Indonesian education system, with university lecturers/professors (educators) accorded higher social status than schoolteachers (mentors) (Direktorat Sumber Daya, 2022; Pratiwi, 2019). This complicated the situation further as mentors usually lack pertinent information about the educators they were supposed to contact for updates on the candidates. Consequently, mentors had no alternative other than working on their own in guiding and facilitating candidates during SEP activities, with the inevitable implications for the quality of the experience.

It can be argued that it is critical to maximise the role of educators and mentors in supporting candidates during SEP activities (H. T. M. Nguyen, 2017; Shanks et al., 2020). SEP activities not only allow candidates to experience real classroom teaching and school context but also help them to develop confidence in their teaching career path. Thus, PETE programmes need to commit to only employ their ideal SEP standard to help educators and mentors provide their optimum support for candidates, as well as ensure candidates understand what is expected from their SEP activities.

Apart from developing and implementing good SEP standards, it is also important for PETE programmes to modify their practices by involving schools, especially school partners and mentors, when designing their SEP activities. Through involvement of schools and mentors, PETE programmes will have a clear picture not only of teaching in schools but also other requirements, including non-teaching activities such as helping teachers in managing extracurricular activities that could be beneficial to candidates' development. As a result, PETE programmes could design their teaching-learning processes to be relevant to student needs and learning goals at school partners. This model of collaboration between PETE and school partners will also be an opportunity for educators and mentors to learn from each other to reflect and to renew their practices, which will contribute to their professional growth and professional identity.

Lastly, SEP activities must be supported by educators and mentors who fully understand and are committed their role of providing support to candidates for their development. Their readiness to guide, facilitate and support candidates during their SEP activities ultimately is determined by their knowledge, skills, and experience acquired from activities relate to the teaching profession.

Activities that support educators or mentors to improve their capacity in delivering teaching and support their development is an aspect of their PD activity. Kennedy (2016) argues that PD activity is basically about activities that focus on how teachers learn and how they implement what they learnt into their classroom teachings. In line with this, Avalos (2011) defines PD as three aspects related to teachers i.e., teacher learning, teachers learning how to learn, and their ability to implement knowledge that

they acquired to help their students learn. In particular, because PD mainly relates to teacher learning, activities related to PD will help teachers identify their needs or weaknesses and determine actions necessary to improve their ability.

The following section examines the personal development of educators and mentors' relevant to their status, especially in providing support to candidates.

9.5 Professional Development (PD)

The OECD notes that no teacher education institution will be able to identify and provide solutions to all challenges that teachers will face in their real teaching professional experience (OECD, 2009). Therefore, to allow teachers to respond to challenges in their teaching-learning situations, there should be a strategic plan or activity in the education system that is directed to help teachers continuously improve and maintain their quality. The plan or activity focusing on teacher development is defined as professional development, or PD; this is the development that teachers undertake including training, teaching practices, and discussions that teachers can implement in their teaching-learning (Kennedy, 2016). In other words, PD is directed to enhance teachers skills and attributes, including but not limited to pursuing higher academic qualifications, developing subject-knowledge expertise, teaching-learning skills, and leadership development through formal and informal activities, teamwork, and collaboration (Chu et al., 2017; Evans, 2002). PD activities that are directed to develop teacher skills, knowledge, expertise, and other characteristics relevant to professional teaching have been universally accepted as the means of ensuring teachers keep up to date with changes and development in teaching contexts (OECD, 2009). Thus, educators are aware of how to deal with issues in their classrooms,

related to programmes, faculty issues, or HE institutional policy. PD covers a broad range of skills related to the teaching profession, including instructional design, classroom management, assessment, and lesson planning (Sims et al., 2021).

In the context of the current study, attempts to improve PETE programme practices and the quality of future teachers was therefore contingent on the PD of key staff to ensure their quality. This is crucial for teaching staff who intensively interact with candidates during their pre-service education as well as for school mentors. Improving the quality of teaching staff or educators can involve various activities provided by the institutions or other professional bodies outside of the university, including formal education, training, workshops, seminars, and discussion forums.

My research found that educators analyse and decide what types of PD are relevant and where and how they can access PD activities. For example, some educators argued that pursuing an advanced degree or attending teacher training at reputable institutions in Indonesia or overseas would be a catalyst for their professional development. Also beneficial would be experiencing new teaching-learning contexts that are different to their current teaching context to provide insight into how to teach to a higher standard (Darling-Hammond et al., 2017). For example, Hasni, an educator, said experiencing various teaching contexts helped motivate her to deliver teaching excellence and support to candidates through new activities and a different model of teaching deliveries. She vouched that it allowed her to develop a teaching-learning system incorporating ICT; she was subsequently awarded a research grant from MoECRT.

Educators were forthright in assessing access to and the type of professional development they needed to support their improvement. Participants in this research identified their weaknesses and aspects needing improvement related to their status at PETE programmes. Some educators gave detailed accounts of the professional development activities that they expected to be able to participate in, including attending international seminars, research collaborations, and publication of papers. However, financial constraints was the main hindrance for educators accessing all models of PD. Inability to access support for PD such as the opportunity to pursue a higher degree, attend training, and participate in seminars can be related to cultural values embraced by the educators' HE institution. This finding supports previous research that found the internal programme structures and the educators' teaching status constrained the PD of educators and mentors (Burhanuddin, 2019; Gaus, 2019).

This study's findings indicate that seniority and educators' teaching status greatly influence access and opportunity for PD activities. As a result, senior tenured educators have wider access and better opportunities than non-tenured senior educators. Senior educators will always be prioritised in almost all activities related to professional development, especially funding and support to attend training and seminars, research grant development, and publications (Chang et al., 2014; Tobias et al., 2014). This situation was recognised by junior educators who contended there seemed to be an unwritten rule in the two PETE programmes and HE institutions studied that before they were given opportunities to access PD activities their seniors must be accommodated first.

Preferential treatment is found in the access to PD activities or programmes through collusion involving university management and educator cliques. It was another example of the toxic culture of an organisation that prioritises particular groups based on hierarchy, not the ultimate goals for all. Consequently, people who disassociate with this group or those ranking lower on the hierarchy will be dismissed and marginalised. All resources and opportunities to develop are limited to the inner circle of friends and colleagues. Regardless of the urgency of an educator's need to access PD activities, his/her relationship to HE institution top management will be preeminent in the success or failure of the bid.

This lack of a professionalisation process for educator development potentially has great influence on a number of aspects of PETE programme quality. In agreement with Ehlers (2009), I argue that unequal access to professional development will not only affect quality of educators and their teaching ability but also the learning of students or candidates, and higher education performance. PETE programmes' efforts to improve their quality should start from changing organisational culture and creating a policy that promotes a fair scheme or a procedure regarding educators' access to PD support. Unclear standards that favour groups (senior and tenured educators) should be replaced with an equal opportunity policy that supports all educators based on their merits and regardless of their teacher status. For example, information and access to PD activities should reach all educators, who must be fairly assessed before they are granted research grants without consideration of their service or teaching status. When PETE programmes are able to ensure that all their educators have equal access to the various models of PD activities, the programmes will be able to predict the quality of programme practices leading to capable teachers as a PETE programme

outcome. The relationship between the quality of educational institutions with educators or teachers' quality has been highlighted by Guskey (2009) who believes that educational institutions 'cannot be better than educators' who work within the institutions and that PD is still paramount to educators' professional growth and development (p. 226). In the context of PETE programmes, without quality educators that can be achieved through effective PD activities, it seems impossible to introduce PETE programmes that can produce competent teacher candidates.

In conjunction with policy change, universities and/or PETE programmes should commit to the ideal that motivating educators to develop their professionalism is their main objective and in their best interest. Quality educators or teaching staff will benefit the programmes and be advantageous to candidates who study in the programme (Durrant, 2020; Korthagen, 2010). Improved access to PD activities (formal or informal activities, inside or outside the HE institution such as various models of trainings, workshops, and seminars) will allow an educator to improve their teaching knowledge and teaching skills as well as bolster their motivation. As a result, they will be able to improve their teaching, provide maximum guidance and support to candidates, become confident about their capabilities, as well as become familiar with all current issues in teacher education contexts.

Mentors' PD processes in schools showed similarities to the educator situation at PETE programmes. The hierarchical system in the school and models of support for mentors are also issues that strongly influence their access to PD. However, unlike educators at university or PETE programmes, mentors in schools face multiple layers of hierarchical systems before they can successfully access a PD activity, for example

from school manager level up to the local education office. The bureaucratic approval processes that mentors must navigate adversely affected their motivation for PD activities, with the result that some mentors opted to focus purely on their teaching in school and had never been motivated to improve their capability in terms of their teaching knowledge and teaching skills. As a consequence, mentors did not consider professional development as an essential aspect in their teaching career. This aspect of my research supports Burhanuddin's (2019) study about school organisational culture in Indonesia that found that aspects of the hierarchical system and strong authority structure disempower teachers and undermine their sense of well-being and motivation to accomplish their jobs.

Although the mentors interviewed also mentioned financial issues constraints on their development, it seemed that this aspect was not a dominant factor influencing their decisions to retreat from engaging in professional development activities. In fact, the government, through provincial educational offices, allocates funds specifically provided to support mentors' professional development, resulting in them being given a wider opportunity to access any PD activities especially at local and national levels. However, an allocation of funds for mentors' PD was not followed by a supportive educational policy, notably at the local level. Complicated bureaucratic regulations and high-power dynamic culture favouring seniority and social status were main factors hindering mentors' PD plan. Seniority and hierarchy that determine opportunity, access, and types of support for PD activities should be replaced with other objective parameters, such as merit-based criteria and/or programme need-based criteria.

Merit-based criteria has been widely practiced by a number of HE institutions, especially in developed countries such as Australia, the UK, and the USA. The principle is implemented by the university or HE institution in two particular areas, i.e., educators and staff recruitment as well as new student admission. The merit-based principle will ensure that selection of a person for a new position, admission to a programme, for support, or to participate in a programme, is solely based on ability, knowledge, and skills. It ensures the recruitment or appointment will be open to anyone who meets the defined terms and conditions; the selection is guaranteed to be free from favouritism, nepotism or clantism, and bias practices. As a result, the programmes will only recruit staffs who are motivated and demonstrate commitment and responsibility to their work. On the other hand, programme-need based criteria means opportunity and type of support for educators and staff will be determined by the programme. Thus, when educators or staff are given an opportunity for PD, it will not only benefit their professional career but it will also contribute to programme activities. As an example, when educators are given support to pursue a higher qualification.

In the context of PETE programmes, when the merit and programme-need based criteria are implemented, access to PD activities will be well distributed among educators and it will simultaneously identify educators who are most in need of development, especially junior educators and educators whose development will critically contribute to the programme practices. Employing the strategy will not only help PETE programmes reduce the influence of seniority and hierarchy but also foster development of a system which will support proper practices. Reviewing policy practice which prioritise senior educators over junior educators should be the PETE

programmes and HE institution main agenda. Favouring and providing extra support to senior educators to access PD activities do not always correlate with their productivity and contributions to the programmes; some studies confirmed that senior educators displayed minimal contributions in their programmes and lack of productivity compared to their junior colleagues (CfEO, 2011; Yoon, 2016).

When PETE programmes or the HE institution can reform their practices in providing equal and open PD opportunity to their educators, they can be distributed to school partners and help them maximise support for mentor PD support. At this stage, PETE programmes and the HE institution can also act as the advisor for schools and mentors to deal with a bureaucratic system that prevents mentors from accessing PD activities. Creating in-house PD activities is another strategy that PETE programmes or HE institutions can implement to offer mentors increased opportunity for professional development. This particular strategy to help mentors progress and develop has the potential to be implemented in the context of Indonesian PETE programmes with a collaboration between the PETE programmes and schools able to help mentors benefit from PD activities, especially if the activities are effectively managed. Since all Indonesian HE institutions are required to implement *Tri Dharma Perguruan Tinggi* (The Three Pillars of Higher Education: education, research, and community services), PETE programmes should manage activities relate to English teaching-learning where schools and mentors can participate. These community service activities can be in the form of training, workshops, seminars, and other related teaching-learning activities that can help teachers' progress and professional growth. All community service activities managed by PETE programmes will contribute and affect the programmes' accreditation score. Conversely, programmes which cannot provide maximum

community service activities will eventually lose their accreditation status. All programmes or HE institution lacking accreditation status will be barred from new student admission and issuance of diplomas or certificates. The following section summarises and discusses aspects of PETE programmes including SEP that can be implemented to improve practices to benefit all stakeholders.

9.6 Improving PETE Programme Practices to Maximise Benefits for Educators, Mentors, and Candidates

My findings lead me to pinpoint several potential strategies that PETE programmes can adopt to achieve the goals of producing quality teachers to compete with the other ASEAN countries (Hidayat & Widarti, 2005; Kirkpatrick, 2012; Widiati & Hayati, 2015). Changes may include reviewing the programmes' organisational culture style and changing programme module design. Interviews and analysis of PETE programme-related documents – such as student prospectus and school experience handbooks – identified aspects that can be implemented to improve PETE programmes' practices. These aspects are categorised in the following areas: PETE curriculum, teaching and learning, professional development, and communication among stakeholders, as I will discuss below.

The previous section mentioned that one Indonesian PETE programmes challenge is the obligation to include various non-PETE modules into the PETE programme curriculum. This requirement not only reduces candidate opportunities to learn other modules pertinent to their teaching programme but also adds an additional learning load to modules that might be less relevant to their English subject teaching profession, such as a jurisprudence module.

The abundance of non-PETE modules also fuels discussion concerning candidate quality development. It is argued that overhauling PETE programmes by reviewing the number of non-PETE modules will allow the programme to introduce more related English teaching modules that are relevant to candidate knowledge and skills development as future English teachers (Zein, 2016a). However, the curriculum revision does not mean all non-PETE modules are removed from PETE programmes. Instead, the non-PETE modules need to be reviewed to figure out similar characteristics among the modules and if it is possible to combine them into a new module or to reduce their credits (Musfah, 2015).

This strategy will improve structure and module design at PETE programmes and provide an opportunity for candidates to complete modules that are relevant to their programmes and provide more chances for practicum components in the programme. On the other hand, PETE programmes could still effectively accommodate national education goals and higher education institution values through a new PETE programme module design. A careful redesign would allow candidates to acquire all essential aspects from PETE programmes that support their future teaching careers or support them when conducting their SEP. The strategy will also help PETE programmes bridge the gap between theory candidates learned from the programmes and practices in schools. It argued that changing the structure of PETE module design could be a solution to narrow the gap between theory at the programmes and the actual teaching practice in schools (Korthagen, 2010).

Another aspect to mull in the bid to improve PETE programmes practices is improving the quality of staff, especially teaching staff who intensively interact with candidates

during their pre-service education. Increasing the quality of teaching staff or educators can be conducted through various activities provided by the institutions or other professional bodies outside of the university including BAN-PT, *Asosiasi Dosen Indonesia* (Indonesian Educators Association), and The Association for the Teaching of English as a Foreign Language in Indonesia (TEFLIN). PD activities for educators can also be initiated by PETE programmes through collaborations with other PETE programmes or teacher education institutions, schools, and educational authorities, as well as non-governmental organisations that are concerned about the education sector, namely improving the quality of teacher education programmes.

Activities models that can be initiated independently by PETE programmes or HE institution or in collaboration with other external bodies (such as the British Council) should support educators' learning, thereby changing their practices to provide effective teaching that will in turn improve candidate learning (Darling-Hammond, 2017). Models could span training, workshops, teaching collaboration, mentoring, microteachings, seminars, and provision of feedback. Although all activities that educators participate in might be perceived as PD, Hargreaves and Fullan (2015) argue that only those that allow educators to move beyond their minimum competences towards high-quality teaching practices qualify for this category. In other words, activities that educators or teachers participate in will contribute to their knowledge, skills, and performance that will benefit their teaching and student achievements. There must be regular follow-up on the state of the activities or else there is the risk they will fail to fulfil the PETE teaching goals and candidate improvement through their teaching knowledge, teaching skills, disposition, communications and interactions, and initiatives (Durrant, 2020). Successful PD is

achieved when educator could manage and copy activities from the PD to be implemented in their PETE programme teaching (Darling-Hammond et al., 2017).

For example, educators should be independent in making decisions about their PETE teaching, encompassing selecting teaching materials, preferred teaching styles, and classroom activities, among others. Thus, when educators deliver their teaching by following 'a straitjacket' coursebook, feeling obligated to continually consult the module instruction and only teach using particular teaching materials, their decisional capital will be missing. It is here that educators do not have agency in their teaching (Day cited in Durrant, 2020).

To help educators improve their PD opportunities, it will be beneficial to enter into collaborative activities of PETE programmes with different stakeholders, such as other PETE programmes from different HE institutions, schools and education offices, and organisations concerned with quality of teachers and pre-service programmes. The collaboration models at PETE programmes will not only promote educators' professional growth but also develop their critical thinking and reflections about their teachings (Chan, 2016). Through a collaboration between PETE programmes and teacher education institutions, for example, educators will learn and share their best practices, such as designing their modules and delivering effective teachings for their PETE classrooms. The PETE collaborations will also be beneficial to create equal quality practices among PETE programmes, which in turn affects candidates as the outcome of the programmes. Through implementing uniform good quality practices in all PETE programmes, it will be possible to change stakeholders' views, as revealed in Diniaty et al.'s (2017) study that found candidates who graduated from PETE

programmes under the auspices of a particular ministry always performed better than their counterparts from another ministry.

Educator PD can also be supported through PETE programme partnerships with schools and local and national educational authorities. It is critical for PETE programmes to ascertain the expectations of schools and authorities from candidates who will teach English to students. This input will enrich educators' knowledge, skills, and teaching practices in the PETE programmes, with the enhanced content of these programmes helping improve candidates' professional attainment (Hargreaves & Fullan, 2015). Compiling the schools' perspectives will allow educators to prepare and deliver modules that are relevant to teaching-learning in schools. Therefore, candidates who complete all PETE programmes modules under guidance of educators will not be unfamiliar with schools or classrooms practices when conducting SEP or beginning their teaching career.

PD activities that contribute to educator professionalism will lead to good PETE programme teaching-learning practices and improvement of quality of candidates as the outcome. Therefore, all educators should be entitled to access PD activities and receive full support regardless of their teaching status in the programmes. Practices at the studied PETE programmes which prioritised a group of educators because of their seniority and authority should be replaced with an equal opportunity principle. PETE programme improvements should begin by revising the organisational culture and creating a policy that promotes a fair scheme or a procedure regarding educator access to professional development support. Vaguely defined standards that serve to

give preference to a particular group should be changed to an explicitly stated policy that supports educators based on their merits and regardless of teacher status.

Following an overhauling of organisational culture that promotes equality, the university or PETE programmes should commit to motivating educators to develop their professionalism as a main objective. Good quality educators or teaching staff will be beneficial to the programmes and advantage to candidates who study in the programme (Durrant, 2020; Korthagen, 2010). Wide-ranging access to PD activities (formal or informal activities, such as various models of trainings, workshops, and seminars) will enable educators to improve their teaching knowledge and skills. As a result, they will be able to provide maximum guidance and support to candidates, gain confidence about their capabilities, as well as become familiar with the current issues in teacher education contexts.

9.7 Conclusion

In this chapter, I have explored the interconnection of critical aspects (i.e., PETE design, SEP, and educators and mentors PD) to candidates' development as future English language teachers. Through explorations of the essential aspects using the CSA framework, the current study has made some novel contributions to PETE programme practices to improve teacher quality in Indonesia, especially in EFL teaching contexts.

Focusing on PETE programme design have enhanced our understanding that Indonesian PETE programmes are greatly influenced by Indonesian national values and organisational values which create a dual system of HE institution i.e., secular

and religious HE institutions. This dual system also affects PETE programme practices in determining types, structure, credit loads of modules and teaching practicum components of the programme. Pedagogic knowledge and teaching skills modules which are important to candidates' development as future English subject teachers become less varied and comprehensive. The programmes' ability to innovate, develop, and revise their module design is strongly determined by the higher management level (faculty and university office) and senior educators at PETE programme. Power and authority of senior educators derive from Indonesian cultural contexts, reflecting seniority as knowledgeable and having more experiences than anyone in their fields.

This study has also explored SEP activities in the PETE programme. Although SEP could be considered the most important aspect in PETE programmes, this study found that SEP activities fell short of bridging candidates' knowledge about the subject and teaching theory learned during their PETE programme. Limited support to candidates during SEP activities was caused by mentors' resources and teaching facilities at school partners. Mentors appointed to support candidates were not all equipped with mentoring experience skills and did not always get support from educators and PETE programmes. Consequently, candidates are left unguided and unable to develop teaching knowledge and skills from their SEP activities. The lack of support candidates received during SEP also affects their confidence to pursue a teaching career after completing the programme.

Finally, improving PETE programme practices through educators' PD. Focusing on educators' PD development ensures educators' quality as key staff in the PETE

programmes. When educators demonstrate excellent quality in teaching candidates, good quality of future teachers as the outcomes of PETE programmes will be feasible. However, increasing the quality of teaching staff or educators cannot be performed only by PETE programme. Increasing educators' quality is a task that should involve other parties inside and outside of HE institution including professional bodies which provide formal education, trainings, workshops, and other PD related activities. PETE programmes and HE institutions should ensure equality and a fair scheme regarding educators' access to PD support. The previous system of PD access, which favours a particular group, especially senior educators, should be replaced with an equal opportunity policy that supports all educators based on their merits, achievement, as well as motivation and commitment to their job. Next, PETE programmes or HE institutions must expand their educators' empowerment strategy through PD to school partners. Therefore, mentors at school partners can also benefit from educators' PD activities which help mentors progress and develop their potential to be implemented in PETE programmes. Strategies to improve collaboration between PETE programmes and school partner is further explored in the following conclusion chapter when presenting strategies that the current study believe can improve PETE practices. Following the strategy to enhance PETE programme practices, the conclusion chapter will detail some implications of the findings, limitations, and recommendations for future study, especially in the PETE programme context.

CHAPTER TEN: CONCLUSION AND RECOMMENDATIONS

10.1 Introduction

In this final chapter, I will present a general overview of the study's aim and objectives. I will examine how the objectives were addressed before recapping the key findings and the study's contribution to the field of pre-service teacher education programmes, especially PETE programmes. After that, I will highlight the implications of this study for my development as a researcher and provide some recommendations for future studies focusing on PETE programmes.

To recap, the following main research question has guided the study:

MRQ In what ways can PETE programmes be developed to improve teacher quality in Indonesia?

The MRQ led to three sub-questions as follows:

RSQ1 In what ways can the current practice of PETE programmes be improved to maximize the benefits for educators, mentors, and candidates in their respective roles?

RSQ2 Does the practice element of PETE programmes offer candidates adequate opportunity to develop their new knowledge, skills, and capability?

RSQ3 What other strategies could be put in place to improve the current practice of PETE programmes?

The thematic analysis of the interview data and the available documentary evidence elicited three overarching themes that inform the research questions i.e., PETE design, School Experience Programmes (SEP), and professional development (PD).

The PETE design theme relates to cultural and organisational values affecting programme module structure design, educators' roles and contributions to the programmes, as well as to faculty and university and educators' development. This first theme also relates to the impact of culture on structural constraints, including social and cultural aspects that inhibit educators' agency in the programmes. The second theme of SEP covers PETE programme strategies in preparing candidates for SEP activities, candidates' opportunities to implement teaching knowledge and skills, lessons learned from the SEP, and modes of support that candidates received during SEP activities.

The third theme of PD is about the enhancement of educators' and mentors' teaching capacity to support candidates at PETE programmes and during SEP activities. This theme reflects educators' and mentors' freedom to choose activities for their PD, their commitment and motivation in the profession, initiative, creativity, and autonomy in the teaching-learning process to encourage students' learning, as well as mentoring experience to back up candidates during SEP activities. The three overarching themes revealed aspects of PETE programme practices that can be improved with the ultimate aim of improving the quality of candidates in teaching English in Indonesian secondary schools.

10.2 Key Findings

The study focused on how PETE programme practices can be enhanced to improve the quality of teachers in Indonesia. I have argued that students' performance will reflect the quality of teachers and quality of education of a country (Kirkpatrick, 2002; Parker, 2018), and highlighted how Indonesian students' ability as demonstrated in some international achievement tests is lower than students from other countries in the Southeast Asian region because teaching quality is poor. The relative performance of Indonesian students highlights an issue of concern about the country's education system and teacher quality.

Improving teacher quality does not only relate to teachers who are currently employed in the profession but also to potential teachers who will deliver education to Indonesia's future generation. For this purpose, this study was directed to explore PETE programmes' practices in preparing candidates; the support to educators, mentors, and candidates; and elements of the programmes that offer candidates opportunity to develop new knowledge, skills, and capability before entering English subject teaching profession. To achieve the specific objective of this study, I conducted case-study research at two PETE programmes at two state universities.

To help understand PETE programmes' practices and candidates' education process in the programmes, this study applied sociological theory of culture, structure, and agency (CSA) as a theoretical framework based on Archer's morphogenesis theory (Archer, 1995, 2020). Through the CSA framework, this study was able to identify aspects influencing and determining practices of PETE programmes based on

information from PETE programmes' related documents, as well as data from interviews with educators, mentors, and candidates.

10.3 Improving PETE Programmes Practices to Benefits All Stakeholders

In relation to RSQ1, on how programme practice might be improved to benefit educators, mentors, and candidates, a number of suggestions can be made. The study revealed that there are values and beliefs that impact on PETE programmes that hinder all stakeholders in gaining maximum advantage and support. In agreement with the work of Minkov (2013) whose findings suggest that cultural aspects such as national values, ideologies, and beliefs characterise individuals, groups, and modes and practices of organisations, my study has demonstrated the need for the PETE programmes to review their curricula by firstly becoming more aware of cultural factors that impact on interaction within the programmes.

Identification of cultural influences that impact on hierarchy, power relations and even course content can go some way to counter the detrimental effect on course quality without reducing the most significant cultural value content in the programmes, at both Indonesian secular and religious HE institutions. It is evident from this study that there are aspects of Indonesian culture strongly influencing the Indonesian education sector as a whole, including higher education. For instance, these cultural aspects and values – such as belief, language, and national state ideologies, which are evident in PETE programmes – can greatly change the current programme module design structures whereby candidates study fewer modules related to their goals to be English subject teachers. My recommendation is to revisit the ratio between non-English related modules and English subject related modules in each PETE programme.

A recurrent tension between university/faculty and PETE programmes regarding module design structure creates an unhelpful tension for programme teams. On the one hand, the PETE programmes are expected to equip candidates with maximum teaching knowledge and teaching skills; on the other hand, they are also obliged to accommodate a number of non-PETE modules in the PETE programmes. Consequently, PETE programme related modules and practicum allocation time are reduced or limited. As a result, candidates' have reduced opportunity to fully explore the teaching knowledge and teaching skills required to teach English which, in turn, affects the development of their competence at this most critical stage of their candidacy.

When practicum time is reduced, candidates are deprived of opportunity to experience a crucial dimension of teacher preparation, i.e., to integrate theory and practice in a teaching context (Allen & Wright, 2014; Cohen et al., 2013). Therefore, when candidates embark on SEP activities their readiness to teach in the real classroom settings present a serious challenge for some of them. During interviews, mentors expressed concern that candidates often faced issues such as unfamiliarity with classroom settings, inability to design lesson plans, and poor classroom management skills. Lack of candidates' ability in SEP activities is a consequence of inadequate teaching knowledge and classroom experience as two critical foundations that they should possess as future teachers.

Given greater opportunity to modify their PETE module structure, while maintaining a focus on programme and institutional goals, course teams would be able to maximise relevant taught modules and practicum activity to contribute to candidates'

development. For example, by combining modules that share similar characteristics such as Quranic studies and prophetic tradition into a single module, the emphasis on Islamic teaching and the ability to read the Quran, understand contents of the Quran and the prophetic tradition, and follow the Quran and the prophetic tradition as life guidance (MoRA, 2019; 2020) will be preserved whilst, at the same time, the space to develop English teaching ability will be increased. Employing the principle of analysing and combining similar characteristics of non-religious modules is a very feasible suggestion that programme teams might adopt. For example, modules such as state ideology and civic education could be combined to provide more space to explore pedagogic and English teaching modules. Module design optimisation will allow for maximising microteaching activities in each module as well as extending the duration of SEP activities.

Careful examination of the cultural factors impacting on PETE programmes has also highlighted the need to provide equal opportunities for educators' PD. The cultural values such as hierarchy (Abbott, 2017) embraced in the PETE programmes did not provide equal opportunity and autonomy to educators. It was revealed that some educators were inadequately supported in terms of their PD. The hierarchy which privileged seniority and positions in the programmes favoured a certain group of educators over the others. Educators who have tenured and senior teaching status, hold a position in the programmes or institution were often prioritised to access PD activities. Thus, some educators depended on their personal ability for their development, especially when the PD activities required financial commitment. The lack of support demotivated educators to expand their knowledge and skills (Losser et al., 2018; Mizell, 2010), despite their understanding that PD is critical in delivering

effective teaching and supporting candidates' needs. To change this ineffective practice, PETE programmes need to acknowledge not only senior educators or educators who hold positions, power, and authority in the programmes or institutions but also more junior educators to have equal access to development and give contributions to the programmes (Bleiklie, 2012; Korthagen et al., 2006).

Institutions should ensure equal access to PD for all educators and staff, and should acknowledge their contribution to the programmes despite their status. Opportunities to progress will only be possible when factors compromising equality, such as preferential access to certain staff training, are ended. A viable alternative would be to implement a merit-based approach in the organisational culture. When a merit-based approach becomes the standard in PETE programmes, the programmes can ensure that educators who are given responsibility for teaching-learning, and do their job well, are rewarded for their efforts and can benefit from further development activity. Identifying and developing the best educators in the programmes, must surely result in better quality of PETE programmes practices.

Similarly, limited access to professional development opportunities was also experienced by mentors at PETE schools' partners and the cause is not dissimilar in that the hierarchical system and structural determinants result in powerful constraints. In addition, at a very basic level there is a lack of clear rules to support teaching staff development that might be expected to exist between the university-based PETE programmes and their school partners. The most feasible approach would be that when PETE programmes successfully develop a partnership with school partners, the PETE programme coordinates training activities and involvement of mentors in PETE

programmes activities. Perhaps most importantly, potential mentors should be included in discussions about their readiness to mentor candidates and given their full right to accept or to reject mentoring activity, especially when they are at an early career stage themselves rather than being allocated duties for which they feel ill-prepared.

10.4 SEP and the Development of Candidates' Knowledge, Skills, and Capability

In this study, the practice element of PETE programmes refers to SEP activities that candidates conduct before they are awarded a teacher qualification. It is expected that SEP activities will create a positive impact on the development of candidates' knowledge and professionalism for the teaching profession (Chambers & Lavery, 2012). The focus on SEP activity addresses RSQ2 which was to investigate whether SEP offered candidates adequate opportunity to develop their new knowledge, skills, and capability.

The present study has revealed the need for PETE programmes to review their SEP procedures to enable candidates to maximise their experience in real classroom teaching and the school setting. Such a review of SEP might start by considering extending SEP duration (Meyers et al., 2017). Increasing the amount of time that candidates spend on their SEP and its impact on increasing candidates' quality has been also discussed in various contexts of pre-service programme including in England (Uygun & Akıncı, 2015), Malaysia (Goh & Matthews, 2011), Singapore (Chua et al., 2018), and the US (Meyers et al., 2017; Villegas de Reimers, 2003). The findings from these contexts support Darling-Hammond's (2006) suggestion that extending

duration of SEP activities provide great benefits to candidates teaching knowledge and teaching skills including better classroom management, ability to apply various teaching models, and strategies to improve students learning (Darling-Hammond, 2006). In support of this suggestion, there is evidence that in countries that allow more time for SEP activities, especially in England, Malaysia, and Singapore, students perform better than Indonesian students in a number of global student assessments such as in PISA and EF (EF Education First, 2018; OECD, 2018; 2019). Based on this evidence, and the findings from this current study there is a very sound rationale to revisit what the optimal time spent in SEP would be. The PETE programmes studied only allocated an average of ten teaching sessions or eight weeks to SEP in school settings, as evidenced in the programmes SEP handbook (PPGCUDoc08; CRGCUDoc09 see appendix three: list of PETE programme related documents), which was deemed inadequate by candidates that were interviewed. This is clearly a constraint on teacher quality that needs to be reviewed since real teaching experience has been proved to provide better learning compared to learning from taught modules (Meyers et al., 2017; Vethamani, 2011). Moreover, through SEP activities candidates can experience authentic teaching and interaction with students (Ulvik & Smith, 2011), which will enrich their perspectives before entering a real teaching career. Whilst the average time currently spent in SEP is clearly inadequate further research would be needed to understand an optimal time duration that would be acceptable to all parties.

Another recommendation to come from the current study is the need for closer collaboration between the PETE programme personnel and school partners. Crucially, increasing teaching sessions or extending SEP duration will only benefit candidates if all parties collaborate throughout the entire process from designing the experience

through to evaluating whether or not it worked and how it might be improved further (Meyers et al., 2017). A situation where educators and mentors work side by side, contribute equally to decisions, and share responsibility in guiding candidates during SEP activities can yield more positive results. This model of cooperation between PETE programme and school partners, according to Darling-Hammond (2006) is critical in the creation of good quality candidates as potential teachers. The current deficiency of school partners' support systems appears to be aggravated by a minimum supervision especially from educators and PETE programmes. Conducting SEP activities appears to be seen as a formality within the PETE programmes – something that simply has to be completed before candidates are awarded a teacher qualification. Again, this issue might be resolved with enhanced collaboration. Here, evaluation plays a role in effecting change; yet, as it has been shown, evaluation seems to be missing from current practice which constitutes a major omission that requires attention.

All candidates were agreed on the importance of SEP activities to their development and their confidence and motivation to continue their teaching career after their SEP activities were completed. Fundamentally important to their positive experience were their mentors. Where mentors were highly supportive, candidates found themselves able to express their teaching styles, able to use teaching knowledge and employ their teaching skills while still be guided by their mentors to improve their knowledge, methods, and practices.

Without mentors' support, candidates are unable to learn new skills, identify their weaknesses, and shape their beliefs about the teaching profession. Consequently,

when candidates do not find or achieve what they expected about the teaching profession from SEP activities, they may not have enough reason to pursue a career in teaching (Bowman, 2014; Long et al., 2012). Minimum support to candidates during SEP activities and the possibility to leave the teaching profession were mentioned by candidates in this study. Clearly, candidates' ability to develop new knowledge and skills relates to the mentors' commitment in providing support to candidates. However, the levels of mentor support did vary and were dependent on factors such as other commitments, mentoring experience, the school situation, and the mentors' own support. All of these factors should be clearly identified by PETE programmes before sending candidates to conduct SEP activities. Here, further urgent review of practice is required. Some PETE programme policies in determining criteria for school partners and mentors for candidates' during SEP activities were problematic. There has to be zero tolerance for situations where selected mentors did not meet the SEP criteria (p. 182) or the criteria were disregarded when selecting SEP school partners (for example, not taking into account mentors' qualification, mentors' commitments, and the schools' teaching-learning facilities).

10.5 Other Strategies to Improve the Current PETE Programmes Practice

RSQ3 sought to identify other strategies to improve current PETE programme practice. Flaws in practice influenced all elements of the programmes. Arguably the greatest losers are the candidates whose experience is sub-optimal. However, it appears that mentors as well as educators appear to be gaining less enjoyment and reward from their roles than might be expected. Proposing alternative strategies to improve PETE practices answers the study RSQ3. While the PETE design could be

maximised through evaluation of module types and credit amounts, probably the most impactful intervention would be in improving PD of educators, candidates and mentors. The PD strategy that PETE programmes provide for their educators could also be emulated to support mentors who are equally responsible for and contribute to candidates' development, especially during SEP activities. At the same time, there is also scope for bespoke training being made available to support mentors guiding candidates in practice.

A balanced module structure which covers theories and a practicum component to benefit candidates as well as a wide access to PD activities for educators will be the next strategy to improve PETE programme practices. To ensure this model of module structure and PD activities exists in the PETE programme a trusted body monitoring the PETE programme is necessary. The current study data showed that the PETE programmes studied and the HE institutions were accredited by BAN-PT, a national accreditation body acknowledged by MoECRT. This quality assurance body is appointed to perform quality assessments to all HE institutions operating in Indonesia including international university (Logli, 2016; Pannen, 2018).

However, the BAN-PT as a national accreditation body which oversees over 4600 HE institutions and 26000 programmes often faces some challenges in performing its accreditation role due to its limited human resources and a large number of programmes and HE institutions to monitor (Chan, 2019). The limitations of BAN-PT to perform a comprehensive monitoring service to HE institutions could clarify why Indonesian HE institutions struggle to improve their quality practices and quality of their outcomes (Novita, 2019). Moreover, Harun et al. (2020) argue that the challenges

for BAN-PT to provide authentic assessments are due to its inability to take into account issues of bureaucracy, corruption, and nepotism in HE institution system which often interferes accreditation and monitoring process. To fill in the gap of the current quality assurance, it is important to have an independent professional accreditation body to perform the monitoring tasks. It is expected that through an independent assurance body the PETE programme will get authentic assessment results of its performance in providing best quality education to candidates.

The next strategy for the improvement of PETE programme practices that this study proposes is inviting mentors and school partners to get actively involved in the PETE programme design. An example of this model of collaboration has been successfully implemented by National Institute of Education (NIE) of Singapore (Tan, 2012). Mentors and schools in the Singaporean pre-service teacher education context are positioned as 'partners in strengthening the theory-practice linkage' in the programme (Tan, 2012, p. 38). As a result, not only does the pre-service programme obtain updated information about practice at school level, but the school mentors' pedagogic knowledge is enriched with the current developments in teacher education theory. Insights from mentors regarding their schools' practices will help the PETE programmes reduce gaps between the PETE programme practices and real teaching-learning in the school context. Through this collaboration, PETE programmes can incorporate the needs of schools (or of classroom teaching) as well as students' English learning needs at secondary schools. Then, PETE programmes will focus on developing candidates' teaching knowledge and teaching skills in order to meet the needs of all stakeholders.

Equipping candidates with relevant knowledge and skills for teaching English as a subject will not only meet the needs of stakeholders but also ensure the PETE programmes can produce candidates who meet the standards to teach the subject. As a result, the quality of PETE programmes will improve which will also affect the quality of candidates successfully completing PETE programmes. At the end, when Indonesian PETE programmes can maintain a good quality level, they will improve not only Indonesian English subject teachers' competence but also the field of pre-service teacher education and Indonesian education in general. It is anticipated that best practice in PETE programmes can be transferred and adapted to suit the needs of other teacher education programmes. It is likely that cultural, structural and agency issues will not be dissimilar in other higher education contexts. Perhaps the PETE strategies to identify factors that hinder educators' development – such as the inadequate collaboration with school partners and mentors, and candidates' insufficient knowledge and skills development – can be also beneficial to improve other pre-service programme practices in preparing candidates for different subjects.

In addition to the mentors' contribution to PETE programme design, changing the model of feedback during SEP activities could also improve the PETE programme practice. Mentors should be motivated and directed to maximise feedback they provide to candidates during their SEP activities. Mentors' feedback should cover multiple aspects of the candidates' performance, although the main focus of the feedback should be on the candidates' teaching related activities. Feedback should not only be available at the end of SEP activities (summative feedback) but the most critical feedback should be formative and should be given after each teaching session. This model of feedback will provide information that can help candidates reflect on their

performance. As a result, candidates will gain rich input that can help them progress from novice candidates and can stand them in good stead in the teaching profession (Gotwals & Birmingham, 2016; Sayeski et al., 2017).

In addition, the PETE programmes should also change SEP assessment that currently increases the workload for candidates during SEP activities but remains ineffective and contributes less to candidates' development. For example, PETE SEP handbooks stipulate a standard requirement that candidates should produce a report after concluding SEP activities; instead of obliging the candidates to write such a report, it would be more effective if mentors provided a comprehensive report about the candidates' performance. A mentor's report could be used as initial information about candidates' strengths as well as limitations that require more attention. The report could also be meaningful as a guidance for candidates to their professional development activities when entering the real teaching environment.

Lastly, yet another strategy to improve PETE programme practices is educators' empowerment through agency. Empowering educators means providing them with a support system that allows access to resources and facilities, so that educators can develop high-quality professional learning. Access to resources and facilities should be determined in accordance with educators' needs and preferences, rather than be imposed or personally decided on by the institution (Priestley et al., 2016). Promoting agency in the PETE programmes leads educators to utilize knowledge and skills in determining activities inside and outside the classroom. To be able to carry out successfully their teaching activities educators need to be confident about their actions in the PETE programme context (Biesta et al., 2015).

Recognitions of educators' performance through a merit system and teaching excellence awards are effective strategies to encourage confidence and motivation, which, in turn, leads to teacher agency (Calvert, 2016). Agency which is understood as something that humans can perform rather than possess (Biesta et al., 2015) will give educators ability to act and respond to problematic situations they encounter in the teaching environment. In PETE programme contexts, educators' agency will enable them to respond to teaching-learning challenges, and to demonstrate consistently a high-level teaching-learning to support their classrooms and candidates. Furthermore, appreciation of educators' performance will eventually contribute to the programme quality, since all educators will be motivated to deliver best teaching-learning to candidates.

10.6 Limitation of the Current Study and Recommendations for Future Research

Focusing on the topic as part of a doctoral research project has changed my perspectives about pre-service teacher education programmes, especially about how PETE programmes prepare teacher candidates. Through this PhD journey, I was guided to develop my research skills in identifying phenomena and observe the phenomena from different points of view. This process also brought me to experience new approaches in conducting my study, including the use of the 'MRQ-RSQs approach' in designing aims and objectives, as well as the employment of a theory from a different branch of knowledge.

By employing culture, structure, and agency (CSA) theory, I have expanded my views about PETE programme practices and discovered a number of aspects such as

cultural values, beliefs, national ideologies that affect PETE programme practices. The influence of these values, beliefs and ideologies in PETE programmes can be found in the programmes' module structure design, teaching-learning process, human factors (educators, mentors, candidates), and PETE programmes and school partners interactions.

Through conducting this study, I was introduced to and employed the CSA theory from sociology to analyse PETE programme practices in the Indonesian context. Using the CSA theory has allowed me to explore PETE programme practices and to analyse elements influencing each layer of PETE programme practices. By incorporating the CSA framework, I can understand how the practice of PETE programmes is intertwined with the Indonesian national goals and values as well as the organisational values of the institutions where the programmes are affiliated.

Through implementing the CSA framework, I can also observe all aspects of PETE programmes layer by layer, and identify the factors that influence the programme practices in preparing candidates to be teachers. Through my analysis of these layers, I have concluded that culture is the most powerful element which leads to a domination of structure over agency in the HE institutions and PETE programmes that were studied. The Indonesian national values which underpin HE institution and PETE programme practices are derived from a blend of local wisdom and transnational values embraced by Indonesians and the nation state system. Values such as perspectives on seniority, elders and teachers are strongly embedded in Indonesian society, and are as old as Indonesian civilisation and culture. And when these national values meet with other values such as those of the transnational Islamic religious

teachings, they become even more powerful. For example, if previously disrespecting elders or teachers was only perceived as a misbehaviour, after the introduction of Islam a further layer of gravity has been added. Those who challenge structure and disrespect elders or teachers will be subjected to a divine retribution according to the newly adopted Islamic code. As a consequence, the combination of the value has limited people's initiative to act and challenge the decisions of their seniors, including managers.

In terms of HE institution practices, especially in PETE programmes, the strong influence of culture results in a detrimental structure in the programme, which makes the achievement of an ideal practice of PETE programmes almost impossible. Since policy making processes fail to equally acknowledge and invite all parties, especially junior educators or staff, to contribute to the programme design, it is senior educators who dominate policymaking, despite at times having limited knowledge and expertise of the programme's goal and objectives.

This study's findings will be useful to expand the understanding of how Indonesian PETE programme practices can be improved to be able to create good quality candidates. My being introduced to a new theoretical approaching setting my research, a sociological theory of morphogenesis, and employing this theory in analysing PETE programmes practices bring valuable knowledge and experience that I would not have been able to imagine if I had not been enrolled as a doctoral candidate.

Before I began my PhD, I had a limited perspective on pre-service teacher education, especially PETE programmes, and on how to improve teacher quality in the Indonesian context. I used to believe that by revising PETE programmes' curriculum to suit current needs in the education sector and fully implementing this curriculum in the programmes would be the answer to raising the low quality of English subject teachers in Indonesia. However, my initial views have proved implausible in light of this study. Through my exploration of literature in the field of teacher education, I have discovered that providing an updated curriculum to candidates cannot, in itself, improve the candidates' quality. In the pre-service teacher education contexts, especially in the PETE programmes contexts where candidates will teach English as a foreign language, practicum and SEP activities are equally significant to the candidates' development (Faez & Valeo, 2012). My PhD journey has enriched my knowledge as an educator and a novice researcher in the field of teacher education programmes. I can now apply a comprehensive skill set to analysing a problem or phenomenon, especially in the context of PETE programmes. The skills that I acquired and developed from doing the PhD including critical and analytical skills, data collection skills, and design and evidence-based practice.

Acquiring knowledge and skills from conducting this PhD study also positively contributed to the development of my confidence in expressing my perspectives in the area of pre-service teacher education programmes, especially when it relates to PETE in the Indonesian context. However, the state of being clear-headed regarding PETE programme in Indonesian context will not contribute significantly to the area without an effort to disseminate the information and findings of my study through scientific forums and publications. By publication in good reputable journals, I expect my work

to be not only recognised and utilised by the academic community but also impact on practice of initial teacher education programmes in general as well as on my personal development and reputation as a novice researcher in teacher education and as teaching staff at the State Islamic Institute of Palopo, Indonesia. The journals in which I aim to publish are both Indonesian and international, especially Q1 international journals, such as *Journal of Teaching and Teacher Education* and *Journal of Teacher Education*. Unfortunately, when my study was concluded there were still no Q1 education journals in Indonesia (Scimago, 2023). The best Indonesian education journals where I can publish are all Q3 journals, for instance *Cakrawala Pendidikan*, *International Journal of Language Education*, and *TEFLIN* journal. Despite these Indonesian journals having a lower profile in comparison to the aforementioned international journals, the Indonesian journals will help me to disseminate my thesis findings locally, which will increase their potential impact in the Indonesian HE sector.

I consider that to attend a scientific forum and to publish in a good reputable journal also depends on other factors such as time constraints, financial, and geographical distance. However, I am very confident that I will still have a wide opportunity to disseminate my study findings and perspectives at least to my colleagues at my place of employment. Being an insider, as I mentioned in the Methodology Chapter (Chapter 5), not only gives opportunity to gain a deeper insight into my working place but also provides me with a clear view of an area where I can share my perspectives at least to my colleagues in the programmes. Also, I expect MoRA, as a representation of the government of Indonesia that financially supported my PhD study, will initiate a forum where I can present my thesis findings and share my perspectives. Through this initiative I can directly deliver the findings and suggestions to improve PETE

programmes, especially to MoRA as the ministry which is given authority to oversee part of the HE sector in Indonesia. In my personal context, I will share the findings about good practice of PETE programme that can be implemented to increase quality of the programmes' outcomes to my local institution as well as to educator colleagues in the institution.

10.6.1 Limitations of the Current Study

If I were given an opportunity to conduct this study again, I would modify two aspects of it. Firstly, in relation to my research methods, I would employ observations of educators, mentors, and candidates in addition to the interviews I conducted. Not only because observation is one of the main methods of collecting information in qualitative studies (Creswell & Poth, 2018) but also because through a direct observation, I would be able to grasp much more details from participants' day-to-day practice. In other words, conducting observations combined with other research methods would allow me to discover some 'invisible elements' of classroom teaching such as 'thoughts, feelings, intentions, attitudes and the like' (Gillham, 2008, p. 4). Observation would also be helpful to support the information I collected from interviews and documents. Conducting a direct observation combined with other data collection methods especially interviews and documents, as argued by Yin (2018), can provide rich data and 'add new dimensions for understanding' of PETE programme practices. A combination of direct observation with other research methods including participant observation, focus group discussions, or even employing ethnographic research methodology could have helped the study capture and understand educators, mentors, and candidates' thoughts, beliefs, views and attitudes regarding PETE programmes in preparing candidates to be competent English subject teachers.

Secondly, I would also consider other participant groups especially from other stakeholders, including school headmasters as users of PETE programme outcomes and officials from educational offices who develop policies on PETE programme practices as well as appoint candidates to teaching posts through a national recruitment. Knowing all stakeholders' perspectives, according to McKnight et al. (2016), is not only critical to help initial teacher education programmes understand stakeholders' thinking about the programmes but can also help the programmes develop their practices and create important policy decisions to fulfil the stakeholders' needs.

My study has shown in what ways developing PETE programme practices can contribute to improving Indonesian teacher quality. This study is original in that it has provided a deeper insight into PETE programmes by identifying cultural and structural factors influencing programme practices. It has demonstrated the major impact of cultural aspects, including values, belief and ideologies, that greatly influence the PETE programmes.

A careful examination of values, beliefs and ideologies affecting the PETE programmes and the human interaction in the programmes allowed us to explore areas in the PETE programme practices that can be improved. This study has contributed to an enhanced understanding of how an improvement of PETE programme practices can be conducted through modifying module structure design, reviewing teaching-learning processes, and promoting equal access and opportunity for PD opportunities for educators and mentors through collaborations or partnerships between PETE programmes and school partners. Modifying the PETE programmes

module design structure by reviewing non-English related modules will help the programmes accommodate more relevant modules to the candidates' development. Reviewing teaching-learning process should include increased time allocation for the practicum element as well as improvement of educators' delivery styles. Promoting equal opportunity and access to PD will only be possible if a merit-based approach is employed as the PETE programmes organisational culture.

10.6.2 Future Research

This study has been one of the first attempts to thoroughly examine and gain insights into Indonesian PETE programmes in preparing candidates for a teaching career. There should be more studies about PETE programme practices, including in Indonesian PETE programme contexts, that focus on how PETE programmes introduce teaching professional standards in PETE programmes curricula, especially when these curricula are designed to develop candidates who can meet a teachers' qualification standard that is regionally and internationally accepted. Future studies of PETE programme practices in a larger number of participating HE institutions would be beneficial, especially if they cover all four types or models of Indonesian HE institutions (secular public - secular private, religious public – religious private).

Exploring all models of delivery of programmes in different HE institutions could potentially lead to identifying best practice from a range of institutions that can be shared with others. Examining practices at private HE institutions where funding and human resources are managed independently from the government might be particularly beneficial and offer state universities new insights on how to educate candidates and maintain quality. Covering various models of HE institutions could also

help the government formulate the best policy regarding PETE programmes, thus enhancing the outcomes of the programmes to produce good quality teachers, regardless of the HE institution status. What I expect that this study and future similar studies might contribute in the area of PETE programmes are better strategies to improve the programme practices leading to improved teacher quality, especially in the Indonesian educational context. When Indonesian teacher quality is successfully improved, good teaching quality at Indonesian schools will help Indonesian students achieve higher results in their education. With this achievement, Indonesia can produce a young generation that can contribute to the country's future success among other countries in the Southeast Asian region.

The current study offers a constructive view on Indonesian PETE programmes in the hope that they can create good quality teachers leading to high student achievement. It is motivated by the evidence that all countries whose students perform better in PISA, EF and other international student performance tests are countries that possess best teacher education programmes. By focusing on good quality teaching, this study endeavours to contribute to the education of a more capable young generation that can compete successfully with other nations, especially in Southeast Asia, to secure employment and contribute to the national and global economy. In this future context, the movement of professionals, including English language teachers stipulated in the ASEAN free trade agreement, and in an increasingly a global world without borders, will be seen as an opportunity rather than a threat to Indonesia and its 273 million people.

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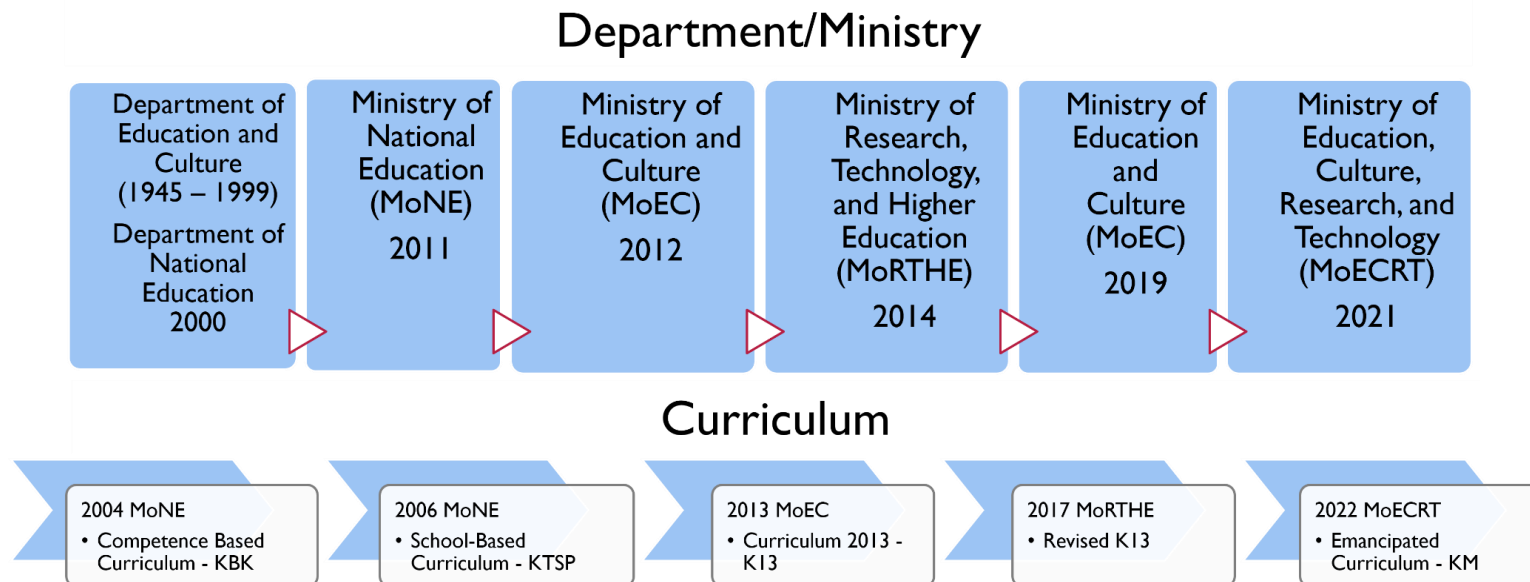
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APPENDICES

Appendix 1 Ministry of Education and Curriculum Changes in Indonesia



*Adapted from MoEC 2020; MoECRT 2022

Appendix 2 Pre-service English Teacher Qualification Requirements

No	Country	Bachelor Degree in Education, Teaching, Science		Postgraduate Diploma in Education, Teaching, Science		
		Entry requirements	Duration and Qualification	Entry requirements	Duration and Qualification	
1	Indonesia	<p>Graduate Certificate Secondary School (Year 12)</p> <p>Each university could apply different requirements</p> <p>-Public universities will recruit undergraduate students through a national admission selection</p>	Four years Bachelor Education	Bachelor degree Sarjana (S1) Min GPA 2.75 (4 scales)	Two years Master degree	<p>http://info.gtk.kemdikbud.go.id/</p> <p>The Government of Indonesia Regulation No 74 2008</p> <p>Ministry of Research, Technology and Higher Education No. 55 2017</p>
2	Singapore	'A' level / IB Holders pass English language entrance proficiency test	<p>Four years full-time programme</p> <p>Serve 4-year teaching bond</p>	At least a Bachelor's degree	Completed initial teacher training (16 months – 26 months)	<p>Offered by the National Institute of Education (NIE)</p> <p>https://www.moe.gov.sg/careers/teach/teacher-training-programmes/postgraduate-diploma-in-education</p>
3	Malaysia	<p>Minimum Grade 4 Malaysian University English Test (MUET)</p> <p>Pass in English subject at</p>	<p>Four years preceded by a one-year foundation programme</p> <p>Pass Teacher</p>	University may regulate different entry requirements (e.g. English requirement).	<p>- One and half years</p> <p>- Pass Teacher Candidate Qualification Test</p>	<p>Qualified and certified to teach at primary and secondary public schools.</p> <p>https://www.moe.gov.my/index.php/ipgm</p>

		secondary school	Candidate Qualification Test	- Bachelor Degree min. GPA 2.50 Less 2.50 should have 5 years teaching experiences		https://www.moe.gov.my/index.php/warga-kpm/pegawai-perkhidmatan-pendidikan/3809-latar-belakang-jawatankuasa-pemandu-ict-jpict
4	England	- Usually A level or equivalent-level qualifications - Pass the professional skills tests	- Some institutions offer bachelor degrees with Qualified Teacher Status (QTS) - Three to four years	- hold a first degree of the UK higher education or equivalent - Achieved grade 4 or C in English and Mathematics GCSE (and science subjects to teach early years or primary 3- to 11-years old)	The program is normally run for one year full-time	All teacher candidates should pass the professional skills tests (numeracy and literacy tests) before undertaking Initial Teacher Training (ITT) or Initial Teacher Education (ITE) to gain Qualified Teacher Status https://getintoteaching.education.gov.uk/ https://www.gov.uk/guidance/find-postgraduate-teacher-training-courses-in-england

Appendix 3 List of PETE Programme Related Documents

No.	Document	Description
1	Government of Indonesia documents	Including acts, statutes and bills relate to national education standard, higher education, and school systems
2	Ministry of Education, Culture, Research, and Technology (MoECRT)	Regulations about higher education, PETE programmes, and school system esp. under the auspices of MoECRT
3	Ministry of Religious Affairs (MoRA)	Regulations relate to higher education, PETE programme, and school system under auspices of MoRA
4	University prospectus	General information about two state universities including course offered, resources, and facilities
5	PETE Programmes Course Design	Curriculum component and course design of two studied PETE programmes
6	Panduan Kurikulum Merdeka Belajar – Kampus Merdeka PETE curriculum and course design FBU	Handbook of course design at a secular state university according to newest curriculum outline issued by the government of Indonesia
7	Dokumen Pengembangan dan Implementasi Kurikulum Merdeka Belajar- Kampus Merdeka PETE curriculum and course design GCU	Handbook of course design at religious state university according to newest curriculum outline issued by the government of Indonesia
8	Buku Panduan Praktik Pengalaman Lapangan – School Experience Programme/Practicum Handbook	Description, goal and objectives of SEP activities explained in this handbook. Roles and responsibilities of all parties who involve in a SEP as well as assessment

		procedures are also explained in this handbook.
9	SEP Activities Report	A final report that should be submitted after candidates complete SEP activities. The report often contains descriptions of lesson plan and activities in the classroom,

Appendix 4 Semi-structured interview guide (English translation)

A. Interview Schedule for Teacher Educators (TE)

Project Title: The Role of Pre-Service Teacher Education Programmes in Improving Teacher Quality in Indonesia

Date:

Time: 60 minutes

A. Introduction

Before the interview begins, I will introduce myself to the interviewees, and thank them for participating in the interview. After that I will explain the purpose of this research study and explain the procedure of the interview.

B. Asking Core Questions

1. How would you define quality teaching in Indonesia? Is there any evidence to support this view especially from your contexts?
2. How would you describe the quality of teachers in Indonesia e.g. in terms of four competencies (pedagogy, personal, professional and social)?
3. What professional characteristics does a high quality teacher exhibit? E.g. as an agent of learning who facilitates, motivates, and inspires students.
4. What strategies could PETE programmes use to improve teacher quality in Indonesia? E.g. Institutional strategy, teaching strategies, and course design?
5. Please describe the PETE programme's course structure in your institution that fits with the needs of a professional teaching environment?

Probe: who were involved in the course design? how do you describe level of decision making (e.g. head of faculty, head of the PETE programme, teacher educators).

6. How would you describe your involvement in the PETE course design?

Probe: were your ideas accommodated in PETE programme's course design? What were your ideas that contribute to PETE course design? For example, modules, credits, assessment models, academic regulations?

7. How do you describe PETE programmes curriculum, rules, regulations, and practices?

Probe: How do you describe your ability to influence and change PETE practices, rules, and regulations especially aspects that could hinder the achievement program's goal and students' qualification?

8. Please describe the extent of your independence in implementing teaching approaches according to your individual teaching style and personal preferences?

Probe: what are factors that could inhibit you to make any decisions?

9. What does it feel like to work in this institution? What does it feel like to deliver the current PETE curriculum?

10. Is there any negotiable aspect of the PETE curriculum? (What, how and with whom do you negotiate the aspect?)

Probe: How prescribed is the PETE curriculum?

11. When you hear the words or concept of 'teacher autonomy', what comes to your mind?

12. How might the concept of teacher autonomy potentially enhance PETE programmes?

13. How does the PETE curriculum instill the concept of teacher autonomy into teacher candidates? (Other similar concepts e.g. independence, freedom capability, capacity, confidence)
14. Which course features do you think contribute to teacher candidates' autonomy?
15. Is there anything you would like to add OR is there anything you would like to mention that I did not ask?

B. Interview Schedule for Teacher Mentors (TM)

Project Title: The Role of Pre-Service Teacher Education Programmes in Improving Teacher Quality in Indonesia

Date:

Time: 60 minutes

A. Introduction

Before the interview begins, I will introduce myself to the interviewees, and thank them for participating in the interview. After that I will explain the purpose of this research study and explain the procedure of the interview.

B. Asking Core Questions

1. How would you define quality teaching in Indonesia? Is there any evidence to support this view especially from your contexts?
2. How about English teaching quality at this school? (teachers, teaching facilities, school supports etc.)
3. How do you describe curriculum, rules, regulations, and practices regarding English teaching-learning at this school? Why?

Probe: How do you describe your ability to influence and change curriculum, rules, regulations, and teaching practices that could impede teaching learning goal?
4. Please describe English teaching at this school with the needs of a professional teaching environment?

Probe: who were involved in the teaching learning design? how do you describe level of decision making (e.g. principal, teachers)?
5. How would you describe your involvement in the teaching learning design at this school? (e.g. suggestion about teaching materials, your teaching schedule preference, level of students you want to teach?)

Probe: were your ideas accommodated? What were your ideas that contribute to teaching learning design? For example, the choice of coursebooks, teaching hours, assessment models?

6. Please describe the extent of your independence in implementing teaching approaches according to your individual teaching style and personal preferences?

Probe: what are the factors that could inhibit you to make any decisions?

7. How do you describe the curriculum, rules, regulations, and teaching practices at this school?

Probe: How do you describe your ability to influence and change practices, rules, and regulations especially aspects that could hinder the achievement of teaching learning goal?

8. What does it feel like to work in this school? What does it feel like to deliver the current curriculum?

9. Is there any negotiable aspect of the curriculum? (What, how and with whom do you negotiate this aspect?)

Probe: How prescribed is the school's curriculum?

10. What is your general impression of English teacher candidate subject knowledge and their teaching skills level?

11. How do you perceive the concept of teacher candidate's capability to adapt their individual teaching style to their personal preferences?

12. How do you perceive the concept of teacher candidate's freedom to implement their individual teaching style and personal preferences?

13. What sorts of activities does being a mentor involve during the teacher candidates' school experience?

Probe: how would you describe the level of autonomy you have regarding your mentoring activities?

14. When you hear the words or concept of 'teacher autonomy', what comes to your mind?

15. To what extent do you feel you contribute to the development of the teacher candidates that you mentor?

16. To what extent can you, as a mentor, provide opportunity for teacher candidates to implement or practice what they have learnt from the PETE programme?

Probe: how do you describe the level of autonomy that you provide to teacher candidates in their teaching?

17. In these situations to what extent are candidates also able to act with some autonomy?

Probe: what are the factors that you consider inhibit teacher candidates' autonomy in their teaching? Why?

18. As a mentor do you feel it is your job to support teacher candidates in developing their autonomy in their teaching practice?

Probe: What are the challenges you face as a mentor?

19. Is there anything you would like to add OR is there anything you would like to mention that I did not ask?

C. Interview Schedule for Teacher Candidates (TC)

Project Title: The Role of Pre-Service Teacher Education Programmes in Improving Teacher Quality in Indonesia

Date: / /

Time: 60 minutes

A. Introduction

There will be three points in this section: First, introduce myself to the interviewees, and thank them for participating in the interview. Second, explain the purpose of the research study. Third, explain the procedure of the interview.

B. Asking Core Questions

1. How do you describe the PETE programme course structure in preparing you to be a qualified English teacher?
2. Do you think there is a good balance between theory and practice in the PETE programme?
3. How competent do you feel in term of your subject knowledge?
4. How confident do you feel to implement your subject knowledge in your teaching?
5. How competent do you feel in terms of your skills development?
6. How confident do you feel in your skills development?
7. How many teaching sessions did you do in PETE Programmes (such as microteaching) before conducting a school experience programme?
8. How would you describe PETE programmes practice to prepare you to deal with various classroom situations in your school experience teaching programme?
9. How do the PETE programme or teacher educators introduce and guide you to develop your autonomy in your school experience teaching programme?

10. How many teaching sessions did you do in your school experience teaching programme at schools?

Probe: What activities or approaches did you use in those sessions?

11. How do you describe the school curriculum? How prescribed is the curriculum?

12. How do you describe the rules, regulations, and practices at the school? Are there any negotiable aspects of school's rules, regulations, and practices?

(What, how and with whom do you negotiate them?)

13. How do you explain your level of ability to influence and change the school's teaching and learning practices, rules, and regulations, especially those aspects that could affect your teaching and learning goal?

Probe: Did you discuss teaching-learning practices, rules, and regulations with your mentor? What was his/her response? Have your ideas been accommodated?

14. How many school meetings did you attend during your school experience teaching programme? What was your contribution in the meetings regarding teaching and learning at the school?

15. Is there anything you would like to add OR is there anything you would like to mention that I did not ask?

The Role of Pre-Service Teacher Education Programmes (PETE) in Improving Teacher Quality in Indonesia

PARTICIPANT INFORMATION SHEET

You are being invited to take part in research on Pre-Service English Language Teachers Education (PETE) Programmes Practices in Preparing English Language Teacher Candidates and Their Role to Improve Teachers' Quality in Indonesia. Andi Musafir Rusyaidi, a PhD candidate at Coventry University is leading this research. Before you decide to take part it is important you understand why the research is being conducted and what it will involve. Please take time to read the following information carefully.

What is the purpose of the study?

The purpose of the study is to draw a link between PETE programmes practices in preparing English language teacher candidates and their role to improve teachers' quality in Indonesia

Why have I been chosen to take part?

You are invited to participate in this study because you are teacher educator OR teacher candidate OR teacher mentor who have knowledge about PETE programmes.

What are the benefits of taking part?

By sharing your experiences with us, you will be helping Andi Musafir Rusyaidi and Coventry University to better understand PETE programmes practices in preparing English language teacher candidates and their role to improve teachers' quality in Indonesia.

Are there any risks associated with taking part?

This study has been reviewed and approved through Coventry University's formal research ethics procedure. There are no significant risks associated with participation.

Do I have to take part?

No – it is entirely up to you. If you do decide to take part, please keep this Information Sheet and complete the Informed Consent Form to show that you understand your rights in relation to the research, and that you are happy to participate. Please note down your participant number (which is on the Consent Form) and provide this to the lead researcher if you seek to withdraw from the study at a later date. You are free to withdraw your information from the project data set at any time until the data are fully anonymised in our records on June 2021. You should note that your data may be used in the production of formal research outputs (e.g. journal articles, conference papers, theses and reports) prior to this date and so you are advised to contact the university at the earliest opportunity should you wish to withdraw from the study. To withdraw, please contact the researcher (contact details are provided below). Please also contact the Global Learning: Education and Attainment, email globallearning@coventry.ac.uk; telephone +44(0)24 7765 7688 so that your request can be dealt with promptly in the event of the researcher's absence. You do not need to give a reason. A decision to withdraw, or not to take part, will not affect you in any way.

What will happen if I decide to take part?

You will be invited to take part in an online survey and answer some questions in a questionnaire on the following link: <https://coventry.onlinesurveys.ac.uk/pete-programme>. You will be invited to participate in the follow up interview if you agree to. The interview will be conducted using computer or mobile mediated communication tools (Microsoft Teams, Skype, and WhatsApp) and recorded for efficiency and data accuracy. During the interview you will be asked a number of questions regarding your roles, contributions, practices, and activities in PETE programmes. The interview should take around 60 (sixty) minutes to complete. Taking part in this research will potentially bear no risk to you.

Data Protection and Confidentiality

Your data will be processed in accordance with the General Data Protection Regulation 2016 (GDPR) and the Data Protection Act 2018. All information collected about you will be kept strictly confidential. Unless they are fully anonymised in our records, your data will be referred to by a unique participant number rather than by name. If you consent to being recorded, all recordings will be destroyed once they have been transcribed. Your data will only be viewed by the researcher/research team. All electronic data will be stored on a password-protected computer file at the university data storage. All paper records will be stored in a locked filing cabinet at GLEA office. Your consent information will be kept separately from your responses in order to minimise risk in the event of a data breach. The researcher will take responsibility for data destruction and all collected data will be destroyed on or before Jun 2022.

Data Protection Rights

Coventry University is a Data Controller for the information you provide. You have the right to access information held about you. Your right of access can be exercised in accordance with the General Data Protection Regulation and the Data Protection Act 2018. You also have other rights including rights of correction, erasure, objection, and data portability. For more details, including the right to lodge a complaint with the Information Commissioner's Office, please visit www.ico.org.uk. Questions, comments and requests about your personal data can also be sent to the University Data Protection Officer - enquiry.ipu@coventry.ac.uk

What will happen with the results of this study?

The results of this study may be summarised in published articles, reports and presentations. Quotes or key findings will always be made anonymous in any formal outputs unless we have your prior and explicit written permission to attribute them to you by name.

Making a Complaint

If you are unhappy with any aspect of this research, please first contact the lead researcher, Andi Musafir Rusyaidi, mobile +44785 382 1331, email rusyaida@coventry.ac.uk. If you still have concerns and wish to make a formal complaint, please write to:

Professor Lynn Clouder
Director of Studies
Coventry University
Coventry CV1 5FB
Email: l.clouder@coventry.ac.uk

In your letter please provide information about the research project, specify the name of the researcher and detail the nature of your complaint.

Appendix 7 Informed Consent Form

INFORMED CONSENT FORM: THE ROLE OF PRE-SERVICE TEACHER EDUCATION (PETE) PROGRAMMES IN IMPROVING TEACHER QUALITY IN INDONESIA

You are invited to take part in this research study for the purpose of collecting data on Pre-Service English Language Teachers Education (PETE) Programmes Practices in Preparing English Language Teacher Candidates and Their Role to Improve Teachers' Quality in Indonesia.

Before you decide to take part, you must **read the accompanying Participant Information Sheet.**

Please do not hesitate to ask questions if anything is unclear or if you would like more information about any aspect of this research. It is important that you feel able to take the necessary time to decide whether or not you wish to take part.

If you are happy to participate, please confirm your consent by circling YES against each of the below statements and then signing and dating the form as participant.

1	I confirm that I have read and understood the <u>Participant Information Sheet</u> for the above study and have had the opportunity to ask questions	YES	NO
2	I understand my participation is voluntary and that I am free to withdraw my data, without giving a reason, by contacting the lead researcher and the Research Support Office <u>at any time</u> until the date specified in the Participant Information Sheet	YES	NO
3	I have noted down my participant number (top left of this Consent Form) which may be required by the lead researcher if I wish to withdraw from the study	YES	NO
4	I understand that all the information I provide will be held securely and treated confidentially	YES	NO
5	I am happy for the information I provide to be used (anonymously) in academic papers and other formal research outputs	YES	NO
6	I am happy for the interview to be <u>audio recorded</u>	YES	NO
7	I agree to take part in the above study	YES	NO

Thank you for your participation in this study. Your help is very much appreciated.

Participant's Name	Date	Signature
Researcher	Date	Signature
Andi Musafir Rusyaidi		

Appendix 8 Sample of Interview Transcript

Educator

(Indonesian Version)

[Peneliti (R) memperkenalkan diri ke partisipan (P)]

00:00:01

R: Terima kasih atas kesediaan bapak untuk wawancara ini.

Terkait dengan praktek di jurusan Pendidikan Bahasa Inggris apakah anda selaku dosen diberikan manual atau pedoman PPL?

P: O iya, kalau berkaitan dengan dosen PPL ya tidak ada dokumen resmi dari pihak kampus.

R: Tapi ada manual PPL ada?

00:01:58

P: Iya betul, sudah arahannya tentang apa yang harus di lakukan meskipun belum detail sekali tapi sudah ada arahan tentang kapan jadwalnya kegiatannya kapan itu sudah ada pelatihan sebelumnya sebelum betul-betul di mulai pembimbingan PPL.

R: Arahan seperti itu dalam bentuk tertulis?

P: Ada, ada dalam bentuk tertulis cuman setelah itu hal-hal yang tertulis itu di diskusikan lagi dengan seluruh dosen PPL yang berada dalam satu sekolah sebelum betul-betul terjun ke lapangan membimbing mahasiswa.

R: Apakah dokumen-dokumen tertulis yang seperti anda sebutkan bisa di akses secara umum?

P: Saya belum pernah istilahnya meminta secara personal tentang dokumen-dokumen tadi tapi saya rasa itu sifatnya tidak eksklusif bisa saja kapan saja bisa di minta apalagi sekarang online, kemarin berkasnya pun di share secara bebas di group whatsapp dan mungkin bisa di minta berkali-kali kapan saja tentang hal-hal tersebut.

R: Nah, kalau tentang dokumen ya maksudnya mungkin anda diberikan dokumen itu semacam panduan?

P: Iya betul.

00:03:35

R: Semacam panduan PPL, apa yang tercakup di panduan tersebut?

P: Ya, itu mencakup semua aspek jadi termasuk dosen termasuk juga mahasiswa meski demikian tetap juga di diskusikan hal-hal mungkin yang perlu diubah atau diperbaiki dari tahun-tahun sebelumnya tetap didiskusikan juga tapi yang mengenai tadi dua-duanya sudah tertuang jelas mengenai haknya dosen, fungsi dosen dan apa yang akan di lakukan oleh mahasiswa.

R: Apakah anda bisa menggambarkan mahasiswa yang anda bimbing selama ini, sejauh mana mereka dapat menerapkan apa yang mereka bawa dari kampus ke sekolah ?

P: Ya, terkait dengan PPL karena namanya juga istilahnya praktek yah jadi ada yang bisa, ada yang mungkin butuh belajar lagi karena kan mereka ini baru pertama kali turun mengajar dan yang diajar juga bukan siswa yang disetting, mereka adalah siswa betulan dari sekolah. Jadi dalam pelaksanaannya pun kan bertahap,

ada mereka mengevaluasi dulu sorry mengobservasi dulu terus mulai sedikit-sedikit latihan catat-catat apa yang dilakukan guru, apa baiknya, apa yang tidak. Tapi secara umum yah ada yang bisa ada yang masih butuh waktu tapi paling tidak yang penting saya rasa pengalaman itu memberikan istilahnya nuansa yang cukup berpengaruh terhadap pribadi masing-masing mahasiswa bahwa saya ini apa kurangnya sebagai guru, sejauh mana saya bisa menjadi guru, sejauh mana penguasaan materi saya, saya rasa itu tujuannya untuk praktek lapangan bukan sekedar untuk melihat sejauh mana mereka, seberapa bisa atau seberapa hebat mereka mengajar tapi paling penting menurut saya mereka sudah bisa paham bahwa oh saya sejauh ini masih begini kemampuannya, saya mengajarnya kurang di sini, ini yang harus saya perbaiki karena masih ada beberapa waktu yang mereka bisa pergunakan selama perkuliahan untuk terus memperbaiki apa yang mereka lakukan selama praktek di lapangan.

00:06:43

R: Berarti mahasiswa PPL ini ada semacam refleksi tentang kegiatan yang mereka lakukan ?

P: Iya, betul-betul.

R: Jadi refleksi mereka itu dalam bentuk apa, apakah catatan personal atau dalam bentuk apa ?

P: Ya, sebenarnya sudah ada istilahnya instrument yang mereka tinggal isi tentang kegiatan-kegiatan mereka, refleksi mereka cuman saya pribadi tidak terlalu berpatokan terhadap itu, kalau saya pribadi lebih secara implicit meminta kepada mereka untuk menuliskan apa-apa saja dalam bentuk diary, jadi apa-apa yang masalah teknis pengalaman-pengalaman mereka itu yang mereka bisa tuangkan kedalam diary mereka jadi kenapa diary karena bahasanya mungkin se bebas mereka, tidak terpaku pada pertanyaan-pertanyaan yang diberikan oleh kampus sehingga dengan begitu saya berharap lebih luas cakupannya atau pengalaman yang bisa dituangkan begitu pak.

00:08:00

R: Nah, dari mereka yang anda bimbing ini umumnya mereka mengajar di sekolah umum atau di sekolah berbasis agama?

P: ehm saya lihat campur-campur. Maksudnya ada yang saya rasa kampus tidak terlalu memetakan tentang islam dan bukannya, saya lihat ada yang beberapa ada yang negeri, ada yang [sekolah] Islam, ada juga yang umum meskipun ada mungkin ya kecendrungan untuk tetap yang di sekolah Islam kayak mungkin tsanawiyah atau MAN.

Meskipun demikian saya rasa saya tidak pernah dengar juga bahwa ada yang dikatakan bahwa harus lebih banyak islamnya atau tidak, saya rasa itu tidak menjadi apa istilahnya itu tidak menjadi bagian dari pemilihan sekolah.

R: Bagaimana penyampaian adari pihak sekolah bahwa jika ada beberapa hal terkait PPL yang perlu di perhatikan atau ditingkatkan, apakah anda menerima hal-hal semacam itu dari sekolah?

P: Ya, saya rasa itu bagian dari koordinasi yah, bagian dari tanggung jawab bersama ya dan itu merupakan suatu hal yang menurut saya normal untuk di sampaikan ini bahkan sebelum di mulai pun kita secara pribadi juga meminta bahwa jika ada hal-hal yang di rasa kurang berkenan atau kurang bagus, karena mereka juga dalam artian mereka masih belajar, tolong di sampaikan supaya kita bisa koordinasi bersama

Saya rasa penyampaian itu menjadi wajib karena bukan untuk mencari kelemahan-kelemahan dari mahasiswa kita tapi untuk kemudian mencari solusi

atas apa yang sudah mereka lakukan dalam hal ini mungkin kekurangan-kekurangan tersebut, jadi itu ada beberapa guru memberikan dengan tanggapan baik, ada beberapa juga yang memberikan respon yang kurang bagus tapi respon yang kurang bagus itu sekali lagi bukan di anggap sebagai sesuatu yang ingin menjatuhkan mahasiswa tapi untuk kemudian kita kaji bersama dan di perbaiki bersama.

00:10:41

R: Nah, kalau dari berdasarkan respon guru pamong seingat anda kebanyakan atau mungkin yang paling dominan respon guru itu terkait apa?

P: Ya, saya bagi dua ya, dua hal besar yang sering saya dapati yang pertama yang paling sering saya dengar itu dalam segi hal disiplin, disiplin dalam artian memulainya jam pelajaran atau bahkan kehadiran mereka di sekolah, keterlibatan mereka dalam hal-hal seremonial sekolah itu paling sering saya dengar, kadang gurunya sudah ada, mahasiswanya belum atau kadang juga kelewatan jamnya atau kelamaan atau kelambatan, itu hal-hal yang paling sering saya dengar. Yang kedua, dan ini menurut saya agak normal ya dari segi materi, penguasaan materi, beberapa yang di minta mengajar ketika waktunya sudah ujian itu kurang menguasai materinya sehingga cenderung kelihatannya kurang maksimal di kelas jadi dua hal besar itu yang sering saya temui dalam hal misalnya komen-komen yang buruk seperti itu.

00:12:24

R: Strategi yang anda lakukan ketika misalnya mendapatkan dari guru pamong bahwa mahasiswa ini kurang menguasai materi, terhadap anak-anak PPL ini di antaranya apa?

P: Ya, dalam rentang waktu PPL kan memang ada sesi untuk diskusi dan salah satu masukan dalam diskusi itu yah itu tadi yang saya sampaikan dan tipsnya tidak lain ya tentu komunikasi pertama, mereka memberikan ide dan dari situ kita memberikan solusi dari pengalaman-pengalaman yang sudah-sudah misalnya ketika mereka tidak menguasai ini apa yang harus di lakukan, ketika mereka tidak menguasai kelas apa yang harus di lakukan.

Saya rasa sesi diskusi dengan mahasiswa itu menjadi juga penting sehingga mereka merasa tidak sendiri, mereka merasa oh kenapa saya kayak uji coba, tidak seperti itu tapi dengan adanya diskusi sesi diskusi itu dan di libatkan juga guru pamong istilahnya begini ya itu saya rasa langkah yang paling cukup bagus juga untuk mencegah agar tidak terjadi lagi hal-hal yang kurang berkenan di kelas untuk pertemuan selanjutnya dan ini menurut saya bukan masalah besar karena jelas ini mereka butuh waktu bahkan ada satu sesi PPL pun belum bisa-bisa tapi itu bisa jadi mereka habis itu setelah PPL mungkin sudah bisa dan saya rasa ini masalah waktu saja yang penting sekali lagi mereka mau belajar.

00:14:13

R: Nah satu PPL itu berapa bulan kalau di [nama kampus] ?

P: Kalau di [nama kampus] itu kurang lebih dua bulanan , kurang lebih dua bulanan.

R: berarti dua kali pertemuan minggu yah ?

P: O iya.

R: Nah, kalau dari biasanya yang anda lakukan terkait masalah ini diskusi dengan guru pamong diskusinya online atau face to face atau diskusinya lewat jurnal mahasiswa PPL ini ?

P: ehm untuk saat ini karena kan baru mulai PPL online, yang sebelum-sebelumnya kan bisa kita langsung datang ke sekolah buat diskusi, ada sesinya, untuk saat ini belum ada pengalaman langsung tentang onlinenya karena kita baru mulai di

kampus juga baru mulai PPL. Jadi kemungkinan besar jika memang bisa selalu di sempatkan untuk ketemu langsung meskipun demikian, jika tidak memungkinkan tentu diskusi via zoom atau via whatsapp grup itu menjadi hal jadi hal yang saya rasa tidak masalah juga meskipun selalu kami utamakan kalau bisa bertemu dengan tentunya prosedur-prosedur covid ya.

00:15:45

R: Kalau berdasarkan pengalaman anda yang sebelum-sebelumnya ya anda bertemu dengan guru pamong dalam satu sesi PPL itu biasanya berapa kali atau minimal berapa kali ?

P: Ya, kalau sesuai jadwal itu minimum tiga kali , minimum tiga kali dalam satu sesi dalam satu rentang waktu PPL itu minimum tiga kali, meskipun demikian diskusi-diskusi ringan mengenai yang sehari-hari terjadi itu bisa langsung di sampaikan via telephone atau via group.

R: Nah, selain terkait kemampuan dan penguasaan materi ada tidak misalnya dari kan tidak menutup kemungkinan ya anda tadi menyampaikan bahwa terkadang ada mahasiswa mungkin setelah satu sesi belum bisa menunjukkan ya kemampuan mengajarnya. Nah, mahasiswa seperti ini apakah bagaimana tindak lanjutnya apakah harus mengikuti PPL berikutnya atau bagaimana, yang anda alami ?

P: Ya, yang saya tahu untuk mahasiswa yang seperti itu dalam artian karena kan ada beberapa aspek penilaian jadi tidak serta merta dia ketika tidak menguasai materi lantas dia harus mengikuti PPL lanjutan, ada beberapa aspek termasuk tadi kedisiplinan, termasuk usaha dia untuk mengikuti segala kegiatan yang di lakukan sekolah, nah itu juga menjadi penilaian.

Nah, kalau dari satu sisi misalnya dari segi penguasaan yang seperti ini kan tentu makan waktu dan kalau dari segi nilai mungkin akan berbeda dari temannya yang memiliki penguasaan belajar yang lebih bagus, meskipun demikian tentu ini tidak menjadi landasan bahwa dia kurang lantas tidak bisa mengajar nanti ketika sudah lulus, justru inilah saatnya mereka tahu bahwa kondisi saya bahwa kemampuan saya untuk mengajar untuk saat ini ya seperti itu, itu saja tujuannya menurut saya.

00:18:08

R: Jadi intinya dari berdasarkan refleksi dan juga mungkin kontribusi dari guru pamong tentang kemampuan mahasiswa ini kita berharap mereka paling tidak menyadari kelemahan-kelemahan serta kekurangannya ya sehingga bisa meningkat di masa depan. Nah, kalau dalam hal ini kan kalau PPL ya saya anggap mungkin ini salah satu bagian wajib dari program jurusan Bahasa Inggris, pernah tidak ada berada dalam situasi ketika sekolah mengatakan oh saya tidak bisa memberikan nilai untuk mahasiswa ini ?

P: Ya, untuk secara pribadi saya sendiri selama menjadi PPL itu belum pernah mendapatkan hal yang seperti itu, pihak sekolah tidak ingin memberikan nilai kepada apalagi mahasiswa yang saya bimbing misalnya meskipun demikian saya pernah mendengar beberapa cerita bahwa ada beberapa mahasiswa yang di tolak dan saya rasa itu sangat [kurang jelas] sekali karena bisa jadi menurut info yang saya dengar meskipun saya belum pernah cek secara detail [kurang jelas] ya katanya memang beberapa tindakan yang kurang di siplin dari mahasiswa itu sendiri membuatnya tidak bisa di beri nilai atau mungkin tidak pernah hadir selama PPL atau mungkin saja laporan-laporan yang biasanya di berikan di akhir ketika [kurang jelas] itu tidak dikumpulkan, saya rasa masalah-masalah yang essensial ketika tidak di lakukan juga itu bisa jadi membuat pihak sekolah tidak ingin memberikan nilai.

00:19:47

R: Jadi lebih ke persoalan disiplin mungkin ya bukan persoalan skill ?

P: Iya betul, karena kalau sudah tidak disiplin itu sekolah bisa lebih ini ya, lebih sensitive ya ketika tidak disiplin tapi tidak bisa mengajar itu masih bisa di maklumi tapi kalau mulai tidak disiplin itu biasanya pihak sekolah agak sedikit keras tentang disiplin, apalagi kan mereka harus memberi contoh dengan murid-murid yang mereka ajar kalau mereka agak malas-malasan takutnya ada mahasiswa atau siswa bilang "loh kok kakak PPLnya malas-malasan", itu kan jadi citra buruk bagi sekolah ataupun kampus.

R: Nah, ketika anda ini kan di posisi yang menjembatani ya antara anak PPL, produk kampus dan [kurang jelas], menjembatani dalam proses anda kan anak PPL itu kan produk kampus ya ?

P: Ya, untuk masalah seperti itu saya pribadi jarang menemukan ya saya bukan berarti maksud saya dalam artian mahasiswa bimbingan saya ya, meskipun itu menurut saya sangat-sangat personal sekali ya karena sebelum di awal pun kita sudah bicarakan karena mereka juga masih belajar walaupun juga ada sekolah yang kurang suka saya rasa karena kan sebelum kami datang ke sana, sebelum kita belum berfungsi sebagai jembatan waktu ke sana kan peresmiannya untuk pembangunan jembatan itu tadi itu sudah di lakukan oleh pihak kampus jadi sekolah juga dengan ini sudah bersedia untuk menerima dengan lapang dada jadi ketika mereka sudah mengatakan bersedia yah mereka bersedia menerima kelebihan dan kekurangannya.

Mereka kan tidak menilai, kami kan tidak memberikan lulusan S1, kami memberikan mahasiswa semester lima jadi produknya bukan produk yang betul-betul jadi yang di berikan makanya saya rasa ini ruh/marwahnya PPL karena kita juga sebagai dosen ingin guru yang ada di lapangan itu kan memberikan pengalaman langsung karena mereka kan jadi guru sekolah nanti sementara kami kan tidak langsung berada di sekolah, saya rasa ruhnya PPL ya biar ketemu langsung dengan guru sekolah apa pengalamannya sehingga mereka bisa belajar, jadi kami dosen dan guru pamong dan sekolah satu, bukan di jembatan yang terpisah tapi sama-sama di satu posisi yang sama untuk support mereka untuk supaya bisa menjadi guru yang lebih bagus begitu kedepannya.

00:23:25

R: Nah, terkait ini kan anak-anak PPL ini kan semester lima dan juga kalau di program anda sendiri berapa kali dilaksanakan, PPL satu PPL dua atau hanya PPL satu ?

P: Kalau saya secara ini hanya satu kali meskipun yang beda mungkin ada yang sifatnya nasional tergantung jangkauan tempatnya ya ketika mereka di sifatnya regional ya PPL regional ya ketika mereka PPL nasional ya mungkin ke jawa atau kemana keluar daerah, nah setahu saya cuma sekali saja.

R: Menurut anda pertimbangan anda ini sebagai tenaga ahli dan juga pengajar di jurusan semester lima itu sudah, semester lima itu kan kita anggap adalah tahun ke tiga ya ?

P: Iya.

R: Tahun ketiga artinya ending tahun ke dua dan mulai tahun ketiga itu apakah sudah sangat menurut anda pribadi anda sebagai bagian dari, pertama keahlian anda di Pendidikan Bahasa Inggris terus bagian dari jurusan ini, semester lima itu buat anak didik atau calon guru untuk PPL itu sudah menurut anda sudah seperti apa ?

P: ehm kalau menurut saya pribadi memang secara tahun ke tiga itu bukan sebuah waktu yang menurut saya juga cukup singkat ya, itu sudah cukup lama mereka sudah menerima beberapa materi tentang pengajaran bahasa, metodolgynya, belajar semua linguisticnya dan saya rasa ketika dalam tiga tahun itu belum pernah di praktekkan sama sekali saya rasa itu juga menjadi kurang bagus nah sebelum mereka betul-betul lulus.

Nah, ekspektasinya kan menurut saya pribadi ketika mereka sudah lulus S1 sudah menyandang gelar S1 tidak perlu lagi di praktek karena mereka sudah produk jadi tidak lagi mereka perlu di ragukan lagi keahliannya ketika mau mengajar, itu menurut saya harus di pegang bahwa ketika anda sudah S1, anda tidak lagi bilang kekursusan bilang cari pengalaman, cari ini anda harus kalau saya pribadi mahasiswa harus percaya diri bahwa saya S1 saya sudah betul-betul siap, nah makanya PPL itu di semester lima saya rasa menurut saya itu langkah yang menurut saya sudah cukup bagus di lakukan karena sudah tiga tahun dan sudah banyak materi yang mereka dapatkan meskipun ada juga microteaching selama ini, selama mereka kuliah tapikan the real teachingnya belum ada, saya rasa itu lumayan bagus untuk mereka lakukan di terutama di semester lima karena mereka sudah banyak sekali menerima materi.

00:26:16

R: Kalau dari segi PPLnya sendiri kan beberapa program ya yang kalau di Inodesia ini ada banyak jurusan pendidikan Bahasa Inggris ya, ada jurusan bahkan sampai mungkin dua atau tiga kali pelaksanaan PPL. Nah, kalau menurut pemikiran anda sendiri untuk konteks tempat anda sehari-hari ya bergelut dengan pengajaran Bahasa Inggris mempersiapkan calon guru Bahasa Inggris ini, apakah satu sesi PPL itu sudah memadai atau mungkin ada pemikiran lain ?

P: Ya, menurut saya karena setelah PPL kan ada lagi istilahnya dalam kampus KKN ya, jadi PPL ini kan memang tahapan pertama dari praktek lapangan pertama yang di lakukan oleh siswa, setelah itu kan setahu saya di kampus ada lagi istilahnya praktek KKN yaitu praktek lapangan kedua yang mereka lakukan secara otodidak dan secara lebih real lagi karena mereka mungkin tempatnya jauh, jadi pengalaman PPL kemarin mungkin bisa di perbaiki di KKN dan kalau di gabung keduanya kan praktek itu bisa makan waktu setahun untuk dua semester.

Saya rasa itu sudah cukup lumayan yah dalam untuk memberi pengalaman kepada siswa, yang penting saya rasa dalam hal ini evaluasinya harus bagus, apakah betul-betul mereka menjalankan PPL dengan baik atau tidak atau mereka sekedar haha hihi saja di kelas nonton-nonton, apakah porsinya porsi apa yang mereka lakukan itu yang penting jika tidak di evaluasi dengan bagus, saya rasa biar ada PPL sampai tujuh kali pun tidak ada, akan terus berulang.

00:28:07

R: Nah, kalau dalam pengalaman anda ini terkait anda sebagai guru dosen pembimbing terus ada program yang menjalankan PPL, evaluasi dari pelaksanaan program itu menurut anda sudah dalam tahap bagaimana ?

P: Kalau untuk evaluasi pelaksanaan program secara utuh ya secara yang di bawa oleh kampus saya belum pernah ikuti dan tidak tahu bagaimana mereka mengevaluasi PPL selama ini di sekolah hasil-hasilnya kan kami selama dosen di sekolah hanya melampirkan apa yang mereka sudah lakukan guru-guru cuman bukan wewenang kami secara holistic melihat bagaimana ini setiap tahun PPL di sekolah, apakah sudah bermanfaat bagi mereka setelah itu saya belum tahu apa yang mereka dilakukan karena itu menurut saya kebijakan kampus tentang

bagaimana dampak PPL, bagaimana begitu saja saya pribadi sebagai dosen ya tidak tahu di mana.

00:29:11

R: Jadi ini yang selalu mau saya kejar dari anda ini karena kalau di segi perspektif idealis anda seharusnya evaluasi, ya saya menangkap bahwa seakan-akan evaluasi program PPL di program ini masih agak kabur ya, evaluasinya sudah sampai di mana, evaluasi seperti apa dan mungkin pembenahan ke depannya seperti apa ini masih agak kabur yah belum jelas informasinya kan. Nah, kalau misalnya anda berada seandainya anda berada di posisi bagian dari pengelola PPL ini, terkait evaluasi ini apa yang anda akan lakukan ?

P: Ya, berhubung karena biasanya pemilihan sekolah itu kan dalam PPL itu kan di lakukan tidak hanya sekali, misalnya kerja sama dengan sekolah itu kan tidak hanya sekali, nah yang perlu mungkin karena kan misalnya tahun pertama di sekolah ini, di sekolah A lantas di tahun kedua juga akan di lakukan di sekolah A lagi, nah maksud saya dalam artian masukan dari sekolah tentang mahasiswa PPL yang sebelumnya itu belum pernah saya dengar bagaimana respon sekolah secara umum.

Apakah ingin di lanjutkan atau tidak atau apa bagusnya atau kurangnya itu saya rasa menjadi ranah yang tidak bisa di akses secara gampang oleh dosen dan kita tahu bahwa kita sudah memberikan laporannya tapi secara umum kan kita mau dengan juga apa pandangan umumnya sekolah tentang PPL yang kami sudah lakukan bagaimana respon mereka tapi itu saya rasa hanya sampai di pihak para rektorat atau apa yang jelas itu bukan menjadi ranah umum untuk di baca atau kemudian di diskusikan, kita tahunya sebagai dosen pembimbing hanya ini mahasiswa kami, membimbing sampai sekedar itu saja jadi secara personal saja dengan gurunya tapi secara umum kan ada banyak bukan cuma Bahasa Inggris, ada mahasiswa lain dan itu setahu saya, saya bisa baca atau akses.

00:31:38

R: Nah, kalau anda secara pribadi ini sebagai dosen pembimbing apakah hal seperti itu penting menurut anda untuk diketahui atau memang begitu saja tidak usah saya tahu cukup saya membimbing mahasiswa saya ?

P: ehm secara umum saya rasa perlu kita tahu secara umum pandangan sekolah tentang mahasiswa, bukan hanya tentang mahasiswa saya karena kalau untuk mahasiswa kami sendiri yang untuk spesifik di jurusan, saya bisa berdiskusi langsung dengan guru pamong apa kurangnya.

Secara umum juga perlu kita ketahui apa kelebihanannya, apa baiknya, apa kurangnya ini, apa kurangnya, apa yang perlu lagi di benahi di sekolah yang sama supaya istilahnya ketika kita ingin memberikan lagi mahasiswa di sekolah yang sama itu tidak mengurangi kualitas dari yang sebelumnya. Jadi hal yang baik itu di pertahankan, yang kurang jangan lagi di lakukan karena kan ketika itu tidak di lakukan maka takutnya mahasiswa yang datang selanjutnya ke sekolah yang sama untuk melakukan sesuatu yang di bawah standard yang sebelumnya, kan kita tidak tahu apa yang sudah bagus apa yang kurang seperti itu.

00:32:56

R: Jadi sampai saat ini anda belum bisa mengukur ya kualitas mahasiswa yang PPL, apakah meningkat atau stagnan atau mungkin malah sebaliknya ?

P: Ya, nah itu secara umum belum, karena tidak di, informasi tentang itu tidak secara inci di berikan kayak gitu.

R: Jadi seakan bahwa kita sebagai dosen pembimbing juga mungkin hanya menerka-nerka ya bahwa karena tahun lalu saya membimbing saya fokuskan kesini maka tahun ini saya coba naikkan sedikit begitu ?

P: Ya, bahkan malahan mungkin justru melakukan hal yang sama-sama saja.

R: Begitu ya ?

P: Kecuali memang ada semacam request pribadi dari gurunya, karena kan kita memang PPL sekali lagi programnya praktek kata singkatannya praktek jadi kita tidak ekspektasi banyak meskipun demikian jika ada hal-hal yang ingin di perbaiki tentu kita juga ingin dengar supaya hal-hal ini tidak di ulangi lagi oleh senior-seniornya yang selanjutnya atau junior-juniornya, seperti itu.

00:34:10

R: Tapi ternyata hal-hal seperti ini tidak muncul ya dalam praktek ?

P: Ya, artinya pengalaman-pengalaman sebelumnya dari yang sudah-sudah itu tidak kemudian lantas di sampaikan apa point plusnya dan apa point minusnya selama mereka PPL secara umum ya, jadi kita datang ya ternyata dulu PPLnya bermasalah di sini jadi kita tidak bisa memberi informasi kepada mahasiswa bahwa jangan lagi lakukan hal yang sama yang pernah sebelumnya, itu tidak di sampaikan.

R: Atau saya mencoba mengambil positifnya bahwa informasi itu ada tapi tidak sampai ke anda selaku dosen pembimbing ya ?

P: Bisa jadi informasi itu ada tapi sekali tidak mungkin saya yang malas membaca atau saya tidak bisa akses atau saya tidak mau bertanya, itu juga mungkin.

R: Ya, artinya mungkin ini ada berarti saya menganggap walaupun informasi itu ada berarti mungkin informasinya tidak di sebar oleh jurusan atau pengelola PPL sehingga tidak sampai ke dosen pembimbing dan yang lebih parah lagi kalau memang informasi ini tidak ada sama sekali ya, ya kita hanya melakukan kegiatan yang berulang-ulang tapi tidak ada flashback, tidak ada evaluasi, tidak ada refleksi.

P: Atau lebih parah lagi masih ada lebih parah saya rasa, kalau kita menganggap semuanya baik-baik saja itu saya rasa lebih parah.

00:35:33

R: O iya iya.

P: Kalau kita merasa semuanya baik-baik saja ini lebih parah lagi karena kita terlalu percaya diri bahwa semuanya sudah baik-baik saja jadi kita ulang-ulang saja.

R: Ya, nah kalau dari segi anak PPLnya sendiri menurut anda yang tingkat kepercayaan diri mereka itu menurut anda secara umum saja ya maksudnya yang pengalaman anda di semester lima ini ketika mereka di kirim ke tempat PPL itu, menurut pengamatan anda tingkat kesiapan mereka itu dan kepercayaan diri mereka itu bagaimana ?

P: Ya, kalau masalah seperti ini saya secara umum tidak bisa menerkannya untuk di awal-awal pertemuan ya tapi mostly biasanya di tengah-tengah mereka PPL itu biasanya sudah kelihatan bahwa mereka masih butuh, oh ini sudah agak siap dan secara umum ya ini kan pengalaman pertama mereka jadi secara umum terbagi-bagi juga, tidak bisa semuanya rata.

Ada yang rasa masih kesulitan di tengah-tengah nanti ada yang bagus nanti di akhir, ada yang kesulitan di tengah dan di akhir pun kesulitan, itu saya kira tidak bisa ambil kesimpulan secara merata karena masih beda pengalamannya tapi secara umum yang saya lihat adalah yang penting mereka dan focus utama saya adalah mereka bisa atau tidak yang penting mereka mau belajar, nah itu yang menjadi penting nah tugas saya sebagai dosen saya hanya memastikan bahwa

apakah mereka betul-betul berusaha mengetahui kesalahannya dan kemudian memperbaiki apa yang sudah mereka lakukan.

00:37:32

R: Jadi anda lebih menekankan kepada refleksi mereka ya dari kegiatan ini ?

P: Ya, kurang lebih karena kan lucu juga kalau mereka tidak tahu apa yang mereka lakukan, lantas apa yang mau di refleksikan itu lebih tidak tahu bahwa mereka tidak tahu ya itu lebih parah lagi.

R: Apakah anda pernah menemukan calon PPL yang tidak tahu apa yang akan mereka lakukan ?

P: Ya, dengar-dengar sih ada ya mahasiswa saya ya, bukan saya bilang mahasiswa saya lantas bagus semua tapi ada juga katanya yang begitu maksudnya sampai di akhir pun masih tetap cuek, masih ikut-ikutan apa begitu sekedar di kelas, masuk di kelas kasih tugas tidak sesuai intruksi yang di berikan oleh guru, ada juga.

R: Nah, apakah anda terlibat dalam kan sebelum PPL ini ada beberapa tahapan ya misalnya ini memenuhi syarat, ini tidak memenuhi syarat. Apakah anda terlibat dalam menyeleksi calon-calon mahasiswa PPL ini ?

P: Kalau terkait dengan, saya rasa itu berkaitan dengan administrasi kampus selama ini yang saya tahu itu berkaitan dengan administrasi kampus jadi kampus yang punya otoritas untuk memberikan bahwa ini layak untuk PPL, meskipun kalau secara keilmuan, secara kemampuan ini tidak pernah saya rasa ada, oh ini belum sanggup PPL, belum bisa kemampuan Bahasa Inggrisnya masih ini asal semester lima saja mereka pasti sudah bisa ikut.

00:39:09

R: Kalau nah ini saya kembali ini ke mahasiswa kan anda membedakan anda yang mahasiswa, ada yang siap, kurang siap dan memang ada yang kurang siap sama sekali. Nah kalau pengalaman anda ?

P: Ada satu lagi , ada yang tidak mau siap memang.

R: Tidak mau siap karena bagaimana caranya dia bisa ikut PPL kalau memang, apakah karena hanya mau di selesaikan dari kampus supaya dia tidak tinggal di kampus atau bagaimana ?

P: Ya, itu sudah menjawab itu jadi dia kayak ada memang satu dari seribu orang yang memang tidak mau kuliah, tiba-tiba ada PPL dan ya yang penting saya ada di sana saya selesaikan saja lah, satu dari seribu kayaknya ada orang seperti itu.

R: Satu dari seribu ya, kalau yang dari tadi yang kurang siap, siap dan yang seakan-akan siap itu kalau misalnya sepuluh orang yang memang kita menganggap wah ini misalnya dalam posisinya untuk PPL belum mampu, kalau sepuluh orang itu kira-kira berapa orang yang berada di sisi yang memang belum mampu ?

P: Ya, kalau dari sepuluh orang yang belum mampu biasanya sekitar enam puluh tujuh puluh persen lah.

R: Enam puluh persen ?

P: Ya, biasanya jadi kayaknya ini baru belajar atau apa tapi sekali lagi itu lantas tidak menunjukkan bahwa mereka gagal dalam PPL tapi justru itu menjadi penting karena PPL saya rasa tujuannya untuk mengetahui bahwa ini belum bisa, ini tidak untuk [kurang jelas] saja, yang penting adalah pengalamannya mereka.

Karena yang saya lihat yang betul-betul kerja tugas, yang ikut-ikutan bikin diary itu sekitar empat puluh persen, yang lainnya ketika di tanya apa mana refleksinya yang kemarin, aduh saya tidak ingat, saya cuma ingat ambil mangga kemarin di sekolah, itukan ini kalau tapikan tidak apa-apa juga itu bagian dari pembelajaran di sekolah bahwa di sekolah itu ada mangga jadi bisa di coba kapan saja.

00:41:22

- R: Ini bagian dari social interaksinya ya ?
- P: Meskipun itu baik juga tapi ya inti kelupaan bahwa ini juga yang lain.
- R: Apakah anda pernah berada dalam posisi tidak bisa memberikan keputusan karena ada tekanan dari atas ?
- P: Sejauh ini untuk mahasiswa PPL tidak pernah ya, belum saya belum pernah istilahnya complain karena pihak atasannya pun sudah memberikan arahan yang jelas ketika begini harus seperti apa biasa itu jarang sekali terjadi ya itu hamper tidak pernah kayaknya.
- R: Nah, anda kalau saya minta untuk menggambarkan satu kalimat saja kalimat penutup anda sebagai dosen dan pembimbing PPL untuk menggambarkan tingkat independensi kebebasan anda untuk bereksperimen, berekspresi satu kalimat saja ?
- P: Dalam artian ?
- R: Dalam artian baik dalam mengajar di kelas maupun dalam kegiatan membimbing mahasiswa PPL ?
- P: Satu kalimat ya ?
- R: Tingkat kemerdekaan, kebebasan otonomi anda untuk melakukan apa yang anda inginkan itu dalam benak anda, dalam otak dan pikiran anda ?
- P: Ya, dari saya satu kalimatnya mungkin bisalah yah saya, boleh lah ya kali ya saya mungkin satu kalimatnya apa ya saya juga pusing, satu kata mungkin tergantung mau apa tidak yah saya juga tidak tahu mau bagaimana tergantung mau apa tidak mungkin itu kalimatnya yang tepat untuk menggambarkan bagaimana ini kemerdekaannya karena kenapa semuanya tergantung dari personal masing-masing.
- Karena menurut saya karena peranan kampus pun juga masih minim ketika hal-hal yang berkaitan dengan yang sifatnya akademis, mereka hanya support ketika sudah ada nama sudah terbit, sudah terbit jurnal padahal yang di butuhkan kan sebelumnya itu jadi bisa jadi itu menjadi gambaran semuanya tergantung kemauan secara pribadi sangat kuat untuk improve ya harus berani kerja sendiri, kayaknya itu kata yang tepat berani kerja sendiri untuk menggambarkan kemerdekaan itu, berani kerja sendiri karena kalau kita terlalu berharap sifat administrative kampus itu [kurang jelas] kalau jawa bilang, lama sehingga makan waktu juga tidak berkembang-berkembang kampusnya begitu.

00:44:44

- R: Jadi berani bertindak sendiri dan berani berinisiatif sendiri ?
- P: Ya, saya rasa itu parafrasenya yang lebih bagus.
- R: Dan dalam wilayah ini dukungan kampus sejauh mana ?
- P: Saya lihat sejauh, saya tidak bisa mengatakan sejauh mana yah tapi tarulah kita mau ke [nama tempat] support mereka itu masih sejauh [nama tempat], jadi tidak sampai.
- R: Saya membayangkan ini dalam konteks dunia nyata punya kelas, kan ada kelas Bahasa Inggris terus dalam kelas mengajar itu mungkin selain butuh media, apakah ada support dari pihak jurusan ?
- P: Masih seperti tadi supportnya kalau sejauh mana ya masih sejauh [nama tempat] tadi karena saya rasa lucu juga ini kampus ya tanpa mengurangi rasa hormat saya kepada pimpinan tapi selalu kami dijanji bahwa selama kami di janji bahwa akan ada ini ini itu tapi itu sebatas di bibir saja ketika prakteknya bahkan para dosen pun saling berebut, saling berebut LCD ketika pagi-pagi siapa yang datang duluan dia yang dapat itu kan konyol dan lucu saya rasa ketika dosen harus melakukan hal-hal yang tidak perlu di lakukan berburu proyektor ya kalau

saya itu , saya rasa ini kampus harus berbenah banyak dalam hal pelayanan, apalagi kan kampus kami kan katanya kan mau akreditasi A atau apa bahkan sudah A kalau skala universitas jadi ketika di tanya apanya A susah menjawab ini, sekedar mau nama saja tapi esensinya mungkin hilang.

00:47:27

R: Jadi anda dalam bisa di katakana bahwa membimbing mahasiswa dan mengajar mahasiswa lebih kepada inisiatif sendiri dan keberanian untuk melangkah sendiri ?

P: Iya, jadi banyak untuk menyiapkan materi harus bisa cari stiker sendiri, harus beli kayak tadi segera atur jadwal, cari LCD lebih awal dan menurut saya itu seharusnya yah seharusnya tidak lagi di fikirkan oleh seorang pengajar itu makan waktu belum lagi kalau rusak, harusnya kan ada panitia yang membereskan itu sehingga dosen bukannya kita maunya serba nyaman tapi kan sesuai dengan fungsinya masing-masing supaya juga efektif kelas, bisa langsung ngajar jalan seperti itu , Ini hal-hal kecil yang bisa jadi hal besar ketika di kecil-kecilkan dan saya rasa kampus mengecil-ngecilkan.

R: Atau tidak mengecilkan tapi memang tidak ada perhatian kesitu ya ?

P: Ya.

R: Satu lagi tentang anak PPL mahasiswa kita ini ?

P: Tidak banyak tapi saya harap mereka menikmati proses itu karena itu kan proses dari bagaimana mereka untuk menjadi guru nantinya yang penting saya rasa mereka menikmati prose situ, jangan sampai kayak aduh saya jadi robot, saya harus ke sekolah malas bangun pagi-pagi artinya gak enjoy, tidak menikmati, tidak jadi tantangan nantinya stress atau mau ini mau ini, nah itukan jadi tidak enak juga karena harusnya semuanya serba di nikmati, serba menjadi tantangan seperti itu , yang ada kan yah maksudnya aduh PPL gimana nih kayak harus bangun pagi-pagi kayak gini, itu tidak menikmati sama sekali.

R: Jadi anda terhadap calon-calon guru ini anda berusaha mengubah mindset mereka bahwa ngajar itu menyenangkan?

P: Iya, sering saya sampaikan di awal pertemuan jangan tertekan, nikmati, cari enaknya bahwa entah cara kalian berbeda tapi cari enaknya paling tidak kalau selesai mengajar pergilah lakukan kegiatan yang menyenangkan bagi kalian.

[Wawancara Selesai]

(English Version)

[Researcher (R) introduces himself to the participant (P)]

00:00:01

R: Thank you for your time for this interview.

Regarding practice in the English Education department, as a lecturer were you given a SEP manual or guideline?

P: Oh yes, when it comes to SEP mentors there are no official documents from the campus.

R: Is there a SEP manual?

00:01:58

P: Yes, that's right. There are instructions on what to do, although they are not very detailed, but there are instructions regarding when the activity schedule will be, there has been a training before the SEP mentoring starts.

R: Are the instructions in written form?

P: Yes, it is in written form, but we discussed again with all the SEP mentors in the same school before actually going into the field to guide students.

R: Are the written documents you mentioned publicly accessible?

P: I've never personally asked for these documents, but I don't think they're exclusive. You can ask for them at any time, especially now online, yesterday the files were shared freely in the WhatsApp group and maybe you can ask for them. Any time about these things.

R: Well, about the documents, do you mean a kind of SEP guide?

Q: Yes, that's right.

00:03:35

R: what does that guide cover?

P: Yes, it covers all aspects, including lecturers and students, however, aspects that may need to be changed or improved from previous years are also discussed, but regarding both of them it is clearly stated the lecturers' rights, role of the lecturer and what the students will do.

R: Can you describe the students you have guided so far, and how they have been able to apply what they learnt from university to school?

P: Yes, they are related to SEP. Since SEP means practice, so some candidates successfully completed their SEP, other candidates might need to learn more although it was their first time teaching and those being taught were real students in a real classroom situation. So the implementation was gradual, firstly they conducted an observation at school, then started practising little by little, noting down what the teacher was doing including what was good or bad practice.

But in general, some aspects can be done, and some aspects still need time, but at least what is important is that I think this experience gives a nuance that is quite influential on the personality of each student such as what are my shortcomings as a teacher, to what extent I can be a teacher, to what extent my mastery of the material, I think the aim is for field practice, not just to see how far they are, how capable or how good they are at teaching, but most importantly, in my opinion, they can understand and do reflections on some aspects such as 'oh, why so far I'm still at this level, I'm not teaching enough here, I have to improve this because there is still time.' They can use their time during lectures to continue to improve what they practiced in the field.

00:06:43

R: Does this mean that SEP students have some kind of reflection about their activities?

P: Yes, they do reflections.

R: What models of their reflections, personal notes or in other formats?

P: Yes, actually there is already a term for an instrument that they just have to fill in about their activities, their reflections but I don't stick to that, I more implicitly ask them to write down anything in the form of a diary, so whatever technical matters, their experiences are, they can put into their diary. Why diary? It's because they can use their language may be as free as they want and their expressions are not fixated based on the questions given by the campus. By doing this way I hope the scope or experience can be broader.

00:08:00

R: So, were they guided to teach in public schools or religious-based schools?

Q: Um, I see it's mixed up. I mean there are some aspects that I feel like campuses don't really map out either public or Islamic school. I see there are some state public schools, some private schools, and some are Islamic [schools], some that are general even though there may be a tendency to stay at Islamic schools like maybe Tsanawiyah [junior secondary school] or MAN [Madrasah Aliyah – senior secondary school].

However, I don't think I've ever heard anyone say that there should be more Islam or not, I don't think that's what the term means, it's not part of school selection.

R: How do you convey if there are several things related to SEP that need attention or improvement, do you receive such things from the school?

P: Yes, I think that's part of a coordination, part of shared responsibility, yes, and that's something that I think is normal to convey. Even before we start, we personally ask if there are things that we feel candidates don't like or it's not good. Because they are also in the sense that they are still learning. We can coordinate together.

I think that delivery is mandatory because it is not to look for the weaknesses of our students but to look for solutions to what they have done. In this case, perhaps these shortcomings, so some teachers give good responses, some give a negative response. But, a negative response is once again not considered as something that wants to bring down students. But, it is something we should review together and improve together.

00:10:41

R: So, based on the teacher's responses, what do you remember or perhaps the most dominant teachers' responses?

P: Yes, I'll divide it into two big aspects that I often find. The first one that I hear most often is in terms of discipline in the sense of starting class or even their presence at school, and their involvement in school ceremonial matters. That's what I hear most often, sometimes the teacher is there, the students are late or slow, those are the things I hear most often.

Second, I think this is quite normal in terms of material, mastery of the teaching material. Some of them who were asked to teach when it's time for the exam they didn't master the material so they tend to appear less than optimal in class, so those are the two big things that I often encounter in terms of comments, for example.

00:12:24

R: What strategies do you use when you find out, for example, from a mentor teacher that a SEP student has not mastered the material?

P: Yes, within the SEP period there are indeed sessions for discussions and one of the inputs in that discussion is what I conveyed earlier. The best strategy is no other than the first aspect of communication. They can provide ideas and from there we can also provide solutions based on our experiences. For example, when they don't understand what should a teacher do, when they don't master the class what to do etc.

I think the discussion sessions with students are also important so that they will not feel alone, confuse about their actions why am I'm doing or trying this etc., It's not like that. Through the discussion session and the involvement of tutors, as what we've done so far, that's what I think is the best strategy or procedure. It's also quite good for preventing unfavourable situation happening in classroom. And if candidates face a difficult situation I don't think this is a big problem because it's clear that they need time to learn, to adapt. They haven't even had one SEP session. After SEP maybe they can conduct their teaching again and I think it's just a matter of time. The most important thing is that they are willing to learn.

00:14:13

R: How many months did candidates spend for a SEP at [name of a university]?

P: At [name of a university] it is approximately two months.

R: That means two teaching sessions a week, right?

Q: Oh yes.

R: Well, what do you usually do regarding any issue during candidates SEP, did you discuss it with the school mentor online or face to face or do you discuss it via the candidate's SEP journal?

P: Um, for now, because we have just started SEP, previously we could come directly to the school for discussions, and there will be discussion sessions. At the moment there is no direct experience because we have just started on campus and we have also just started SEP. So it's very likely that if we can, we always have time to meet in person. However, if that's not possible, of course, discussions via Zoom or WhatsApp group will be something that I don't think will be a problem. Although we always prioritize being able to meet, of course, by following Covid prevention procedures.

00:15:45

R: Based on your previous experience, how many times do you usually meet with the mentor during one SEP session?

P: Yes, if according to the schedule, it's a minimum of three times in one session. In one SEP time it is a minimum of three times, however, light discussions about daily events can be delivered directly via telephone or via group.

R: Well, apart from being related to ability and mastery of the material, is there a possibility, for example, you said earlier that sometimes there are students who, after one session, may not be able to demonstrate their teaching abilities. So, what is the follow-up for students like this? Did they have to take the next SEP or what happened?

P: Yes, what I know is that students like these there are several aspects of assessment. It doesn't necessarily mean that if they don't master the material, they have to conduct other SEP. There are several aspects including discipline, their efforts to take part in all SEP activities, what the school does. Well that is also an assessment.

Well, if on one side, for example, in terms of mastery teaching materials, it will certainly take time and in terms of grades, it will probably be different from one candidate to others. Some of their friend who has better mastery of learning, of course, will have better grade. However, this is not a basis that candidates who have lower grade are lacking and cannot teach later. When they graduate, this is the time for them to know their personal condition e.g. is my ability to teach enough for now or what. It is like that. That's the only goal in my opinion.

00:18:08

R: So the point is that based on reflection and perhaps also contributions from tutors regarding students' abilities, we hope that they will at least be aware of their weaknesses and deficiencies so that they can improve in the future. Well, in this case, if it's SEP, I think this might be a mandatory part of the English department program. Have you ever been in a situation where the school said, oh, I can't give grades to this student?

P: Yes, personally, during my time as a SEP, I have never experienced anything like that, the school does not want to give grades to the students I supervise, for example, even so, I have heard several stories that several students were rejected and I think it's very [unclear] because it could be that according to the information I've heard, even though I've never checked it in detail, it's [not clear] yes, it's said that some of the student's lack of discipline in their actions meant that they couldn't be given a grade or maybe never. Being present during SEP or maybe the reports that are usually given at the end when [unclear] are not collected, I think the essential problems when they are not done can also make the school not want to give grades.

00:19:47

R: So it's more of a discipline issue, maybe not a skill issue?

P: Yes, that's right, because if you are no longer disciplined, the school can be more sensitive, yes, if you are not disciplined but can't teach, that's still understandable, but if you start to become undisciplined, usually the school is a bit strict about discipline, especially when they have to set an example with the students they teach. If they are a bit lazy, I'm afraid there will be students or students saying "How lazy is your SEP friend", that will be a bad image for the school or campus.

R: Well, when you are in the position of bridging between SEP students, campus products and [unclear], bridging in your process, SEP students are campus products, right?

P: Yes, I personally rarely encounter problems like that, I don't mean that I mean the students I guide, although I think it's very, very personal because we discussed it before the beginning because they are still learning, even though I think some schools don't like it because before we came there before we had not yet functioned as a bridge when we got there, the inauguration for the construction of the bridge had already been carried out by the campus, so the school was also ready to accept it with grace. So when they say they are willing, they are willing to accept the advantages and disadvantages.

They don't judge, we don't give undergraduate graduates, we give fifth semester students so the product is not a truly finished product that is given, that's why I think this is the spirit of SEP because we also as lecturers want teachers who are in the field, right? provide direct experience because they will become school teachers in the future while we are not directly at the school, I think the spirit of SEP is to meet directly with school teachers what their experiences are so that they can learn, so we are lecturers and tutors at one school, not at the bridge who

are separate but together in the same position to support them so they can become better teachers in the future.

00:23:25

R: Well, related to this, SEP students are in the fifth semester and how many times is it implemented in your program, SEP one, SEP two or only SEP one?

P: For me, this is only once, although there are different ones, maybe national ones depending on the scope of the location, yes, when they are regional, then regional SEP, yes, when they are national SEP, maybe to Java or somewhere outside the region, well, as far as I know, only once.

R: According to you, your consideration as an expert and also a teacher in the fifth semester department is already, we consider the fifth semester to be the third year, right?

Q: Yes.

R: The third year means the end of the second year and starting from the third year, do you think that you are a part of it, your expertise in English Language Education and then part of this major, the fifth semester is for students or prospective teachers for SEP. What do you think it's like?

P: Ehm, in my personal opinion, the third year is not a time which in my opinion is quite short, yes, it's been quite a long time since they have received some material about language teaching, methodology, learning all the linguistics and I think that in those three years I've never practised it at all. I think it's not good enough before they graduate.

Well, the expectation, in my personal opinion, is that when they have graduated from a Bachelor's degree and have a Bachelor's degree, they no longer need to practice because they are already a product, so they no longer need to doubt their expertise when they want to teach. In my opinion, it should be held that when you have a Bachelor's degree, you no longer say courses, you say to look for experience, you have to look for this. I am a student, and I have to be confident that when I get a Bachelor's Degree, I will be ready, so that's why SEP is in the fifth semester, I think that's a step that I am quite good at doing it because it's been three years and they have received a lot of material even though there has also been microteaching during this time, while they were studying but there was no real teaching, I think that's quite good for them to do, especially in the fifth semester because they have received a lot of material.

00:26:16

R: In terms of SEP itself, there are several programs, in Indonesia there are many English language education departments, yes, there are departments that even carry out SEP maybe two or three times. So, according to your thoughts, in the context of your everyday place where you are involved in teaching English to prepare prospective English teachers, is one SEP session sufficient or maybe there are other thoughts?

P: Yes, in my opinion, because after SEP there is another term on campus, KKN, so SEP is indeed the first stage of the first field practice carried out by students, after that, as far as I know, on campus there is another term for KKN practice, namely field practice. secondly, they do it autodidactically and more realistically because they may be far away, so yesterday's SEP experience could perhaps be improved in KKN and if you combine the two, the practice could take a year for two semesters.

I think that's good enough to give students experience. What's important, I think in this case, is the evaluation must be good, whether they did the SEP well or not or

were they just haha hihi in class watching, what was the portion? It is the portion of what they do that is important that if it is not evaluated well, I think even if there is no SEP up to seven times, it will continue to happen again.

00:28:07

R: Well, if in your experience this relates to you as a supervising teacher and there is a program that runs SEP, what stage do you think the evaluation of the implementation of that program is at?

P: As for evaluating the implementation of the program as a whole, yes, in terms of what is brought by the campus, I have never followed it and I don't know how they evaluate SEP so far at the school, the results of which we, as long as the lecturers at the school, only attach what they have done, the teachers It's just not our authority to holistically look at how SEP is done at school every year, whether it is beneficial for them after that I don't know what they do because that's what I think is the campus policy regarding the impact of SEP, how it is, I personally as a lecturer don't know. Where.

00:29:11

R: So this is what I always want to pursue from you because from an idealistic perspective, you should evaluate, yes I understand that it seems as if the evaluation of the SEP program in this program is still a bit vague, yes, where has the evaluation reached, what kind of evaluation and Maybe what the future improvements will look like is still a bit unclear, the information is not yet clear, right? So, for example, if you were in the position of part of the SEP management, what would you do regarding this evaluation?

P: Yes, because usually the choice of school in SEP is not only done once, for example, collaboration with the school is not only done once, so what is necessary is perhaps because for example in the first year at this school. The second year will also be held at school A again, well I mean in terms of input from the school regarding SEP students which I have never heard before about how the school responded in general.

I think whether you want to continue it or not or whether it is good or bad is an area that cannot be easily accessed by lecturers and we know that we have provided the report but in general, we also want to know what the school's general view is about the SEP that we have provided. do what they respond to but I think that's only up to the rector what is clear is that it's not in the public domain to be read or then discussed, we know that as supervising lecturers this is the only thing our students do, guiding them up to that, so just personally. with the teacher but in general there are many, not just English, there are other students and that, as far as I know, I can read or access.

00:31:38

R: Well, if you are a supervisor, do you think things like that are important to know or do I just not need to know?

P: Um, in general, I think we need to know the school's general view of students, not just about my students, because for our students who are specific to their major, I can discuss directly with the tutor what they lack.

In general, we also need to know what the advantages are, what's good, what's lacking, what's lacking, what needs to be improved at the same school so that when we want to send more students to the same school, it doesn't reduce the quality of the previous one. So the good things are maintained, what is lacking should no longer be done because if that is not done then the fear is that students

who come next to the same school will do something that is below the previous standard, we don't know what is good or what is good. something less like that.

00:32:56

R: So until now you have not been able to measure the quality of SEP students, is it increasing or stagnant or maybe the opposite?

P: Yes, well, in general, not yet, because there is no information about it in particular that is provided like that.

R: So it seems like we as supervisors might also just be guessing, right? Because last year when I was guiding I focused on this, this year I'll try to increase it a little, right?

P: Yes, maybe even do the same thing.

R: Is that so?

P: Unless there is some kind of personal request from the teacher, because we are SEP, once again the program is practice, and the abbreviation is practice, so we don't expect much, however, if there are things that we want to improve, of course we also want to hear so that these things don't happen. repeated by subsequent seniors or juniors, like that.

00:34:10

R: But things like this don't appear in practice, right?

P: Yes, that means previous experiences from those in the past were not then conveyed what the plus points were and what the minus points were during their SEP in general, so we came, in the past the SEP had problems here so we couldn't provide information to students that they should not do the same things they did before, that was not conveyed.

R: Or am I trying to take the positive that the information is there but it didn't reach you as the supervisor, right?

P: It could be that the information is there but it's impossible that I'm too lazy to read or I can't access it or I don't want to ask, that's also possible.

R: Yes, that means maybe this is there, which means I think that even if the information is there, it means maybe the information wasn't shared by the department or SEP management so it didn't reach the supervisor and what's worse, if this information doesn't exist at all, yes, we just doing repetitive activities but no flashbacks, no evaluation, no reflection.

P: Or worse, there is still worse, I think, if we assume everything is fine, I think it is worse.

00:35:33

R: Oh yeah, yeah.

P: If we feel that everything is fine, this is even worse because we are too confident that everything is fine so we just repeat ourselves.

R: Yes, well, in terms of the SEP children themselves, what do you think is their level of self-confidence in general? I mean, in your experience in the fifth semester when they were sent to the SEP, according to your observations their level of readiness and what is their self-confidence?

P: Yes, for problems like this I generally can't predict it at the beginning of the meeting, but mostly usually in the middle of them the SEP usually already shows that they still need it, oh this is somewhat ready and in general this is it, right? Their first experiences are generally divided, they can't all be equal.

Some feel that they still have difficulties in the middle, some are good at the end, some have difficulties in the middle and at the end they also have difficulties, I don't think I can draw uniform conclusions because the experiences are still

different, but in general what I see is what is important them and my main focus is whether they can or not, the important thing is that they want to learn, so that is what is important, my job as a lecturer is just to make sure that they are really trying to find out their mistakes and then correct what they have done.

00:37:32

R: So you put more emphasis on their reflection from this activity?

P: Yes, more or less because it's funny if they don't know what they're doing, so what you want to reflect is that they don't know that they don't know, that's even worse.

R: Have you ever met a SEP candidate who didn't know what they were going to do?

P: Yes, I've heard that there are some of my students, I'm not saying that my students are all good, but there are also those who say that which means that in the end they're still indifferent, they're still going along with whatever they're doing, just going to class, going to class. giving assignments that do not match the instructions given by the teacher, there are also those.

R: Well, were you involved in this before the SEP, there were several stages, for example, this met the requirements, but this did not meet the requirements. Are you involved in selecting prospective SEP students?

P: If it's related to, I think it's related to the campus administration so far, as far as I know, it's related to the campus administration, so the campus has the authority to grant that this is appropriate for SEP, even though scientifically, in terms of capability, I never felt like this existed. Oh, they can't do SEP yet, their English skills don't yet, as long as they're in the fifth semester, they'll be able to take part.

00:39:09

R: Well, if I go back to students, you can differentiate between those of you who are students, those who are ready, those who are not ready, and those who are not ready at all. So what about your experience?

P: There is one more thing, there are those who don't want to be ready.

R: He doesn't want to be ready because how can he join SEP? If so, is it because he just wants to finish from campus so he doesn't live on campus or what?

P: Yes, that has answered that, so he was like there are one in a thousand people who don't want to go to college, suddenly there is SEP and yes, the important thing is that I'm there, I just finish it, it's like one in a thousand there are people like that.

R: One in a thousand, yes, for those who are less ready, ready and those who seem to be ready, for example, ten people who we really think, for example, in their position for SEP are not yet capable, if there are ten people, that's roughly how many people. who is on the side that really can't afford it?

P: Yes, out of ten people who can't afford it, usually around sixty-seventy per cent are.

R: Sixty per cent?

P: Yes, usually it seems like this is just learning or something, but once again that doesn't mean that they failed in SEP, but it becomes important because SEP, I think the goal is to find out that this isn't possible, this isn't just for [unclear], what matters is their experience.

Because of the ones I saw who were doing assignments, those who took part in making diaries were around forty per cent, the others when asked what their reflection was yesterday, oh I don't remember, I only remember picking up a mango yesterday at school, that's this If you don't have it, that's okay, it's part of the learning at school that there are mangoes in the school so you can try them at any time.

00:41:22

R: This is part of social interaction, right?

P: Even though that's good too, it's the point of forgetting that this is also something else.

R: Have you ever been in a position where you couldn't decide because there was pressure from above?

P: So far, SEP students have never, yes, I have never complained, because their superiors have also given clear directions when this happens, what it should be like, it rarely happens, rarely, I think.

R: Well, if I asked you to describe just one sentence, your closing sentence as a lecturer and SEP supervisor would describe your level of independence, freedom to experiment, and expression in just one sentence.

Q: In what sense?

R: In terms of both teaching in class and in guiding SEP students?

Q: One sentence, right?

R: The level of independence, your autonomous freedom to do what you want in your mind, in your brain and thoughts?

P: Yes, from me one sentence is possible, yes, it's okay, yes, I may be one sentence, yes, I'm also dizzy, one word may depend on whether you want it or not, I also don't know what it will be, depending on whether you want it or not, it's possible, that's the sentence. It is appropriate to describe how independent this is because everything depends on each individual.

In my opinion, the role of campuses is still minimal when it comes to academic matters, they only support when a name has been published, or a journal has been published, even though what is needed beforehand is that it could be an illustration, it all depends on your wishes. You are very strong to improve, you have to have the courage to work alone, I think that's the right word, dare to work alone to describe that independence, dare to work alone because if we expect too much, the administrative nature of the campus is [unclear] if Javanese says, it takes a long time so it takes time to the campus and it is not developing.

00:44:44

R: So you dare to act alone and dare to take your initiative?

P: Yes, I think that's a better phrase.

R: And in this area to what extent is campus support?

P: As far as the eye can see, how far, how far, as far as their abilities, I see as far as I can't say how far, but let's just say we want to go to [name of a city]. From [name of a city], their support is still as far as [name of a town], it's still far from [name of a city], OK? It didn't even arrive.

R: I imagine this in the context of the real world of having a class, right there is an English class and then in the teaching class, maybe apart from needing media, you need some tools, you need some kind of scissors to cut and so on, is there support from the department?

P: The support is still like before, how far is it, it's still as far as the twin bridges because I think it's funny that this is a campus, without reducing my respect for the leadership, but we are always promised that as long as we are promised that there will be this and that, but that's limited to just lip-service when it's practice, even the lecturers are fighting over each other, fighting over the LCD in the morning, whoever comes first gets it, it's ridiculous and funny, I think when lecturers have to do things that don't need to be done, hunting for projectors, yes, if I were like that, I think this campus has to improve a lot in terms of services,

especially as our campus says it wants A accreditation or something, even A on a university scale, so when asked what A is, it's difficult to answer this, it's just a name but the essence may be lost.

00:47:27

R: So you could say that guiding students and teaching students is more about your own initiative and the courage to take your own steps?

P: Yes, so to prepare the material you have to be able to look for your stickers, you have to buy them like before, immediately arrange a schedule, look for an LCD earlier and in my opinion that should be something that a teacher should no longer think about, it takes time, not to mention if it breaks, it should be There is a committee that takes care of that so that lecturers don't want everything to be comfortable, but by their respective functions so that the class is also effective, they can teach directly like that. These are small things that can become big things when they are reduced and I have the feeling of campus being small.

R: Or is it not minimizing it but there is no attention to it, right?

Q: Yes.

R: One more thing about our SEP students?

P: Not much but I hope they enjoy the process because that is the process of how they become teachers in the future. The important thing is I think they enjoy the process, don't let it be like oh I'm a robot, I have to go to school, I'm too lazy to get up early in the morning, which means no enjoy it, don't enjoy it, it won't be a challenge, then you'll be stressed or you want this, you want this, well that doesn't feel good because everything should be enjoyed, it's all a challenge like that, that's what I mean, what about SEP? It's like having to get up early in the morning like this, it's not enjoyable at all.

R: So, with these teacher candidates, you are trying to change their mindset that teaching is fun?

P: Yes, I often say at the beginning of the meeting, don't be stressed, enjoy it, and look for the good things in your process. At least after completing your teaching, go and do fun activities.

[End of interview]

Mentor

(Indonesian Version)

[Peneliti (R) perkenalkan diri ke partisipan (P)]

00:10

R: Bagaimana anda menggambarkan pengajaran Bahasa Inggris di sekolah anda?

P: Di SMA 1 dua tahun ini sudah mulai mengikuti system ini. Di sekolah ini, siswa mulai dari kelas 10 (sepuluh) mereka, kelas itu sudah ditentukan jadi MIPA1: Inggris, Indonesia; MIPA2 Ekonomi, Jepang. Seperti itu. Jadi sudah disetting langsung. Jadi siswa yang masuk ke kelas itu sudah tidak bisa lagi memilih kamu mau lintas minat apa. Sudah otomatis dan jamnya sudah include di jam pelajaran pada hari itu. Tidak lagi dikhususkan dan tidak harus moving class. Gurunya masuk sebagai pengajar lintas minat. Kalau begini kan anak-anak tidak bisa memilih. Mereka mau belajar Bahasa Inggris dapatnya Jepang.

Karena ini dalam rangka memenuhi guru-guru yang kurang jamnya supaya mereka masih dapat tambahan jam. Seperti itu. Sosiologi, ekonomi, geografi itu kan supaya jamnya cukup

00:56

R: Sebenarnya hanya untuk supaya agar beberapa guru yang jamnya kurang, supaya sertifikasinya terbayar sehingga ada pihak lain yang harus dikorbankan?

P: Iya. Betul. Bahasa Inggris yang tadinya satu angkatan itu bisa sampai enam kelas, delapan kelas, terpaksa sekarang hanya dua [kelas] yang jalan. Sampai ada siswa yang bilang kenapa lintas minat tidak bisa lagi Bahasa Inggris, kami masih mau. Bukan kami yang atur anak-anak! Kami mau sekali, silakan. Bahkan kalau misalnya nama kamu nggak harus muncul diabsen karena system yang nggak terima, sini. Kalau memang bisa. Tapi, nanti nilaimu bagaimana? Seperti itu. Terpaksa mereka nurut. Kasian sih sebenarnya. Tapi, ya harus terjadi bergini.

01:45

R: Yang mengatur jumlah kelas lintas minat itu, sekolah atau dinas?

P: Sekolah. Sekolah sendiri. Kembali ke sekolah karena dia lihat keberadaan guru. Guru Mapel yang kira-kira mungkin kemudian siswa juga sesuai dengan pilihannya.

Jadi sekolah diberi kebebasan untuk mengatur. Makanya, banyak sekolah yang begitu lihat settingan lintas minat ini langsung bilang: 'wah pusing, nggak sanggup kita'. Jadi mereka langsung setting seperti itu. Tidak ada peminatan di

sekolah kita. Mereka bilang seperti itu. Tidak ada milih-milih. Saya sempat berdialog memang kewalahan.

02:18

Tapi, bagus karena di situ kelihatannya yang mau belajar Bahasa Inggris kumpul dalam satu kelas. Itu saya suka. Lebih mudah memotivasi, mengarahkan mereka daripada di kelas umum, kelas wajib. Mau suka, mau tidak kan jadi satu. Tapi, ada juga lintas minat pun bilang mau belajar tapi mulai basic, dari zero sekali. Ada. Saya bilang: 'aduh. Dimengerti juga. Tapi, banyak yang justeru malah terbawa kondisi, suasana kondisi sekolah. Jadi, mereka mau [belajar]. Jadi, salah satunya kita bisa kasi variasi [belajar]nya lebih banyak.

Dalam rangka mereka betah di kelas, mereka tetap mau belajar Bahasa Inggris. Jadi kita senang, so we give them reward like this. Bahkan kadang kita monoton misalnya ada materi text preview atau text narrative, atau menonton. [mereka] senang sekali. Tapi, nggak wajib. Yang mau ikut boleh, nggak pun nggak apa-apa. Tapi, mereka punya tugas tetap cerita tentang yang mereka lihat kemarin itu apa. Kita mengambil sesuatu yang mereka alami. Mereka senang sekali.

03:35

Biasanya akhir semester akhir tahun saya biasa minta mereka tulis pesan-kesan dari mereka selama ini menurut kamu dari selama ini 'apa yang kamu suka?'. Banyak yang bilang waktu nonton, kerja kelompok atau apalah itu. Mereka senang. Artinya aktifitas di luar kelas.

R: Apakah anda pernah minta ke pihak sekolah kenapa kelas minatnya tidak ditambah satu atau dua kelas lagi?

P: Selalu saya berusaha melobi tapi tetap jawabannya Kembali 'mereka jamnya kurang, mereka mau cari ke mana lagi. Terpaksa mengalah. Sudah pernah sampai delapan kelas, sepuluh kelas, tinggal dua. Duh, sedih banget

R: Jadi, sebenarnya hanya untuk lebih menyelamatkan supaya teman-teman guru mata pelajaran lain dapat sertifikasi juga?

P: Betul. Tapi menyedihkan tapi anak-anak yang menjadi [terbaikan]. Dan ini tahun ketiga kami langsung seperti itu. Seperti yang saya bilang tadi bahwa waktu kelas sepuluh mereka ada dua choice lintas minat, naik kelas sebelas nah itu tinggal satu. Nah, misalnya kalau kelas sepuluh, hari Senin dan Rabu; hari Senin Bahasa Inggris, Rabunya Indonesia. Terus seperti itu. Nanti kelas sebelas, dari dua pilihan ini, mereka tinggal pilih satu; Inggrisnya atau Indonesianya. Dan, Alhamdulillah, yang kelas 12 (dua belas) sekarang pada saat itu mereka hanya dua angkatan. Sampai sekarang masih tetap dua, karena mereka yang ambil Bahasa Inggris, mau Bahasa Inggris lagi lanjutkan. Jadi, tujuannya, ujungnya, supaya mereka punya kelebihan satu mapel mereka mantap sekali. Seperti itu.

Kalau mereka nanti masuk ekonomi, mereka punya basic meskipun dia anak IPA tapi mereka punya basic ekonomi. Ini pun, yang kelas sebelas, dari tiga kelas

limit, masih tiga juga. Saya juga, Alhamdulillah, syukur. Saya pikir mereka nggak mau ambil Bahasa Inggris. Ternyata justeru...pokoknya minimal 20 siswa dari 36 siswa memilih itu mapel, jalan!

R: Kalau siswa yang berminat tapi tidak bisa diakomodir karena kemungkinan kelas terbatas, solusi apa yang ditawarkan oleh sekolah?

P: Kami tidak bisa bantu karena system sudah seperti itu disetting. Jadi, saya bilang 'minta maaf nak, motivasi belajar Bahasa Inggris kamu bagus. Masih banyaklah tempat kamu bisa belajar. Dari Binbel (bimbingan belajar) apalah, silakan. You penasaran, di kelas kamu nggak jelas, you mau hubungi saya, tanya. Cari saya. Alhamdulillah banyak yang seperti itu. Bahkan, baru beberapa pekan ini ternyata ada alumni 2017, tadinya dia kerja, terus dia hubungi saya: Mam, saya barusan ini kuliah dan ambil jurusan Bahasa Inggris, bantu ya Mam. Jadi, dia banyak bertanya. Alhamdulillah, masih ada yang anggap saya. Masih ada juga yang begitu

R: Kalau dari segi penentuan siswa yang masuk kelas peminatan apakah ada persyaratan khusus dari sekolah atau bagaimana?

P: Umpama mereka memang maunya Bahasa Inggris, silakan pilih itu. Kemari ada cerita pada saat siswa baru, mereka kan memilih secara online. Mereka memilih lewat google form, terus kami diberi tugas masing-masing yang pegang, mengajar Bahasa Inggris kayak saya, saya pegang kelas Bahasa Inggris. Jadi kalau ada yang pilih kelas Bahasa Inggris langsung simpan di kelas-kelas Bahasa Inggris. Tiga kelas itu semua cepat full dibandingkan dengan kelas-kelas lain. Jadi, yang belakangan daftar kemudian mereka mau pilih Bahasa Inggris [kesulitan]. Misalnya kejadian seperti ini, kalau kelas Bahasa Inggris sudah full tutup choiceny, jangan lagi berikan. Ternyata pernah kecolongan, error system. Saya bilang kenapa tidak berubah. Ternyata ada beberapa orang yang sudah memilih Bahasa Inggris tapi system sudah tidak bisa, menolak. Akhirnya kita minta maaf. Minta tolong sudah tidak bisa lagi. Tadi, sempat error jadi kami tidak baca penambahan siswa. Jaid, kami jagai ceritanya itu form. Akhirnya, dari empat hari disediakan, tiga hari Bahasa Inggris full, tig akelas. Selesai tugas saya. Tinggal yang kelasnya masih kosong

R: Jadi sistemnya siapa duluan, siapa bisa ikut?

P: Betul. Karena semua orang tahu. Bahasa Inggris saja. Saya tidak perlu ngomong apa-apa mereka sudah tahu ma uke Bahasa Inggris

08:46

R: Kalau konteksnya seperti ini, sekolah juga membatasi ruang gerak ibu?

P: Betul itu. Seperti itu tadi, sertifikasi. Alasan yang tidak bisa diubah lagi. Siapa yang mau tidak dapat.

R: Menurut anda, mengenai kurikulum Bahasa Inggris selain peminatan, dari segi lain yang perlu ditingkatkan, menurut masukan anda?

P: Kami sebenarnya, seperti mayoritas guru-guru Bahasa Inggris, ingin seandainya [pelajaran] Bahasa Inggris bisa empat jam lagi. Nggak usah pusing dengan lintas minat. Karena itu tadi, di sekolahnya pun hampir sama kasusnya dengan saya. Bahkan ada yang [mengatakan] saya tidak pegang kelas lintas minat kacau, tidak terbaca jamnya, jadi dia nggak mau kacau dia punya sertifikasi. Tidak mau was-was lebih baik tidak pegang.

Kalau saya susah karena pasti banyak peminat kalau saya bilang begitu. Jadi, memang sih pengennya stabil saja tapi karena aturan, entah sampai kapan pula begini, saya belum tahu.

R: Kalau guru-guru muda yang baru masuk ini bagaimana ibu, mereka masuk dengan status PNS atau honorer?

P: Dua yang masuk terakhir ini justeru PNS. Mereka yang pilih masuk ke SMANSA tapi ternyata lucu sih. Apa yaa... mereka merasa prinsipnya enjoy. Gitu lho. Iya, sih enjoy. Semua juga mau. Cuma maksud saya, ini lho ada begini, ada begini, please ikuti ini karena memang sudah jalan sejak lama seperti ini. Mereka malah yang kaget-kaget. Padahal seharusnya di mana dating, di situ dia ikuti yang baru. Dia bilang aturan lama sekolah saya. Iya, silakan di sekolah lama. Tapi, di sini beda.

Bahkan yang terbaru ini, baru datang Agustus, dia bilang: 'tadinya saya hanya datang melapor, saya berharap semester depan baru saya mengajar karena jam saya banyak di sana. Saya bilang: umumnya kalau terima SK, ya welcome. Mau tidak mau ya harus. Padahal sampai sekarang dia dari [nama tempat] dan sampai sekarang masih di [nama tempat]. Karena dia pikir pembelajarannya juga jarak jauh. Jadi, tetap di sana. Karena anaknya terlanjur di sana belum sempat pindah.

Komunikasi... tapi gimana yaa. Dia kaget liat jumlah siswa yang diajar hampir 400 karena harus 12 kelas. Dia bilang di sekolahnya yang lama satu sekolah ini, sejumlah siswa seperti ini. Selama ini dia nggak dapat sertifikasi karena tidak cukup jamnya. Kasian kan. Maka, saya bilang yah seperti inilah yang terjadi di kami selama ini. Apa yang terjadi itu yang saya cerita.

R: Bagaimana pandangan ibu mengenai anak-anak mahasiswa PPL ini khususnya kesiapan mereka terjun di lapangan?

P: Seperti yang tadi saya bilang, ada yang berhasil dari para PPL ini karena mereka memang mau belajar. Artinya kembali ke orangnya personnya masing-masing. Ada yang sampai dengan selesainya PPL seperti kebingungan. Saya kasiannya ini pasti gemeteran terus tiap masuk ke kelas. Bahkan ada yang tanpa menanya [konsultasi] langsung menjelaskan, saya kan tidak pernah berani tinggalkan mereka, saya pasti dampingi, saya senang juga dengan PPL makanya mereka mengajar tapi telinga saya pasang. Cuma saya kerja lain misalnya laptop atau apa begitu. Jadi, biasanya pada saat jeda saya panggil 'adek nanti kasi begini penjelasannya atau apalah, saya tuntun begitu'. Saya biarkan mereka, silakan. Sambil cerita apa boleh.

14:05

Tapi, ada pernah saya langsung tegur. Saya kaget. Sebenarnya saya nggak boleh begitu. Cuma saya bilang kacau anak-anak kalau penjelasannya salah. Langsung saya panggil. Minta maaf saya bilang: 'sorry students'. Saya bilang: 'kalimatnya kamu nggak konfirmasi dulu kok salah kamu jelaskan', saya bilang begitu. Besok-besok itu akan membingungkan students. Kenapa kamu tidak bertanya dulu. Ada yang langsung begitu. Mungkin dia mau bertanya takut-takut atau apa. Ya, ada. Saya bilang Kembali ke orangnya. Sampai sekarang saya juga tidak pernah mendengar lagi apakah melanjutkan teaching atau apa.

14:43

R: Berdasarkan interaksi anda dengan anak PPL ini, aspek mana yang menurut anda perlu ditingkatkan/dikembangkan?

P: Menurut saya hampir semuanya. Kan ada yang aslinya, basic mengajarnya sudah bagus tapi pengetahuannya masih perlu ditambah. Misalnya readingnya masih perlu ditambah. Jadi saya selalu bilang banyak membaca, please. Saya bilang karena itu modal kita jualan [mengajar] di depan siswa. Artinya jangan batasi diri dan selalu merasa masih perlu belajar.

16:02

R: Terhadap mahasiswa PPL ini, seberapa bebas mereka mengajar dengan gaya mereka sendiri? Terlihat?

P: Iya, kelihatan sekali. Karena itu tadi kalau [menurut] saya ada hubungannya dengan kepedean mereka dengan background mereka. Mereka belajar banyak, membaca banyak kentara kok pedenya. Meskipun, bukan berarti harus lincah atau apa, mungkin ada memang yang slow karena memang orangnya kalem. Tapi, kelihatan cepat tanggap juga terhadap adik-adik di kelasnya.

Pernah terjadi ada mahasiswa PPL dari D3 Business English yang kemudian masuk S1 untuk Pendidikan Bahasa Inggris. Memang sih dari basicnya Pendidikan agak beda. Dua orang dan dua-duanya bersama saya.

19:01

R: Menurut anda mahasiswa PPL yang cukup mampu misalnya dalam pengajaran dan manajemen kelas sekitar berapa persen?

P: Saya kira masih lebih banyak yang mampu, 60:40 atau mungkin 70:30. Yang tidak [mampu] ini sebenarnya sedikit tapi kok malah mengganggu terus. Karena kita ketemu kan sebentar. Ternyata kurang lama untuk bisa memotivasi mereka. Ada pernah satu [mahasiswa], yang saya ingat sekali, merasa kurang. Selesai itu [PPL SE] dia belikan saya macam-macam. Saya bilang ini apa maksudnya? Saya bilang selesai anda bertugas, saya sudah senang. Itu yang saya bilang. Urusan nilai saya juga nggak akan anulah. Tapi, dia kasi saya segala macam. Saya bilang kenapa ada seperti ini.

20:25

R: Mengenai kekurangan mahasiswa dalam PPL, bagaimana komunikasi anda dengan jurusan saat mereka mengirim mahasiswa untuk PPL, seberapa intens mereka menghubungi?

P: Saya terus terang jarang sekali ketemu dengan perwakilan UNM yang menanyakan hal seperti ini [kekurangan mahasiswa]. Seringkali mereka menanyakan [berkunjung] pada saat kami ada di kelas. Jadi kami tidak diberi kesempatan ketemu. Mungkin karena hanya satu dosen untuk satu sekolah. Mereka hanya bisa ketemu [guru] yang ada pada saat itu. Seringkali mereka ketemunya dengan [wakamad] kurikulum atau kepala sekolah langsung.

R: Apakah dosen pembimbing PPI sering menghubungi anda?

P: Tidak. Nggak. Mereka merasa mungkin sudah cukup itu nilai yang saya kasi di buku PPL mereka. Nilai saya sekian, tinggal mereka [TE] selesai barangkali.

R: Apakah ada yang menanyakan perkembangan mahasiswa PPL yang dikirim?

P: Tidak pernah. Nggak. Makanya itu juga yang saya sayangkan kenapa yaa

R: Jadi, komunikasi dari kampus kurang?

P: Iya, sangat kurang. Yang jelas saya merasa seperti itu. Mungkin juga karena kesibukan dosennya sambil belajar atau apa. Jadi merasa ya udah. Selamat jalan begitu! Tinggal kamu laksanakan.

22:22

R: Setelah program PPL SE, apakah anda pernah dimintai saran/masukan terkait PPL, terutama hal yang dapat ditingkatkan?

P: Tidak. Belum ada. Yang saya ingat sekali kalau misalnya ada [mahasiswa] PPL datang pada saat penerimaan, upacara begini-begini. Selesai. Tolong dibimbing ini, ada perkenalan. Justeru di situ, menurut saya momen pentingnya karena kita ketemu pertama, kita mau sarankan apa-bagaimana cerita tentang kelas begitu. Jadi berikutnya tinggal dibagi jadwal kan. Supaya tidak terlalu banyak. Dibagi kelas, sudah, tinggal mereka datang pada saat jadwalnya [mengajar]

R: Jadi tidak ada semacam review program PPL dari kampus?

P: Tidak ada. Selesai itu, penutupan. Mereka langsung kumpul, penutupan. Selesai. [Saya] tidak dimintai masukan atau pandangan.

R: Menurut anda apa yang perlu [saran/masukan] bagi jurusan Pendidikan Bahasa Inggris terkait PPL?

P: Iya. Pertama, siswanya disebar bukan hanya pada sekolah-sekolah tertentu. Misalnya dari SMA 6 dan SMA 15 ternyata tidak pernah ada mahasiswa PPL,

jangan dari swasta seperti [nama beberapa kampus] saja tidak pernah. Saya [di sekolah], kami tidak pernah menerima mahasiswa lain selain [nama kampus]. Entah mereka percayanya, mungkin mereka [jurusan] merasa jangan SMA 1. Tapi, tidak juga sih. Tapi, yang jelas keinginannya kami berbagi motivasi, pengalaman ini loh mengajar sebenar-benarnya itu begini, ke semuanya. Jadi, kalau bisa dari [nama kampus] kalau bisa ditentukan SMA [sekolahnya] bukan SMA [sekolah] ini terus. Bergantian supaya merata.

Kedua, kalau bisa ada komunikasi dengan jurusan supaya kami bisa juga sampaikan apa sih plus-minusnya ini [PPL SE]. Supaya ke depannya... saya tadi cerita ada mahasiswa yang sering bertanya ke saya mengenai tugasnya, apalah. Dia sering cerita: 'mam, dosen saya kasi tugas suruh saya baca tapi saya nggak mengerti apa. Saya terangkan begini...gini. Saya merasa ini mahasiswa ini terus waktu kuliah dosennya gimana sih. Kok kayak gini? Maksud saya apa dia nggak sadar bakal calon guru ini, mahasiswa ini. Apakah karena swasta [status universitas] jadi semau-maunya begitu...

25:50

[Dosen tidak objektif dalam penilaian bahkan terkadang fisik dan jenis kelamin menjadi factor penentu]. Itu dosen banyak yang lihat perempuan cantik di kasi nilai tinggi, kita yang laki-laki dibiarkan di belakang padahal otak yang dipakai [kecerdasan]. Banyak sih. Jadi, saya juga sayang sekali. Semakin ke sini, kok makin gampang cari nilai. Kita dulu kayaknya struggling. Susah sekali untuk mendapat [nilai] A misalnya.

Kalau tidak merasakan kayaknya gimana ya. Saya juga dulu pernah sesali satu hal. Kami ditentukan di sekolah itu. Saya bilang tidak bisa [menolak]. Mungkin kalau misalnya dosen [teacher educator] dari kampus yang pernah menjadi dosen pembimbing [PPL SE] bilang 'kami ada komunikasi.' Iya, tapi tidak dengan para pamong [teacher mentor] mungkin satu pamong dianggapnya sama semua kalimatnya padahal belum tentu. Pamong [teacher educator] banyak...

R: Anda sebagai pamong merasa seperti apa komunikasi dengan dosen [teacher educator]?

P: Iya. Minim to zero.

29:00

Mengenai guru, kalau saya perhatikan sekarang, ada yang merasa sepertinya di awal itu integritasnya wah hebat sekali. Tapi, kesini-sini kelihatan lelah, capek. Kemudian ada yang langsung udah, no commentlah, apa... ada juga. Saya juga sebenarnya terpengaruh sih kalau urusan di luar mengajar kadang aduh kok malas yaa. Karena kadang dua – empat kali datang ke sekolah urusan kurikulum banyak. Kok rasanya malas, tidak betah begitu. Pengennya di rumah saja sambil berbenah, kerjaan juga biar beres. Karena ada saja. Kadang ada kebijakan pimpinan [headmaster]. Ini baru lagi dan nanti Desember pensiun. Kok, kayaknya memaksa sekali begitu. Tapi untuk Bahasa Inggris, mungkin dia tahu

kami seperti apa selama ini. Jadi tidak pernah terlalu komen. Cuma untuk yang system, apa semua, kok kayaknya mau ikut tahu semua.

29:58

R: Bagaimana dengan keterbukaan pimpinan dalam menerima masukan?

P: Menerima yaa menerima. Tapi iy...iya tok.

R: Tidak berubah?

P: Iya, hanya mendengar dan tidak berubah. Artinya welcome kita mau sampaikan apa. Tapi, umumnya, ujungnya ooh ini lagi. Yaa udahlah [that's it]

R: Anda tidak mencoba mengubah [this situation]? Any chances?

P: Aduuh. Bukan yaa. Ada [there is a chance] tapi karena lihat situasi kayaknya gak mungkin yaa. Kalau memang memungkinkan bisa kita kompromi, saya kira pimpinan akan bisa terima.

Karena pernah seperti ini kami...pada tahun 2015-2016, sampai saya bawa anak-anak [students] 30 orang Singapore - Malaysia. Sama teman ada senior dua orang karena pada saat itu kan kelas lintas minat banyak. Pada saat sampai delapan kelas.

R: Sekarang ini apakah hal seperti itu tidak dilakukan lagi?

P: Susah yaa. Karena sejak zonasi orang tua berpikir persiapan buat kuliah [anaknya] nya saja nanti.

Dulu dengan system sebelumnya siswa dari mana saja bisa akses sekolah. Sekarang kan ndak boleh. Kecuali kalau mereka berprestasi.

33:05

Saya ini sampai dengan sekarang saya masih kebingungan bisa-bisanya, artinya selama ini saya sudah berusaha, siapkan materi segala macam. Hasilnya bikin tambah capek kan. Bukan sehat pulih lelah saya karena ternyata nilainya asal-asalan mereka kerja. Apalagi saat ini mereka lebih banyak kerja dari rumah. Dan mereka bilang sudah kerja, selesai Mam. Tuntas, selesai menurut kamu selesai dua-tiga tugas tapi kami [teacher] punya tuntutan dari rapor, system. KKM kamu sekian. Dari mana mau diisikan itu kalau bukan kamu yang buat. Saya bilang kerja ulang. Betul-betul [complaint about student performance]. Kalau ada yang bilang bahwa ini pembodohan, bukan kami yang mau. Kami tetap berusaha kreasikan materinya di Powerpoint sesuai apa yang menarik menurut mereka. Bahkan, teman-teman yang kreatif buat sendiri video, sampai beli kamera, tripodnya segala macam demi buat video. Kalau saya bilang, saya jangan dulu lah. Paling-paling saya vidcon [video conference] di situ kita banyak diskusi. Urusan kita macam-macam tapi tetap saja puas.

Kebijakan zonasi ini juga sangat membebani guru. Orang [students] ini gak mau sekolah dipaksa gitu loh. Sementara kita tuntutan sekolah kan dari dulu tetap harus laporan dan segala macam. Jadi saya biasa melapor ini nama siswa yang tidak hadir, alpa sekian, sakit sekian. Sakit tidak ada paling satu lah melapor, ijin kadang-kadang. Tapi, alpa satu kelas bisa lebih sepuluh. Nama-nama ini kami masukkan ke e-com sekolah, melapor ke cabang dinas [name of a city]. Karena harus ada laporan terlaksana tidaknya pembelajaran jarak jauhnya.

[she talks about students' problem including access to technology]. Ada juga yang bilang kalau hape ayahnya yang dipake. Saya bilang saya mengerti nak, yang penting kamu absen kalau saya bilang. Kalau kewat dari deadline kamu saya tulis masuk tapi terlambat. Tapi, kalau tidak sama sekali bagaimana. Tapi, ternyata bukan gara-gara gadget sih, ada juga yang punya tapi dia nggak peduli. Ada.

36:20

Sebelum pandemic jam pulang sekolah kan kita sudah bagi dua pagi-sore. Sudah amat kurang ini jam. Sebelum bel, lima menit sepuluh menit kadang mereka sudah ada di depan gerbang. Kalau perlu mereka manjat. Cerita mengenai siswa satu loncat pagar itu ada sih tahun kapan, dulu sekali. Sekarang ada lagi. Selalu saya mau bilang duh kenapa? Nggak pusing, nggak peduli.

Dan jeleknya kan, ceritanya begini di pemerintah mau semua Pendidikan merata [dengan adanya system zonasi]. Tapi kalau bagi sekolah swasta tutup karena kurang siswa kan kasihan. [Sebaliknya sekolah] SMA negeri harus menambah kelas terus. Kami tahun ini kelas sepuluh tambah satu kelas. Jadi, sudah 12 kelas. Harusnya kan sebelas karena rombel hanya sebelas. Kali tiga berarti 33. Ternyata menambah dan bahkan satu kelas 40 [students]. Padahal secara system DAPODIK itu maksimal 36 [students]. Saya tidak mengerti bagaimana caranya ini bisa masuk nilai mereka nanti. Dan ini semua Kepsek [headteacher] yang atur. Karena dia merasa saya disuruh DISDIK. Padahal ternyata ada sekolah lain di [name of a city] juga yang menolak DISDIK memaksakan begitu. Saya bilang duh enaknya itu sekolah. Nggak harus ikut apa maunya [DISDIK] saja.

38:05

Satu hal, ekstra kurikuler. Kan di sekolah ada SEC (SMANSA English Conversation Club) namanya. Di bawahnya itu ada debat. Debat Bahasa Inggris, Alhamdulillah, kemarin kita SMA 1 masuk delapan besar nasional. Kami mewakili [nama provinsi dan kota]. Ternyata di Nasional kita perempat final. Saya tidak pernah ajar ini anak. Tapi ternyata Bahasa Inggris bagus dan dia berani. Saya bilang Alhamdulillah, coba masih banyak lagi bibit seperti ini OK. Tapi, ternyata karena [system] zonasi ini jadi dipengaruhi. Tahun ini ada juga seleksi dan juga kompetisi antar sekolah [nama sekolah]. Kami saling undang. Kompetisi debatlah atau yang lain.

[Wawancara selesai]

(English Version)

[Researcher (R) introduces himself to the participant (P)]

00:10

R: Would you like to explain your English teaching experience at this school?

P: At [name of a school], we have followed our school system for the past two years. At this school, students are determined according to their subject preferences since 10th grade. Thus, some students choose to be in MIPA1 and learn English and Indonesian. Other students are in MIPA2 where they learn Economics and Japan. It is like that. So it has been set directly. So students who enter that class can no longer choose which interests they want to cross. Already automatic and clock included in class hours on the day. No longer specific and not must move class. The teacher enters the classroom as a cross-subject teacher. If it's like this, children can't choose. They want to learn English from Japanese.

This is to fulfil teachers who have fewer hours so that they can still get additional hours. Like that. Sociology, economics, and geography are enough hours

00:56

R: Actually, it's just so that some teachers who don't have enough hours can pay for their certification so that other parties have to sacrifice?

Q: Yes. That's right. English language, which used to be able to reach six classes, eight classes, is forced to now only have two [classes] running. Until there are students who say why cross interests can no longer speak English, we still want to. We're not the ones controlling the kids! We would love to, please. Even if, for example, your name doesn't have to appear on the roll call because the system doesn't accept it, here. But later your grade. How? Like that. They forced them to be obedient. That's a shame. But, yeah happens like this.

0 1: 4 5

R: who regulates the amount of class across subjects?

Q: School. Our school [headmaster] because s/he saw the teacher. Mapel teachers who are probably then students also according to their choice.

So schools are given the freedom to regulate. That's why, a lot of schools look for fake cross-interest or subject teachers. This directly said: 'Wow, I am not capable'. So they are just set it like that. There isn't any interest at school. They say like That. There isn't any picky. I had time dialogue of course overwhelmed.

02:18

But, good because there seems to be someone who wants it to learn English together in one class. That is easier to motivate, and direct than in their class in

general. Want to like it, want it No right So One. But, there are also cross-overs he said he was interested Want to Study But starting basic, from zero. There is. I said: 'oh. Also understood. But, many do rather carry away conditions, atmosphere condition school. So, they want to learn]. So, one of them We Can you give me a variation [study]

In order for them to feel at home in class, they still want to learn English. So we are happy, so we give them a reward like this. Even sometimes We are monotonous for example There is preview text material or narrative text, or watch. [they] are very happy. But, no must. Who wants to follow maybe, no or nothing. But, they have a job still story about their ones Look Yesterday That What. We take something they experience. They are very happy.

03:35

Usually end of the final semester year I normal ask for them write messages from them during This according to You from during it 's what you Like ?'. Many say it's movie time, group work or whatever. They are happy. This means activities outside the classroom.

R: Have you ever asked the school why you don't add one or two more classes to your interest class?

Q: I always try to lobby but the answer always comes back 'they don't have enough hours, where else do they want to look? Forced to give in. I've been to eight classes, ten classes, only two left. Wow, that's really sad

R: So, actually it's just to save money so that fellow teachers in other subjects can get certification too?

Q: That's right. But it's sad but it's the children who become [neglected]. And this is the third year we've done it like that. As I said earlier, in tenth grade they had two choices across interests, by eleventh grade there was only one left. So, for example, in tenth grade, Monday and Wednesday; Mondays are in English, Wednesdays are Indonesian. Keep going like that. Later in eleventh grade, from these two choices, they just have to choose one; English or Indonesian. And, Alhamdulillah, there were only two classes in class 12 (twelve) at that time. Until now there are still two, because those who take English want to continue English. So, the goal, in the end, is for them to have an advantage of one map, they are very strong. Like that.

If they later enter economics, they have basics, even though they are science students, they have basic economics. This too, is class eleven, of three limit classes, still three too. Me too, Alhamdulillah, thank God. I think they No Want to take English. It turns out in fact... basically a minimum of 20 students of 36 students choose That maple, go !

R: If students are interested But No Can be accommodated Because class possibilities are limited, solutions What does the school offer ?

Q: We don't Can help because the system already is like That set. So, I said 'sorry son, your motivation to learn English is good. There are still many places you can learn. From Binbel (tutoring) whatever, please. You are curious, in class You No clear, you want contact I ask. Find me. Thank God there are many like it That. In fact, just these few weeks it turned out there were 2017 alumni, earlier he kept working he contacted me: Mom, me just now This study and take it English department, help yes Mom. So, he is Lots ask. Thank God, still some think I. There are still some like that

R: If from facet determination incoming students class interest is There is a special condition from school or How?

Q: For example they of course If you want English, please choose That. Come here story at the moment new students, they right choose by online. They chose via Google form, then we were given the task they each held, teach English like me, me hold English class. So if someone chooses English class immediately save it in English classes. Three classes That are all completely faster in comparison with other classes. So, the last one to register later they Want to select English [difficulty]. For example an incident like this, if English class it's completely closed The choice is, don't Give again. It turns out Once missed, system error. I say Why No changed. It turns out There is some people have chosen English but the system already is No yes, refuse. Finally We ask for Sorry. Ask for help Already No Can Again. Previously, there was an error so we didn't read additional student. So, we'll take care of you the story that's form. Finally, from four days provided, three full English days, three classes. Finished task I. Just stay in class Still blank

R: So the system Who first, who? Can you follow?

Q: That's right. Because everyone knows. English only. I don't need to talk anything they Already know how to speak English

08:46

R: In terms of context like This, the school also limits room motion Mother ?

Q: That's right. Like That Just now, certification. Reason no Can change Again. Who wants it No can.

R: According to you, regarding English curriculum besides interest, from other aspects are necessary improved, according to your input ?

P: We actually, like the majority of English teachers want to if [lesson] English Can take four hours to go. No never mind Dizzy with cross interests. Because of that Just now, it was almost at school The same the case with I. Even someone [said] me No hold class cross interest messed up, no read the hour, so he No Want to be chaotic he has certification. Don't want to worry any more Good No hold.

If I'm difficult Because Certain Lots enthusiast if I say so. So, indeed anyway want to be stable just But Because of the rules, I don't know until when it will be like this, I Don't know yet.

For new young teachers enter This How mother, they enter with civil servant status or honorary?

P: Two came in final This is precisely civil servants. They choose enter to SMANSA but it turns out funny anyway. What yeah... they feel In principle, enjoy. That's it. Yes, I really enjoy it. Everyone wants it too. Just meaning I am you know There is like this, there is like this, please follow This Because of course Already road like a long time ago This. They were the ones who were shocked. Whereas Wherever you should date, there he is following the new one. He says old school rules I. Yes, please go old school. But, here it's different.

Even the newest one this is just coming August, he said: 'was I only coming report, me looking forward to next semester new I teach because of my watch lots there. I said: generally if accept SK, yes welcome. Do you want it or not Want to yes must. Whereas until Now he was from [name place] and arrived Now still at [name place]. Because of her thinking the learning is also distance Far. So, hang in there. Because of his son are you there yet? Had time to move.

Communication ... but How yeah. He was shocked that the amount of clay taught students was almost 400 because it had to be 12 classes. He said it was at his old school this, a number of students like This. During This he No can certification Because No Enough the hour. Too bad, right? So, I said, well, this is what has happened to us all this time. What happened is what I told you.

R: What is your view regarding the children of PPL students, especially their readiness to enter the field?

P: As I said earlier, some of these PPLs are successful because they really want to learn. It means return to the person each person. Someone's arrived with completion of PPL such as confusion. I'm sorry This Certain shaking Keep going each enter to class. Even some without ask [consult] directly explain, I right No Once brave leave them, me Certain accompany me I'm also happy with PPL, that's why they teach But ear I installed it. Just me other work, for example a laptop or What so. So, usually when pause I call 'little brother I'll give you this later the explanation or whatever, me guide so'. I let it be them, please. While telling stories.

14:05

But there is Once I immediately scold. I'm surprised. Actually I No can so. Just me said chaotic children if the explanation is wrong. Direct I call. I am sorry I said: 'sorry students'. I said:' the sentence You No confirmation Formerly it's your fault explain ', me said so. Tomorrow it will confuse students. Why don't you ask first. Some are direct so. Possible he Want to ask timid or What. Yes, here. I said Go back to the person. Until Now me neither Once heard Again is continue teaching or what.

14:43

R: Based on your interactions with PPL children, which aspects do you think need to be improved/developed?

P: According to I almost everything. There are real ones, basic teaching Already Good But his knowledge Still needs plus. For example reading it Still need plus. So, I always say Lots of reading, please. I said that's why we sell [teaching] in front of students. This means don't limit yourself and always feel like you still need to learn.

16:02

R: For PPL students, how free are they to teach in their own style? Seen?

P: Yes, it's very visible. Because of that, [in my opinion] it has something to do with their pride and their background. They learn a lot, read a lot and are clearly confident. Although, that doesn't mean you have to be agile or anything, maybe there are those who are slow because they are calm people. However, he also seems to respond quickly to the younger siblings in his class.

Once happened There was a PPL student from D3 Business English then entering Bachelor's degree in English Language Education. Indeed from The basics are education different. Two people and both together I.

19:01

R: According to You sufficient PPL students capable for example in teaching and management class around How many percent ?

Q: I guess Still more can afford it, 60:40 or maybe 70:30. Those who are not [capable of] this Actually A little But how come rather bother Keep going. Because we met briefly. It turns out it doesn't take long enough to motivate them. There was one [student], who I remember very well, who felt inadequate. Finished that's [PPL SE] him buy it I Miscellaneous. I say This What It means? I say finished You on duty, me Already like. That's what I am saying. Affairs mark me neither will anulah. But, he gave me all types. I say Why There is like This.

20:25

R: Regarding lack of students in PPL, how? communication You with major moment they sent students for PPL, how much intense did they contact?

P: Frankly, I rarely meet UNM representatives who ask questions like this [student shortage]. Often they ask [to visit] when we are in class. So we weren't given the chance to meet. Maybe because there is only one lecturer for one school. They can only meet the [teacher] who is there at that time. Often they meet with the curriculum cadet or the school principal directly.

R: Do your PPI supervisors often contact you?

Q: No. Note. They felt that maybe the value I gave in their PPL book was enough. That's all my score, maybe they [TE] will finish.

R: Has anyone asked about the progress of the PPL students sent?

Q: Never. No. That's why I also love it

R: So, communication from campus is lacking?

P: Yes, very little. Clear I feel like That. Maybe because the busyness of the lecturer is still studying or What. So feel yes already. Goodbye so! Just you do it.

22:22

R: After the PPL SE program, what? You Once asked for advice/ input regarding PPL, especially thing that can be improved ?

Q: No. There isn't any yet. The one I remember very if for example there was a PPL [student] coming at the time reception, ceremony like this and like this. Finished. Help guided There is introduction. That's right there, according to I moment importance Because We meet First, us Want to recommend what-how story about class so. So next stay shared timetable right. So no too Lots. Shared class, done, stay they come on time schedule [teaching]

R: So no There is a kind of review of the PPL program from campus ?

Q: Nothing. Finished that is, closure. They immediately gathered, closing. Finished. [!] was not asked for input or views.

R: What do you think is necessary [advice/input] for English Language Education majors regarding PPL?

Q: Yes. First, the students spread No only in schools certain. For example from SMA 6 and SMA 15 apparently No Once There is PPL students, never mind from private like [name a number of campus] only No Once. I'm [at school], we're not Once accept students other than [name campus]. Who knows they believe it, maybe they [majors] feel don't go to high school 1. But, not really. But, what's clear we want to share motivation, experience This you know teach actually That like this, ke everything. So, if Can from UNM if Can The SMA [school] is determined, not this SMA [school]. Keep going. Alternate so equally.

Second, if Can There is communication with major so we can also convey it What there are pluses and minuses this is [PPL SE]. So to in front of ... me earlier story There is frequent student ask to I about his job, whatever. He frequently story: 'mam, lecturer I gave you the task tell me I read But I No understand What. I explain like this... like this. I feel This student This Keep going time studying the lecturer How anyway. Why is it like this ? What I mean is What he No aware will This prospective teacher, student This. is Because private [university status] so whatever you want so ...

25:50

[Lecturer no objective in evaluation even sometimes physical and type sex be the determining factor]. That's a lecturer many people see Woman beautiful given the value tall, we are men left behind whereas brain used [intelligence]. There 's a lot. So, I love you too very. The more to here, really increasingly easy search mark. Us first seems like he's struggling. Very difficult For get [grade] A for example.

If not feel maybe How yeah. I used to too Once regret it One matter. We were determined at that school. I said I couldn't [refuse]. Maybe, for example, a lecturer [teacher educator] from campus who was once a supervisor [PPL SE] said 'we have communication.' Yes but No with tutors [teacher mentors] perhaps One tutor considered The same all the sentence whereas Not yet Of course. There are many civil servants [teacher educators] ...

R: You as tutor feel like What communication with lecturer [teacher educator]?

Q: Yes. Minimal to zero.

29:00

Regarding teachers, if I take note Now, someone feels it it seems at the beginning That his integrity Wow great very. But, here and there visible tired. Then some are direct That's it, no comments, what... is there too. Me too actually affected anyway if outside affairs teach sometimes Ouch why are you lazy ? Because sometimes it comes two or four times to school affairs curriculum Lots. How come it feels lazy, no feel at home so. I want to be at home just while tidy up, let 's do the work done. Because there is just. Sometimes There is policy leader [headmaster]. This is new again and later December pension. How come, I guess force very so. But for English, maybe he know we like What during This. Are you in or not Once too comment. Just for the system, what? everyone, really maybe Want to follow know all.

29:58

R: What about the leadership's openness in receiving input?

P: Accept, yes, accept. But yeah...okay.

R: Hasn't changed?

P: Yes, just listen and don't change. It means welcome us Want to convey What. But, generally, the end is ooh Again. Oh never mind [that's it]

R: You don't try change [this situation]? Any chances?

Q: Ouch. No yeah. There is [there is a chance] but Because Look situation doesn't seem possible yeah. If indeed possible Can We compromise, me think leader will Can accept.

Because I have like here we are...in 2015-2016, until I bring children [students] 30 people Singapore - Malaysia. With friend there were two senior people because at the time That right class cross interest Lots. When until eight class.

R: Are things like that not done anymore?

P: It's difficult, yeah. Because since the zoning out, parents have only thought about preparing for [their child's] college later.

Before with the previous system student Where have you been Can access school. Now right not can. Except if they achievement.

[she talks about students background that influences her motivations]

33:05

Until with I am still confusion maybe, that means during This I Already try, prepare material all type. The result make plus tired right. No Healthy recover tired I Because it turns out value carelessly they Work. Especially moment This they more Lots Work from House. And they said Already work, finished Mom. Done, finished according to You finished two or three task but we [teachers] have demands from report, system. your KKM that's all. Where do you want to come from? filled in That if No you did it. I say Work repeat. Absolutely [complaint about student performance]. If someone says that This duping, we don't want it. We remain try create The material is in Powerpoint in accordance what is interesting according to they. In fact, creative friends make their own videos, up to buy camera, tripod all like for the sake of making videos. If I say, me Don't Formerly lah. Mostly me vidcon [video conference] there we are Lots discussion. Affairs We Miscellaneous But still just satisfied.

Policy zoning This also puts a huge burden on teachers. These people [students] don't want it school forced to like that lol. Temporary We demands school right from Formerly still must reports and everything type. So, I normal report This Name students who don't present, forget it that's all, it hurts that's all. There is no illness, at least one person reports it, permission is sometimes possible. But, forget that one class can be more than ten. We entered these names into the school's e-com, reporting to the [name of a city] service branch. Because you have to There is report accomplished or not learning distance far away.

[she talks about students' problems including access to technology]. There are also those who say if cellphone his father used it. I say I understand son, what's important You roll call if I said. If it's tight of your deadline I write enter But late. But if No The same very How. But it turns out No because of gadgets, there are also those who have them, but... he doesn't care.

36:20

Before the pandemic, it's time to go home school right We Already for two morning - afternoon. Already very not enough it's the clock. Before the bell, five minutes ten minute sometimes they already are in front of the gate. If necessary,

they climb. Story about student one jump fence that there is anyway year when, first very. I always want to say duh why?

And ugly right, the story it's like this in the government Want to all Education equally [with the existence of a zoning system]. But if for school private closed Because not enough student right pity. [On the contrary school] Public high school must add class Keep going. We year This class ten plus One class. So, already 12 classes. It should right eleven Because rombel only eleven. Times three means 33. Apparently add and even One class of 40 [students]. Whereas according to the DAPODIK system maximum 36 [students]. I do not understand How The method This Can enter mark they Later. And this all The principal [headteacher] arranges it. Because of her feel I told by DISDIK. Whereas it turns out There is other schools in [name of a city] also refused to enforce DISDIK so. I said duh that's delicious That school. No must follow What I just want [Education].

38:05

One thing, extracurricular [activity]. At this school there is a SEC (an English Conversation Club). In this club students can join a debate programme. Thank God, [in a recent English Debate Championship] our English debate group achieved national level along with an English debate group from [a school name]. We represent [name of a province], after becoming a winner at provincial level. Unfortunately, in the national level we only achieved a quarter final. I have never allocated specific time to teach these students. But apparently their willingness, passion to learn English and their confidences. I said I am very grateful, and we have many potential students like them. But, it turns out because of the school zoning [system]. This [policy] greatly influenced the school. This year there will be English competitions between this school and [name of schools], we invite each other, such as English debate or something else.

[End of interview]

Candidate

(Indonesian Version)

[Peneliti (R) perkenalkan diri ke partisipan (P)]

00:00:01

R: Menurut pengalaman anda dalam kegiatan sebagai mahasiswa jurusan pendidikan bahasa Inggris, sejauh mana anda merasa jurusan mempersiapkan anda menjadi seorang guru bahasa Inggris?

P: Baik. Jadi selama berkuliah menjadi mahasiswa Bahasa Inggris, ya jurusan sangat mempersiapkan kami [mahasiswa] menjadi lulusan atau calon guru yang siap untuk terjun ke dunia kerja ke sekolah, karena dari awal kita sudah diajar basic skill dari Inggris itu sendiri terus yang kedua, di semester-semester [selanjutnya] bagaimana cara mengimplementasikan ilmu Bahasa Inggris itu ke dalam dunia pembelajaran, seperti itu.

R: Kalau dari segi mata kuliah jurusan bahasa Inggris menurut anda itu sudah sudah seperti apa dalam menyiapkan anda menjadi guru?

P: Menurut saya mata kuliah yang di berikan oleh jurusan itu sendiri sudah sesuai dengan apa yang dibutuhkan dalam dunia pembelajaran .

00:02:05

R: Kalau dari segi teori dan ada prakteknya, seberapa seimbang menurut anda antara teori dan praktek di jurusan pendidikan bahasa Inggris?

P: Menurut saya di pendidikan Bahasa Inggris itu sendiri pembelajaran teori dan praktek sangat tidak seimbang, karena kita belajar teori dari semester satu sampai semester enam sedangkan di prakteknya itu hanya di lakukan hanya satu semester, itu pun bahkan hanya tiga bulan jadi sangat tidak seimbang, kita belajar teori selama enam semester dan kita prakteknya hanya tiga bulan jadi kalau di katakan seimbang, sangat tidak seimbang.

R: Anda praktek mengajar itu dalam tiga bulan itu mata kuliahnya apa?

P: maksudnya?

R: Itu dalam bentuk mata kuliah atau langsung praktek, prakteknya maksudnya PPL atau apa?

P: O iya, PPL

R: Kalau sebelumnya ada tidak praktek di ruangan, di kelas di jurusan Bahasa Inggris?

P: O iya ada, microteaching namanya.

R: O iya ada microteaching?

P: Kalau microteaching itu sebelum kita terjun ke lapangan kita praktek di kelas dulu

00:03:54

R: Menurut anda microteaching itu sudah sangat sesuai mengarahkan anda praktek di kelas atau bagaimana?

P: menurut saya sudah sangat sesuai karena dosen pengampuh microteaching itu mulai dari awal sampai akhir kita dibimbing, mulai dari pembentukan RPP itu sendiri, metode dalam mengajar, pendekatan-pendekatan serta materi yang sesuai dengan level yang akan kita ajarkan.

R: Berapa lama anda mengajar di microteaching?

P: Satu semester, dua SKS.

R: Anda praktek mengajar berapa kali?

P: Setiap mahasiswa [kurang jelas] itu ada tiga puluh orang kalau tidak salah satu sampai dua orang per hari untuk microteaching .

R: Seingat anda berapa kali anda mengajar di microteaching itu?

P: Satu kali .

R: Satu kali, menurut anda satu kali itu sudah sangat mendukung untuk selanjutnya di PPL?

P: Sebelum praktek microteaching yang satu kali itu kita sudah di ajarkan dulu nah setelah microteaching itu di evaluasi kembali, jadi kita punya prepare untuk microteaching dan kita juga dievaluasi setelah microteaching itu.

00:05:55

R: Kalau dari segi pengalaman anda ini sebagai seorang mahasiswa, microteaching dalam bentuk mata kuliah itu hanya sekali, apakah sudah cukup untuk menyiapkan anda terjun ke lapangan sebagai mahasiswa PPL?

P: P: Belum cukup.

R: Karena?

P: Karena harusnya setelah evaluasi itu ada perbaikan kembali, ada [kurang jelas] yang kita lakukan supaya bisa meminimalisir kesalahan-kesalahan yang kemungkinan terjadi ketika kita terjun ke dunia pengajaran PPL nanti .

R: Jadi menurut anda belum ada evaluasi ya pada saat setelah microteaching itu?

P: iya, belum .

00:07:29

R: Belum ya, kalau menurut anda seberapa percaya diri anda dengan pengetahuan Bahasa Inggris yang anda miliki saat ini?

P: sangat percaya diri karena yang pertama teori-teori yang, teori-teori belajar dan basic-basic dari Bahasa Inggris itu Alhamdulillah sudah diajarkan dengan baik oleh dosen, mulai dari semester awal sampai akhir terus yang kedua saya setiap hari itu praktek dengan teman-teman kalau di kelas setelah melakukan proses pembelajaran, jadi ada transfer ilmu antara saya dengan teman dari materi-materi yang kurang saya pahami , begitu.

R: Jadi anda merasa sangat percaya diri ya untuk menjadi guru?

P: Iya, insya Allah.

R: Maksud saya anda sudah sangat percaya diri bahwa selesai kuliah anda bisa jadi guru yang ideal?

P: Iya .

R: Kalau kan anda sudah percaya diri, nah percaya diri dengan pengetahuannya ini terus bagaimana anda menggambarkan tingkat kepercayaan diri anda ini untuk menerapkan ilmu yang anda miliki ke anak didik, ke murid-murid anda?

P: Itu tadi sangat percaya diri karena berdasarkan ilmu-ilmu teori yang telah di berikan oleh dosen dan evaluasi-evaluasi belajar melalui dan lain-lain sebagainya, itu menunjukkan bahwa saya siap untuk menjadi tenaga pengajar atau guru dalam untuk mengajarkan dan mentransfer ilmu dari saya ke murid-murid saya .

R: Nah anda sudah melakukan itu?

P: iya, sudah. Di [nama sekolah] .

R: Di MTs atau madrasah Aliyah?

P: Madrasah Aliyah .

R: Anda mengajar berapa kali satu minggu?

P: Dua kali .

R: Dua kali satu minggu ya. Bagaimana perasaan anda mengenai keterampilan mengajar anda?

P: Menurut saya keterampilan mengajar saya cukup baik karena sejauh ini belum pernah ada respon negatif seperti rasa bosan dan rasa ingin cepat pulang ketika saya mengajar di dalam kelas .

00:11:44

R: Kira-kira apa yang membuat siswa-siswa anda tidak merasa bosan?

P: metode mengajar yang saya terapkan sesuai dengan materi yang akan saya ajarkan .

R: Misalnya satu saja contoh kecilnya seperti apa?

P: Jadi yang pertama itu belajarnya tentang narrative text, nah narrative text ini di deliver kedalam focus grup discussion jadi di mana siswa ini diberikan kesempatan untuk belajar berkelompok dan saling menuliskan narrative text. Setelah itu, sebelum kita memulai pengajaran di berikan dulu ice breaking supaya siswa ini betul-betul siap untuk belajar, setelah itu mereka akan belajar dan mereka akan mengevaluasi satu sama lain dari teman-temannya dan setelah itu mereka akan mendeliver apa yang tugas atau materi yang di berikan .

00:13:12

R: Jadi kalau anda mengajar lebih menitik beratkan pada partisipasi siswa anda ya?

P: Iya .

R: Nah kalau dari kemarin saat melakukan PPL ini, anda kan berinteraksi dengan ada dosen pembimbing, ada guru pembimbing ya?

P: Iya .

R: Apakah anda di berikan kesempatan untuk mengembangkan apa yang anda miliki?

P: Pada waktu melaksanakan PPL dosen pembimbing itu yang pertama mengarahkan kita bagaimana membuat rancangan pembelajaran itu sendiri, setelah itu kita diskusikan ke dosen pembimbing dan biasanya kemarin dosen pembimbing itu mengatakan silahkan improvisasi dan silahkan mengajar berdasarkan pengetahuan dan pengalaman sendiri selama materi dan metode pembelajaran itu sejalan. Jadi kemarin itu dosen pembimbing sangat memberikan kita kebebasan untuk mengimprove dan mengaplikasikan metode pembelajaran dengan materi pembelajaran.

00:15:42

R: Bagaimana dengan guru pembimbing, apakah juga memberikan kebebasan itu menurut anda?

P: O iya, kemarin itu guru pamong juga memberikan kebebasan kepada kami mahasiswa PPL untuk menerapkan metode dan materi pembelajaran selama materi dan metode itu sejalan dan kemarin juga waktu kita melakukan PPL, guru pamong itu masuk ke dalam kelas untuk memantau apakah metode pembelajaran dengan materi pembelajaran yang kita tuliskan di RPP itu sudah sesuai atau belum .

R: Jadi setiap anda mengajar guru pamong duduk di situ? atau hanya sekali-sekali?

P: Hanya sekali-sekali , setiap masuk ke chapter baru atau bab baru, RPP baru pasti dilihat sama guru pamong.

R: Terus bagaimana menurut anda pada saat mengajar itu, apakah anda bebas memilih materi?

P: kalau itu tergantung petunjuk dari guru pamong, karena sekolah sudah punya silabus sendiri untuk materi yang akan diberikan kepada siswa .

00:17:42

R: Bagaimana dengan tehniknya, tehnik mengajarnya?

P: Kalau tehnik mengajarnya sesuai dengan apa yang di pilih oleh mahasiswa itu sendiri, karena kan seminggu sebelum kita masuk belajar kita observasi lapangan dulu.

R: Nah biasanya ketika anda mengajar selain mengajar, memberikan materi apakah ada kegiatan lain yang anda sisipkan?

P: Biasanya sebelum mengajar itu ada proses ini dulu, refleksi dulu dari materi-materi sebelum materi sebelumnya setelah itu diberikan brainstorming sebagai langkah bahwa siswa itu sudah siap, apakah siswa sudah siap mengikuti pembelajaran atau tidak.

R: Kalau brainstorming itu materi terbaru atau materi yang sudah berlalu?

P: materi yang sudah berlalu.

00:19:08

R: Oke materi yang sudah berlalu ya, nah kalau dari segi tehnik mengajar ini anda ketika saya tanya, seberapa mengikat itu kurikulum sekolah ketika anda mengajar?

P: Sangat mengikat karena kurikulum sekolah itu menganjurkan kita bahwa standar kompetensi itu harus tercapai oleh siswa jadi tehnik mengajar yang di atur kurikulum itu sangat berpengaruh dalam proses pembelajaran.

R: Apakah anda bisa sedikit keluar dari apa yang di atur sekolah itu atau oleh apakah dari kurikulum atau materinya, apa bisa keluar dari situ ketika anda mengajar?

P: Bisa.

R: Misalnya anda ingin menerapkan sesuatu, apakah konsultasi dulu atau langsung?

P: Iya konsultasi dulu ke guru pamongnya, apakah sudah bisa di terapkan atau tidak.

R: Dan menurut pengalaman anda setelah berkonsultasi biasanya diterima atau di tolak?

P: kalau kemarin itu kebanyakan yang ditolak karena kemarin sempat memberikan saran untuk pembelajaran outdoor per kelas dan itu tidak direkomendasikan oleh guru pamong, karena katanya itu bisa mengganggu proses pembelajaran dari kelas lain, jadi kita fokusnya ke indoor.

00:21:14

R: Kalau memberikan game-game di dalam kelas saat dalam pembelajaran bisa tidak anda lakukan seperti itu?

P: Biasanya saya berikan di pertengahan materi ketika saya melihat keadaan siswa sudah mulai kurang konsentrasi dan fokusnya sudah kemana-mana.

R: O berarti anda tetap berikan game tetapi untuk membuat mereka fokus ya?

P: Iya, seperti itu.

R: Nah kalau anda, apakah anda pernah memberikan games saat ibu guru ada di dalam kelas?

P: Belum pernah, karena guru pamong biasanya di pertemuan pertama sedangkan di pertemuan pertama itu saya fokusnya bagaimana cara memperkenalkan materi itu kepada siswa.

R: Oke, jadi guru pamong hadir pada saat chapter baru saja ya?

P: Iya.

R: Jadi pada pertemuan-pertemuan berikutnya anda tidak bisa menunjukkan, anda tidak bisa memberikan game?

P: Iya.

00:22:31

P: Untuk gamesnya tidak pernah tapi brainstormingnya pernah.

R: Yang anda ingat tanggapan guru pamong apa?

P: guru pamong bilang begini caranya bagus tapi jangan terlalu sering karena siswa akan berharap setiap kita mulai mengajar mereka berharap ada brainstorming lagi, Jadi pamong menyarankan jangan terlalu sering karena itu akan membuat siswa ketergantungan terhadap brainstorming yang saya berikan.

R: O jadi intinya jangan membuat mereka tergantung dengan brainstorming, jangan membuat mereka terbiasa ya?

P: Iya.

R: Kalau dari segi kegiatan lain yang anda lakukan di kelas selain brainstorming, games, apa saja?

P: tidak ada. selebihnya kegiatan belajar, focus group discussion, presentasi dan sebagainya .

R: Jadi ada juga presentasi siswa?

P: Iya, tentang itu tulisan naratif yang tadi .

00:24:10

R: Oke jadi anda mengajar selama PPLnya itu cuma tentang naratif saja atau juga topik lain?

P: Topik lain.

R: Seberapa mengikat aturan-aturan yang ada di dalam sekolah itu, terutama aturan mengenai pembelajaran?

P: Tidak mengikat, semua di serahkan kepada guru yang mengajar di kelas .

R: Oke semua di serahkan ke guru yang mengajar di kelas ya, nah kalau dari misalnya tentang larangan brainstorming tadi oleh guru pamong, apakah anda pernah coba negosiasi bahwa brainstorming itu tidak apa-apa dilakukan setiap hari.

P: belum pernah.

R: Tidak pernah, kenapa anda tidak pernah mencoba untuk negosiasi?

P: Karena make sense, karena ada kadang betul juga yang dikatakan guru pamong tentang brainstorming itu karena pernah satu hari saya masuk ke kelas dan sebelum mengajar siswa saya bilang brainstorming dulu kayak gitu, padahal sebelumnya saya tidak mempersiapkan brainstorming itu karena sudah ditegur oleh guru pamong.

00:26:16

R: Hal-hal apa saja yang pernah anda negosiasikan dengan guru pada saat anda mengajar di sana?

P: Yang kemarin itu yang bisa di negosiasikan hanya penggunaan laboratorium bahasa sebagai tempat belajar ketika kita bosan belajar di dalam kelas, jadi ketika misalnya kita ingin mencari suasana baru dan ingin menggunakan lab bahasa, ya guru pamong memberikan izin untuk masuk dan menggunakan lab bahasa .

R: Jadi hanya fasilitas itu saja ya? tapi kalau untuk kreatifitas anda di dalam kelas?

P: sebenarnya bukan di katakan tidak bisa, cuman guru pamong menyarankan untuk jangan membiasakan memberikan games dan brainstorming kepada siswa, karena itu tadi jangan sampai ada ketergantungan dari siswa ketika mau memulai belajar ya harus di berikan brainstorming dulu.

00:28:25

R: O jadi supaya mereka tidak terbiasa?

P: Iya .

R: Menurut anda sendiri kalau di brainstorming itu memang tidak bagus di setiap pertemuan?

P: bagus sebenarnya, karena brainstorming yang saya berikan itu related dengan materi pembelajaran sebelumnya untuk memastikan bahwa, apakah siswa ini

sebenarnya mengingat dengan materi sebelumnya atau sudah lupa. Bagus sebenarnya itu untuk menerapkan brainstorming itu.

R: Cuma tidak diizinkan oleh guru ya?

P: Iya .

R: Oke, kalau anda sendiri kalau diberi pilihan sebenarnya pengen terus ya?

P: Iya, kalau saya diberi pilihan.

R: Pernah tidak anda mengatakan ke guru, tidak apa-apa. Ini hal yang bagus?

P: Iya, pernah saya sampaikan seperti itu cuman responnya guru memang begitu, dia bilang bagus sebenarnya bagus sekali cuman jangan sampai siswa terbiasa dengan itu.

R: Menurut anda apakah berhasil atau gagal untuk mempengaruhi ibu guru?

P: Gagal sebenarnya.

00:30:15

R: Tapi kalau di benak anda sendiri pengen terus mencoba mengubah atau dibiarkan begitu saja?

P: Mengajak untuk berubah. Karena sebelum selesai masa PPL saya sampaikan kepada guru pamong bahwa setelah PPL saya berikan [kesempatan] kepada siswa untuk memberikan evaluasi pembelajaran yang saya berikan dan kebanyakan siswa berharap tetap ada itu, jadi saya sampaikan ke guru pamong, ini responnya siswa bu jadi saya berharap brainstorming dan game itu tetap ada dalam proses pembelajaran.

R: Selain itu apa ide lain anda yang tidak di kabulkan oleh guru pamong selain brainstorming tadi?

P: Itu penggunaan fasilitas sekolah, LCD proyektor karena sebelumnya ada mahasiswa PPL yang kalau tidak salah dipinjamkan, namun entah itu rusak atau bagaimana jadi guru agak trauma untuk memberikan kepada kami.

Iya , kan sekolah ku juga kan tidak di [nama sekolah] PPL , saya di [nama tempat] jadi gurunya juga tergantung keadaan siswanya, kan siswanya disana belum terlalu mengenal apa yang namanya teknologi apa dan lain sebagainya.

00:32:10

R: [nama tempat] itu berarti provinsi apa?

P: [nama tempat] .

R: Kenapa jauh sekali anda pergi mengajar di sana?

P: kemarin ikut program PPL nasional dan Alhamdulillah lulus.

R: Yang handle PPL nasional itu siapa, kampus?

P: Kampus .

R: [nama kampus] ya?

P: Iya .

R: Kalau anda mau seperti itu, anda harus bayar apa saja?

P: Akomodasi, transportasi dan tempat tinggal.

R: O transportasi dan akomodasi, anda harus bayar sendiri itu?

P: Iya .

00:33:27

R: Nah untuk mengikuti program itu, anda memang sudah tahu bahwa anda akan di kirim ke [nama tempat]?

P: Iya , sudah karena kan ada beberapa pilihannya.

R: Apa saja yang bisa dipilih?

P: Ada [nama tempat], ada [nama tempat], ada [nama tempat], ada [nama tempat].

R: Kenapa anda memilih [nama tempat]?

P: Karena challenging.

R: challenging? Menurut anda ikut PPL seperti ini, yang jauh itu apakah yang anda pelajari di kampus itu cukup terakomodir tempat PPL?

P: Iya, betul sekali. Karena di sana toh betul-betul kita di berikan kesempatan bagaimana cara menerapkan dari teori yang sudah di pelajari dari kampus dengan keadaan yang ada di sekolah, karena kan kita belajar teori di kampus itu hanya sekitaran contoh pembelajaran yang ada di [nama tempat] dan sekitarnya, kita tidak pernah berfikir bagaimana proses pembelajaran yang ada di provinsi lain jadi kemarin itu sangat challenging menerapkan metode dan apa sebagainya di sana.

00:35:05

R: Berapa bulan anda di [nama tempat]?

P: Hampir dua bulan .

R: Hampir dua bulan ya? anda mengajar setiap hari itu, setiap minggu?

P: setiap minggu, senin sampai jum'at.

R: Lima kali mengajar seminggu ya, lima hari mengajar ya?

P: Iya, kelas yang saya ajar itu dua .

R: O dua kelas diajar?

P: Iya.

R: kalau anda melihat sendiri, model kelas di sana itu lebih di kota atau di kampung?

P: kota sebenarnya, cuman sekolahnya itu agak di bukit.

R: Kalau anda lihat sendiri, kalau anda bandingkan dengan [nama sekolah] seberapa modern di sana sekolahnya?

P: Lebih modern [nama sekolah] sih, karena kalau di [nama sekolah] itu hampir di setiap kelas itu ada proyekturnya, kalau disana sekitar dua sampai tiga .

00:36:42

R: Terus ada tidak kendala lain selain itu yang anda rasakan selain itu di sana saat PPL?

P: komunikasinya, karena yang pertama logatnya itu sangat jauh beda, terus bahasanya kadang cara bicaranya saya itu harus keras dan lantang karena biasa mereka kalau saya menjelaskan dengan nada seperti ini, seperti biasa itu kadang mereka tidak fokus jadi harus menggunakan nada yang sedikit lantang.

R: Kenapa anda pilih itu kan banyak biaya yang keluar ya dibandingkan ketika anda PPL di [nama tempat]?

P: Iya, sebenarnya tidak sih. Karena dibandingkan PPL nasional di daerah lain, [nama tempat] ini yang paling murah .

R: Oke, jadi anda pertimbangannya ke sana selain pengalaman, apa saja?

P: itu interesting karena mau melihat bagaimana sih dunia pendidikan yang ada di timur, apakah sama yang ada di [nama tempat] atau bagaimana.

R: Selama dua bulan anda disana termasuk transpor dan biaya hidup di sana anda habiskan kira-kira berapa, kalau boleh tahu?

P: Dua juta .

R: Dua juta?

P: Iya .

00:38:24

R: Dua juta sebulan apa dua juta satu program itu?

P: Dua juta, kalau program ke sana itu satu juta terus biaya hidup di sana satu juta.

R: Jadi tiket?

P: tiket termasuk juga.

R: Naik apa ke sana? pesawat?

P: Naik kapal, naik pesawat mahal hampir satu juta satu kali terbang.

R: Naik kapal laut?

- P: Iya
- R: Berapa orang anda ke sana kalau boleh tahu?
- P: Enam belas.
- R: O enam belas orang ya, nah selama anda disana apakah anda pernah menghadiri meeting sekolah, rapat sekolah?
- P: Sering .
- R: Anda memberikan ide gagasan di sekolah dalam rapat itu?
- P: Iya pastinya, karena kita kan awalnya observasi dulu, setelah observasi kita ketemu dengan guru pamong dengan guru-guru yang ada di sekolah. Terus kemarin juga sempat di undang untuk mengikuti meeting tahunan untuk perayaan [kurang jelas] sekolah terus saya di tunjuk sebagai ketua panitia pelaksana.
- R: Kalau rapat sekolah terkait misalnya pengajaran, kurikulum, aapa anda pernah terlibat rapat seperti itu?
- P: Tidak pernah .
- 00:40:04
- R: Tidak pernah ya, Tidak diundang atau memang tidak mau melibatkan diri?
- P: tidak diundang , karena mereka biasanya rapat internal saja.
- R: O rapat internal.
- P: guru-guru sekolah.
- R: Jadi mahasiswa PPL tidak dilibatkan?
- P: Ya, tidak dilibatkan.
- R: Ada tidak yang anda mau tambahkan terkait dengan jurusan pendidikan Bahasa Inggris?
- P: kalau saya yang pertama itu, lebih diseimbangkan lagi antara kita belajar teori dengan prakteknya jadi kalau misalnya kita belajar delapan semester paling tidak ada tiga kali, tiga semester ada praktek pengajaran terus. Yang kedua, kalau bisa media pembelajarannya itu diperbaiki lagi karena sebenarnya di Bahasa Inggris itu ada yang namanya lab bahasa tetapi tidak di pergunakan sebagaimana mestinya karena banyak komputer-komputer yang tidak bisa dioperasikan. Memang tidak pernah dipakai. Terus kurang kursi, meja dan lain sebagainya. Terus referensi untuk pembelajarannya, ada referensi yang ada itu hanya di berikan kepada dosen pengampuh tidak diberikan akses kepada mahasiswa. Selain itu, evaluasi terus di bahasa Inggris itu kurang melibatkan mahasiswa dalam proses evaluasi dosen jadikan seharusnya setiap semester itu ada dibahas evaluasi atau paling tidak ada kuesioner yang dibikin tentang kepuasan terhadap cara mengajar dosen di kelas tetapi tidak ada yang seperti itu.
- 00:42:29
- R: Menurut anda bagaimana keadaan atau kualitas dosen secara umum?
- P: secara umum dosennya kompetensi, dalam artian dosen pengampuh mata kuliah itu memang sesuai dengan backgroundnya, sejauh ini tidak ada yang dia seharusnya ngajar reading tapi dia ngajar writing jadi sejauh ini aman-aman dosennya.
- R: Kalau dari segi guru pamong menurut anda ada saran?
- P: kalau bisa sih guru pamong itu hadir hampir setiap proses pembelajaran yang di lakukan di dalam kelas karena jangan sampai hanya satu kali melihat mahasiswa PPL mengajar di dalam kelas, langsung di judge bagus atau langsung dijudge tidak bagus jadi kalau bisa guru pamong itu aktif dalam proses kegiatan belajar mengajar walaupun bukan fasilitator di dalam kelas. Terus bisa juga guru pamong memberikan kebebasan kepada mahasiswa, tetap di arahkan tetapi semua proses kegiatan belajar mengajar itu di serahkan kepada mahasiswa.

R: Jadi anda merasa selama ini guru pamong masih terlalu mengikat mahasiswa ya?

P: Iya, seperti itu.

00:44:11

R: Ada tidak praktek-praktek atau ide baru yang anda bawa ke sekolah itu dan mengubah praktek di sekolah itu?

P: Iya, tadi kebanyakan belum selesai mengajar itu saya evaluasi misalnya bikin semacam kuesioner dulu kepada siswa, ternyata selama mereka belajar guru itu lebih aktif di dalam kelas jadi hampir tidak pernah melibatkan siswanya dan ketika saya kesana saya hanya memberikan materi setelah itu saya berikan kesempatan kepada siswa untuk mengelolah materi itu sendiri, jadi selama saya mengajar di situ lebih fokus ke situ, ke student center .

R: Oke, ada lagi saran untuk program PPLnya ini?

P: Kalau bisa program PPLnya itu dilakukan di daerah saja, tidak usah ke kota besar seperti [nama kota] dan kota-kota besar supaya mahasiswa ini betul-betul siap untuk terjun ke dunia pengajaran karena jangan sampai mereka mengikuti PPL misalnya di SMA-SMA atau di SMP-SMP yang ada di [nama tempat], karena mereka berada di zona nyaman akhirnya jika mereka kembali ke daerahnya dan sekolah kita ajar itu tidak seperti dengan tempat PPLnya, akhirnya ada proses adaptasi yang baru yang seharusnya kita sudah siap untuk terjun ke sekolah akhirnya kita baru mempersiapkan rencana-rencana yang baru karena tidak sesuai kondisi sekolah di tempat kita PPL dengan kondisi sekolah tempat kita mengajar.

R: Nah kalau di kampus sendiri, apakah anda dikenalkan pada kurikulum atau materi pelajaran yang akan digunakan di sekolah?

00:46:40

P: Tidak.

R: Tidak?

P: Tidak pernah.

R: Jadi yang anda pelajari di kampus hanya terkait di kampus saja tidak ada di sekolah ini?

P: Iya, tidak.

R: Tapi anda bebas berimprovisasi?

P: Iya. Bebas tapi masih ada yang di batasi oleh guru pamong

R: Ada lagi yang mau ditambahkan?

P: Sejauh ini tidak ada. Saya kira cukup

[Wawancara selesai]

(English Version)

[Researcher (R) introduces himself to the participant (P)]

00:00:01

R: Based on your experience as a student of PETE programme, to what extent do you feel that the programme prepared you to become an English teacher?

P: Yes. So during my time as a student or candidate, I think the programme prepared us [candidates] to become graduates or potential teachers who are ready to go into the teaching profession and schools. From the beginning, we have been taught English language skills and then in the [next] semesters how to implement the knowledge of English into the world of learning. It's like that.

R: In terms of the PETE programme, how do you explain modules in the programme in preparing you to be a teacher?

P: I think the modules are by aspects that are required in teaching and learning.

00:02:05

R: In terms of theory and practice, how balanced do you think theory and practice are in the PETE programme?

P: In my opinion in English education itself, learning theory and practice is very unbalanced. We learned theory from semester one to semester six while in practice it was only in one semester. Even then the practicum duration was only three months. So, it is very unbalanced, we learn theory for six semesters and we practice for only three months, it is very unbalanced.

R: Was the practicum in the form of a course or a direct teaching practice? Does the practice mean SEP or what?

P: O yes, SEP

R: Was there previous practice in the PETE programme classroom?

P: Yes there is a microteaching. Microteaching is before conducting SEP activity. We had a practicum (microteaching) in the classroom.

00:03:54

R: Do you think that microteaching is appropriate to direct you in your teaching practice?

P: I think it is very appropriate. In the microteaching, we were guided from the beginning to the end. Starting from the formulation of the lesson plan, methods in teaching, approaches and materials that are following the level of students.

R: How long was your microteaching?

P: One semester, two credits.

R: How many times did you practice teaching?

P: Each student [unclear]. There were thirty students if I'm not mistaken. One to two students per day conducted microteaching.

R: How many times did you teach in the microteaching?

P: Once.

R: Do you think that one microteaching session is enough to support your SEP?

P: Before doing a microteaching practice, we had been taught about microteaching activity, and after the microteaching, we were evaluated. So, we prepared ourselves for microteaching and we were also evaluated after the microteaching.

00:05:55

R: In terms of your experience as a student, is microteaching enough to prepare you before conducting your SEP?

P: Not enough.

R: Why?

P: Because after the evaluation there should be improvements, there is [unclear] What we do so that we can minimise the mistakes that might occur when we enter the SEP.

R: So you said there is no evaluation after microteaching?

P: No evaluation

00:07:29

R: OK. How confident are you regarding your current knowledge of English?

P: I am very confident because firstly, the learning theories and the basics of English, Alhamdulillah, have been taught well by the lecturers, starting from the beginning to the end of the semester. Secondly, every day I practice with my friends in class after the learning process, so there is a transfer of knowledge between me and my friends from the materials that I don't understand.

R: So you feel very confident to become a teacher?

P: Yes, God willing.

R: I mean you are very confident that after university you can become an ideal teacher?

P: Yes.

R: If you are already confident with this knowledge then how do you describe your level of confidence to apply your knowledge to students?

P: I am very confident because based on the theoretical knowledge that I have been given by lecturers and learning evaluations and so on. I am ready to become a teacher or enter the teaching profession and transfer my knowledge to students.

R: Have you taught a real classroom?

P: Yes, I have. At [name of school].

R: At MTs or madrasah Aliyah?

P: Madrasah Aliyah.

R: How many times do you teach in a week?

P: Twice.

R: How do you explain your teaching skills?

P: I think my teaching skills are quite good because so far there has never been a negative response such as boredom and a sense of wanting to go home quickly when I teach in the classroom.

00:11:44

R: What makes your students not feel bored?

P: The teaching methods that I apply are according to the material that I will teach.

R: For example?

P: So the first one is learning about a narrative text, well this narrative text is delivered in a focus group discussion where students are allowed to learn in groups and write narrative texts for each other. After that, before we start teaching, we first give ice breaking so that these students are ready to learn, after that, they learn and evaluate each other from their friends. Next, they present their topics in the classroom.

00:13:12

R: So when you teach, you focus more on your students' participation, right?

P: Yes.

R: When conducting SEP, you interacted with a supervisor or mentor, right?

P: Yes.

R: Were you allowed to improvise your classroom teaching?

P: When implementing SEP, the supervisor first directs us on how to make the learning plan itself, after that we discuss it with the supervisor and usually yesterday the supervisor said please improvise and please teach based on your knowledge and experience as long as the material and learning methods are in line. The supervisor gave us the freedom to improve and apply learning methods with learning materials.

00:15:42

R: How about the supervising teacher, did the mentor also give you that freedom?

P: Yes, the mentor also gave SEP students the freedom to apply learning methods and materials as long as the materials and methods were in line. Also when we did the SEP, the tutor came into the classroom to monitor whether the learning methods and learning materials that we mentioned in the lesson plan were appropriate or not.

R: So every time you teach, the mentor sits there or only once in a while?

P: Only once in a while, every time we enter a new chapter or a new lesson plan. It will be read first by the mentor.

R: Then what do you think when you teach, are you free to choose the material?

P: It depends on the instructions from the mentor. This is because the school already has its syllabus for the material that will be given to students.

00:17:42

R: What about teaching techniques?

P: The teaching techniques are following candidates' choices. A week before we enter the study we first observe the school and classroom.

R: Other than providing new teaching material are there other activities that you included in your SEP teaching?

P: Usually before teaching there is this process. First, reflect on the previous lesson. After that brainstorming is given as a step to check whether students are ready to learn or ready to take part in learning or not.

R: Is the brainstorming about a new lesson or the previous lesson?

P: Previous lesson.

00:19:08

R: Now in terms of teaching techniques, when I asked you, how binding is the school curriculum when you teach?

P: Very binding because the school curriculum tells us that the competency standards must be achieved by students so the teaching techniques set by the curriculum are very influential in the learning process.

R: Can you go a little bit outside of what is set by the school or is it the curriculum or the material, can you go outside of that when you teach?

P: I can.

R: For example, if you want to implement something, do you consult first or do you go directly?

P: Yes, I consult with the teacher first, whether it can be applied or not.

R: And according to your experience after consulting, is it usually accepted or rejected?

P: In the past, most of them were rejected because yesterday we had made a suggestion for outdoor learning per class and it was not recommended by the tutor, because he said it could interfere with the learning process of other classes, so we focused on indoor.

00:21:14

R: Can you provide games in the classroom during learning?

P: I usually give it in the middle of the material when I see that the students have started to lose concentration and their focus has gone elsewhere.

R: O I mean you still give games but to make them focus, right?

P: Yes, like that.

R: Now for you, do you ever give games when the teacher is in the classroom?

P: Never, because the student teacher is usually in the first meeting while in the first meeting, I focus on how to introduce the material to students.

R: Okay, so the mentor is present during the new chapter only?

P: Yes.

R: So in subsequent teaching sessions, you couldn't show or you couldn't give games?

P: Yes.

00:22:31

P: For the games, never but the brainstorming.

R: What do you remember from your mentor's response?

P: The tutor said this is a good way but not too often because students will expect that every time we start teaching they expect another brainstorm, so the tutor suggested not too often because it would make students dependent on the brainstorming that I gave.

R: O so the point is not to make them dependent on brainstorming, don't make them used to it, right?

P: Yes.

R: In terms of other activities that you do in class besides brainstorming and games, what are they?

P: None. the rest are learning activities, focus group discussions, presentations and so on.

R: So there are also student presentations?

P: Yes, about that narrative writing earlier.

00:24:10

R: Okay so did you teach only narrative writing or other topics?

P: Other topics.

R: How binding are the rules in the school, especially the rules regarding learning?

P: Not binding, everything is left to the teacher who teaches the class.

R: Okay, everything is left to the teacher who teaches in the class, well if for example about the prohibition of brainstorming earlier by the pamong teacher, have you ever tried to negotiate that brainstorming is okay to do every day.

P: Never.

R: Never, why did you never try to negotiate?

P: Because it makes sense because sometimes it's also true what the tutor said about brainstorming because one day I went to class and before teaching students I said brainstorming first like that, even though before that I had not prepared the brainstorming because I had been reprimanded by the tutor.

00:26:16

R: What kinds of things did you negotiate with the teacher when you were teaching there?

P: The only thing that could be negotiated was the use of the language laboratory as a place to study when we were bored of learning in the classroom, so when for example we wanted to find a new atmosphere and wanted to use the language lab, the tutor permitted to enter and use the language lab.

R: So that's the only facility, right? But for your creativity in the classroom?

P: Actually, it's not to say that you can't, it's just that the tutor advises you not to make a habit of giving games and brainstorming to students, because that's why there should be no dependence on students when they want to start learning, they have to be given a brainstorm first.

00:28:25

R: O so that they don't get used to it?

P: Yes.

R: Do you think that brainstorming is not good in every meeting?

P: It's good actually, because the brainstorming that I give is related to the previous learning material to ensure that, whether these students remember the previous material or have forgotten. It's good to apply the brainstorming.

R: But the teacher doesn't allow it, right?

P: Yes.

R: Okay, if you are given a choice, do you want to continue?

P: Yes, if I am given a choice.

R: Have you ever told the teacher that it's okay, this is a good thing?

P: Yes, I have said it like that but the teacher's response was like that, she said it's good, it's very good but don't let students get used to it.

R: Do you think you succeeded or failed to influence the teacher?

P: Failed actually.

00:30:15

R: But in your mind, do you want to keep trying to change or just leave it at that?

P: Inviting to change. Before the end of the SEP period, I conveyed to the host teacher that after the SEP I gave [the opportunity] to students to provide an evaluation of the learning that I provided and most students hoped that it would still be there, so I told the host teacher, this is the response of the students, madam, so I hope that brainstorming and games will still be in the learning process.

R: Other than that, what other ideas did you have that were not accepted by the tutor besides brainstorming?

P: The use of school facilities, LCD projectors because previously there were SEP students who if I'm not mistaken were loaned, but either it was damaged or what so the teacher was a bit traumatised to give it to us.

Yes, my school is also not in [name of school] SEP, I am in [name of place] so the teacher also depends on the situation of the students, the students there are not too familiar with what is called technology and so on.

00:32:10

R: [place name] means what province?

P: [place name].

R: Why did you go so far to teach there?

P: I joined the national SEP programme yesterday and thank God I passed.

R: Who handles the national SEP programme, the campus?

P: The campus.

R: [name of campus] huh?

P: Yes.

R: If you want to do that, what do you have to pay?

P: Accommodation, transport and housing.

R: O transport and accommodation, do you have to pay for that yourself?

P: Yes.

00:33:27

R: Now to join the programme, did you already know that you would be sent to [name of place]?

P: Yes, I did because there were several choices.

R: What were the options?

P: There is [place name], there is [place name], there is [place name], there is [place name].

R: Why did you choose [place name]?

P: Because it's challenging.

R: Challenging? Do you think that participating in this kind of SEP, which is far away, is what you learnt on campus sufficiently accommodated by the SEP place?

P: Yes, that's right. Because we are allowed to apply the theory that we have learned from campus to the conditions at school, because we learn the theory on campus only around examples of learning in [name of place] and its surroundings, we never think about how the learning process is in other provinces so yesterday it was very challenging to apply methods and so on there.

00:35:05

R: How many months were you in [place name]?

P: Almost two months.

R: Almost two months? Do you teach every day, every week?

P: Every week, Monday to Friday.

R: Five times a week, five days a week?

P: Yes, the classes I teach are two.

R: O two classes taught?

P: Yes.

R: If you look at it yourself, is the classroom model there more in the city or the village?

P: The city actually, but the school is a bit on the hill.

R: If you look at it yourself, if you compare it with [name of school] how modern is the school there?

P: More modern than [name of school], because in [name of school] almost every class has a projector, while there are about two to three.

00:36:42

R: And then there are no other obstacles other than that that you felt there during the SEP?

P: The communication, because first of all the accent is very different, then the language sometimes I have to speak loudly and loudly because usually if I explain in this tone, like usual, sometimes they don't focus so I have to use a slightly loud tone.

R: Why did you choose it, because it cost a lot of money compared to when you did your SEP in [name of place]?

P: Yes, actually no. Because compared to the national SEP in other areas, [name of place] is the cheapest.

R: Okay, so what did you consider going there besides the experience?

P: It was interesting because I wanted to see how the world of education in the East is, whether it is the same as in [name of place] or how.

R: During your two months there, including transport and living expenses, how much did you spend, if I may know?

P: Two million.

R: Two million?

P: Yes.

00:38:24

- R: Two million a month or two million a programme?
- P: Two million, if the programme there is one million then the cost of living there is one million.
- R: So the ticket?
- P: The ticket is included too.
- R: What did you take there, an aeroplane?
- P: By boat, by plane is expensive, almost a million a flight.
- R: By ship?
- P: Yes
- R: How many people did go there if I may know?
- P: Sixteen.
- R: O sixteen people yes, so while you were there did you ever attend school meetings, school meetings?
- P: Often.
- R: Did you give any ideas to the school during those meetings?
- P: Yes, of course, because we started with observation first, after the observation we met with the host teacher and the teachers at the school. Then yesterday I was also invited to attend the annual meeting for the school's [unclear] celebration and I was appointed as the head of the organising committee.
- R: When it comes to school meetings related to, for example, teaching, and curriculum, have you ever been involved in such meetings?
- P: Never.
- 00:40:04
- R: Not invited or did you not want to involve yourself?
- P: Not invited, because they usually have internal meetings only.
- R: O internal meetings.
- P: School teachers.
- R: So SEP students are not involved?
- P: Yes, not involved.
- R: Is there anything you would like to add regarding the PETE programme?
- P: For me, the first thing is that there should be more balance between learning theory and practice, so if for example we study for eight semesters, there should be at least three times, three semesters of teaching practice. Secondly, if possible, the learning media should be improved because actually in English there is a language lab but it is not used properly because there are many computers that cannot be operated. It is never used. We also lack chairs, tables and so on. Then the reference for learning, there is an existing reference that is only given to the lecturer, not given access to students. In addition, evaluation continues in English that does not involve students in the process of evaluating lecturers so every semester there should be a discussion of evaluation or at least a questionnaire made about satisfaction with the way lecturers teach in class but there is nothing like that.
- 00:42:29
- R: What do you think is the general condition or quality of the lecturers?
- P: In general, the lecturers are competent, in the sense that the lecturer in charge of the course is indeed following his background, so far no one is supposed to teach reading but he teaches writing so far it is safe for the lecturer.
- R: In terms of student teachers, do you have any suggestions?
- P: If possible, the mentor is present in almost every learning process that is carried out in the classroom because it is not possible to only see SEP students teaching

in the classroom once, immediately judged good or immediately judged not good so if possible the mentor is active in the process of teaching and learning activities even though he is not a facilitator in the classroom. Then it can also be that the tutor gives freedom to students, still directed but all the processes of teaching and learning activities are left to students.

R: So you feel that so far the supervising teacher is still too binding for the students?

P: Yes, like that.

00:44:11

R: Were there any new practices or ideas that you brought to the school and changed the practice in the school?

P: Yes, most of the time I have not finished teaching, I evaluate it, for example, I make a kind of questionnaire first to students, it turns out that while they are learning the teacher is more active in the classroom so rarely involves students and when I go there I only provide material after that I allow students to manage the material themselves, so while I was teaching there I focused more on that, on the student centre.

R: Okay, any more suggestions for the SEP programme?

P: If possible, the SEP programme should be carried out in the regions, not in big cities like [name of city] and big cities so that these students are ready to enter the world of teaching because they should not take part in SEP for example in high schools or junior high schools in [name of place], because they are in a comfort zone, finally if they return to their area and the school we teach is not like the SEP location, there is a new adaptation process that we should be ready to go to school, finally we just prepare new plans because the conditions of the school where we SEP with the conditions of the school where we teach.

R: Now if on campus itself, were you introduced to the curriculum or subject matter that will be used at school?

00:46:40

P: No.

R: No?

P: Never.

R: So what you learnt in college is only related to college and not to this school?

P: Yes, no.

R: But you are free to improvise?

P: Yes. Free but there are still some that are restricted by the tutor.

R: Anything else you want to add?

P: Nothing so far. I think that's enough

[End of Interview]