What Happened to Initial Teacher Education in Indonesia? A Review of the Literature

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Abstracts

This paper provides an overview of Initial Teacher Education (ITE) in Indonesia over the past seven decades (1950-2019) from some theme-related literature. The summary of the socio and geographical background which affect the quality of teachers in the national scale is briefly presented followed by the information about Indonesian student achievement and the need of improvement of ITE in the literature. This paper focuses on the impacts of some historical, political and ITE educational system background to the development of teacher education. The review also illustrates the challenges and condition of ITE nowadays. The paper suggested a program outcome evaluation study as one of the possible solutions to improve and sustain the quality of ITE and its graduates.

Keywords: teacher education, teacher quality, quality assurance, teacher certification, teacher policy

Introduction

Teacher quality is a critical educational issue that has remained a central focus in Indonesia for years. This paper will give an overview of the literature which can enhance the understanding of the influence of historical, political and educational system background to Initial Teacher Education (ITE) and their connections to the quality of teachers. In Indonesia, ITE is typically a four-year bachelor degree program to prepare students to join the teaching profession. Consensus of the literature said that teacher competence has become the remaining chronic problem in attempts to improve the educational quality in Indonesia. This attempt is also challenged by Indonesian social and geographical background. Indonesia is the fourth most populated country in the world with a population of over 269 million by 2019 living in urban, rural and remote areas (Worldometer, 2019). Indonesia is an archipelago, a nation which is geographically comprised of 17.506 islands (Bali is one of them), 922 of which are inhabited. Due to a large number of islands, Indonesia has 300 ethnic groups, 742 languages and dialects (CIA, 2018).

The socio, geographical condition and diversity context give Indonesia potential and at the same time, a challenging job to manage the country, especially in the educational field. The distribution of education is more concentrated in urban areas rather than in rural or remote areas. Poor infrastructure in rural and remote areas is one of the reasons educated people or teachers avoid living and teaching in those areas. Furthermore, educated people from this area are more interested in earning from a developed area that provides wealth and proper life (Harits, Chudy, & Plische, 2016). As a result, not all the people who teach there are qualified, and the quality of teachers is low. This means that in some areas, students are taught by incompetent teachers who do not have bachelor degrees. The poor quality of teacher has become one prominent factor of Indonesian students' low achievement beside other contextual factors such as facilities, low motivation and curriculum materials ((Mbato, 2013)

Some recent standardised tests showed that the performance of Indonesian students is still below standard. Despite the controversy of PISA which triggered criticisms and intense debate among countries and researchers (Biesta, 2015; D'Agnese, 2015; Kreiner & Christensen, 2014; Rutkowski & Rutkowski, 2013; Sjøberg, 2017; Stack, 2016), Indonesia ranking low on the results of PISA (For science, Indonesia ranked 62 out of 72 countries in 2015 and at the bottom list, 64 out of 65 in 2012) has been one of the wake-up calls to improve the quality of teachers (OECD, 2013, 2016). Besides Math, Science, and Reading in PISA, achievements in other school subjects like English is also weak. In 2018, The EF English Proficiency Index result showed that Indonesia ranked 51th out of 88 countries and categorised as low proficiency level country. TIMSS result in 2015 also showed the bottom list result as Indonesia ranked 45 out of 50 countries for Mathematic (Mullis, Martin, Foy, & Hooper, 2016). The reviews of national policies for education in Indonesia in 2015 reported that

Indonesia's poor education is caused by the poor quality of teachers by (OECD/ADB, 2015). The review also suggested that 'improvement in ITE will promote better teaching and learning at all levels of education.' (p. 25) Therefore, the role of the assessment of ITE has become crucial and significant importance to the future development of the nation (Chang et al., 2014).

Over the years, researchers and studies in Indonesia have suggested reformation in ITE as one of the solutions to overcome the education and teacher quality issue (Fahriany, 2014; Nielsen, 2003; Raihani & Sumintono, 2010). Similarly, the researchers in the field of ITE also argued that the most direct and effective way of raising educational quality is to modify ITE and recruitment, combined with the development of means to improve the knowledge and the pedagogical skills of the teachers that are already in-service (Darling-Hammond, Bransford, LePage, Hammerness, & Duffy, 2005). The literature on ITE in Indonesia is too large to be summarised in-depth here. This review generally focuses on some related themed studies in the past seventy years and particularly ITE in the English Department. Inarguably, the improvement in ITE has been an urgent call for Indonesia to answer the education challenges in the 21st century. However, the advancement of ITE is going through a long walk considering the influence of the historical, political and its educational system background in Indonesia.

Historical Background

To fully understand the condition of ITE in Indonesia, it is helpful to examine the evolution of the ITE system. In Indonesia, the government has attempted to improve teacher quality over the years by reforming the routes into teaching (Utami, 2015). The changing of the form of ITE has a significant impact on the quality of teachers on a national scale. The table below shows some events in the history of the ITE and its implications to the teacher quality from time to time (for details see Fahriany, 2014; Nielsen, 2003; Raihani & Sumintono, 2010; Suwignyo, 2017)

Table 1. Historical events in ITE

Year	Event	Impact
1954	The establishment of formal teacher college offered three-year education for bachelor degree, and it was changed into Institutes of Teacher Education in 1963.	Indonesia had formal teacher education system at the tertiary education level for the first time to meet the demand of teacher supply for junior and secondary schools.
1956	The US gave aid by having American educationist help teachers colleges and sending prospective teachers to the US.	The switch from the shadow of the Dutch teacher training could be seen as decolonisation. American involvement could be regarded as soft diplomacy of the American way of thinking to the future generation.
1963	Since 1963, scholarship and guaranteed position as civil servants given to student teachers were no longer available.	Studying at the Institute for Teacher Education was no longer attractive for high achievers, and it had an impact on the input quality.

The 1970s	Due to the rapid system expansion and rising oil revenue, more than sixty-one thousands of schools were built, and the government rushed to have a "shortcut" by recruiting thousands of primary teachers who were not carefully selected in crash programs	Teacher training high school gave a lot of supply of primary teachers but reduce the competence of the teacher as the quality was uncontrolled. A study by the Ministry of Education showed a shocking result because only less than half of a random sample of trained teachers could pass the science test given to the primary school completers
The 1980s	Following the development of primary school enrolment, the government anticipated the wave of higher schooling wave by making a crash program with three years university education (Diploma III) for junior and secondary school teachers instead of increasing the capacity of Institutes of Teacher Education.	The effectiveness of the program was questionable to equip students with sufficient knowledge and skills to become good teachers. However, the crash program reflected that Institutes of Teacher Education was not seen as effective to produce competent teachers by the government.
1989	The education law in 1989 mandated that elementary school teachers should have two years of university education (Diploma II).	Teacher training high schools phased out and replaced with D-II. The government provided upgrading opportunities to all practising primary school teachers through in-service education. However, it was ineffective, as it was only upgrading the qualification and not the quality of teachers.
1999	President decree 93/1999 changed Institutes of Education to Universities of Education	The enrolment rates increased significantly because students attracted to study at famous universities, although there has not been comprehensive research of the improvement of the quality of the graduates.
2005	The implementation of Teacher Law which requires teachers to have a bachelor degree and Teacher certification policy doubles the salary of a teacher	The number of students enrolled in ITE is more increased, but the quality of graduates is questionable as there is no highly competitive requirement to enter ITE

The historical roots of changes in ITE have clearly impacted the current teacher quality as there is a high number of teachers need upgrading to be certified and become competent teachers all over Indonesia nowadays. This fact shows that there is an urgent call for more effective teacher education. Effective ITE is a program that ensures its graduates meet standards for what beginning teachers should know and be able to do (Ingvarson, Reid, Buckley, Kleinhenz, & Geoff N, 2014). Indonesia needs to evaluate the quality of ITE and its graduates by conducting program outcome evaluation studies in each institution. Several attempts have been made to assess the quality of ITE across disciplines and countries such as in the USA and Australia (Coggshall, Bivona, & Reschly, 2012; Mayer, Allard, Bates, & Dixon, 2015; Worrell et al., 2014). However, little published data is focusing on a similar way on the evaluation of the quality of ITE in Indonesia context.

Political Background

Several policies have put a significant impact on ITE nowadays. First, the enactment of the Teacher Law in 2005 attracted a high enrolment in teacher training and increased the attractiveness of the teaching profession after providing certified teachers with a professional allowance amounting to 100 per cent of the basic monthly salary (Negara & Benveniste, 2014). Second, the implementation of Indonesian Qualification Framework (IQF) for higher education institutions which has an impact on the change of the curriculum of ITE all over Indonesia. Third, the Ministry of Education regulation Number 87 of

2013 which allows non-ITE graduates to teach in all level of schools in Indonesia has put the competition in the teaching job even harder for ITE graduates than before.

Teacher Law and Certification

In 2005, Indonesia passed the Teacher Law No. 14/2005, requiring teachers to achieve bachelor degrees followed by certification (World Bank, 2010). The certified teachers are required to fulfil the competency standards, including personal, pedagogical, social, and professional competences, as shown in Figure 1 (Syahril, 2016).

Figure 1. The professionalism vision within the Indonesian teacher certification policy.
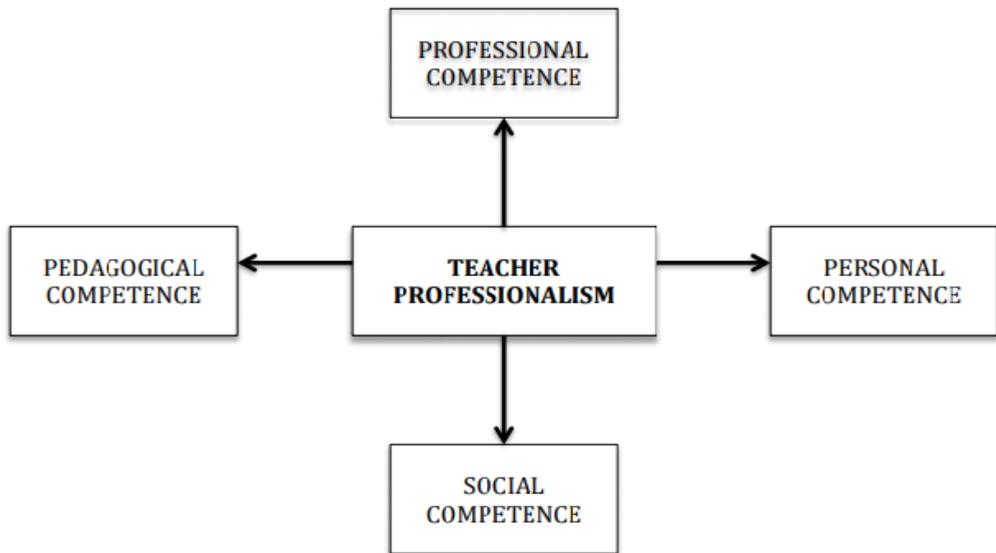

They are entitled to certificates and professional salaries and incentives, and chances for career promotion after being certified (Haryanto, Mukminin, Murboyono, Muazza, & Ekatina, 2016). As a result, the number of teachers going through ITE has increased since teaching is considered a prestigious career and the certification policy has increased teacher pay levels. The World Bank has reported that there was a fivefold increase in the number of students enrolled in teacher training programs between 2005 and 2010, from two hundred thousand students in 2005 to over one million in 2010 (Negara & Benveniste, 2014). This causes the number of teachers who graduate from ITE in Indonesia is growing every year. However, alongside that growth, the quality of its graduates is questionable. It is still a significant issue that new teachers are entering their classrooms feeling unprepared due to some factors such as the absence of induction and inadequate teacher preparation (Tazeen, Rythia, & Heather, 2018; Zulfikar, 2009).

Certification is a one-time process, and it is not assessed periodically, as a result, some teachers do not try any efforts to improve their professional development to maintain their status after being certified since becoming a certified teacher does not currently require any demonstrated evidence of continued knowledge and skills for teaching (World Bank, 2010). The certification only requires teachers to have a bachelor's degree and portfolio assessment. With limited characteristics of a performance-based incentive system and one hundred per cent passing rate, the policy is a mere formality (Fahmi, Maulana, & Yusuf, 2011). Consequently, Indonesia must face the inconvenient truth, despite the attempts and allocated budget for certification, the quality of teachers is not significantly improved. Student test scores, exam or observation results showed that there were no differences between certified and non-certified teachers (de Ree, Muralidharan, Pradhan, & Rogers, 2018; Feng & Sass, 2017; Kusumawardhani, 2017; Triyanto, 2012).

These findings showed that teacher certification is not correlated with improvement in student learning outcomes (OECD/ADB, 2015). It means that certification and paying teachers more does not necessarily make them teach better. A recent World Bank report called this certification policy in Indonesia as 'double for nothing' because even though it significantly improved income satisfaction but it led to no improvement in student outcomes (de Ree et al., 2018). The failing of certification policy suggests that pay increases are unlikely to lead to the effectiveness of teaching performance to improve teacher quality and learning outcome. So, besides the need to improve the system to maintain the sustainability of the certification program, there should be a focus on other ways to improve the quality of teaching and academic achievement, such as improvement in ITE as the institution where teachers build their fundamental knowledge and skills to teach. Figure 2 shows the conceptual framework for quality education in the World Bank report in which pre-service education becomes one of the critical points for the improvement of quality education in Indonesia (Chang et al., 2014)

**Figure 2**. The conceptual framework for quality education in Indonesia
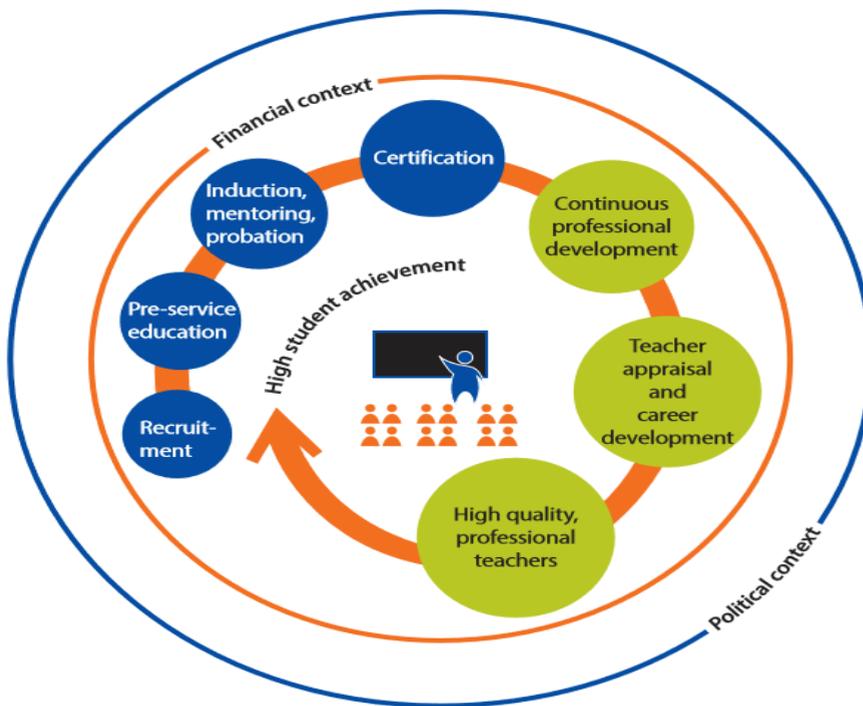
Even though the double salary earning by certified teachers attract the increase of enrollment of students in ITE, without a specific requirement to enter ITE, it is still uncertain whether the qualification in terms of a bachelor degree from ITE is appropriate to measure for Indonesian teachers' teaching ability (Chen, 2009). Furthermore, in Indonesia, a report suggested that subject content knowledge of Indonesian primary school teachers is arguably low on average (de Ree, 2016). This finding raised an issue of whether teacher graduates who have a degree for teaching can teach. It leads to an urgent need to address this accountability issue by investigating the qualification level of performance of ITE graduates. It raises the question of whether teacher graduates have the national standard of qualification which has been indicated in the newly implemented Indonesian Qualification Framework (issued by the Minister of Education in 2013) which also acts as the basis of the theory of a qualification standard of Indonesian Higher Education curriculum.

Indonesian Qualification Framework

The Indonesian Qualification Framework (IQF) is an instrument for levelling framework qualifications and competence of Indonesia's human resources. IQF descriptors combine job competence and learning outcomes composed by the on-going development of knowledge, technologies, and arts as well as the cultivation of nation character building. It consists of 9 levels of qualifications with a professional at level seven, a master's degree at level eight and doctoral degree as the highest level in standard nine. Figure 3 illustrated ITE, which equals to bachelor's degree level/S1 (In Indonesia, it is called Sarjana/S1) belongs to the sixth level of qualification. The next table shows the skill or the expected competencies of bachelor's degree or ITE graduate profiles (Susilo, 2015)

Figure 3. Level 6/ bachelor's degree learning outcome.
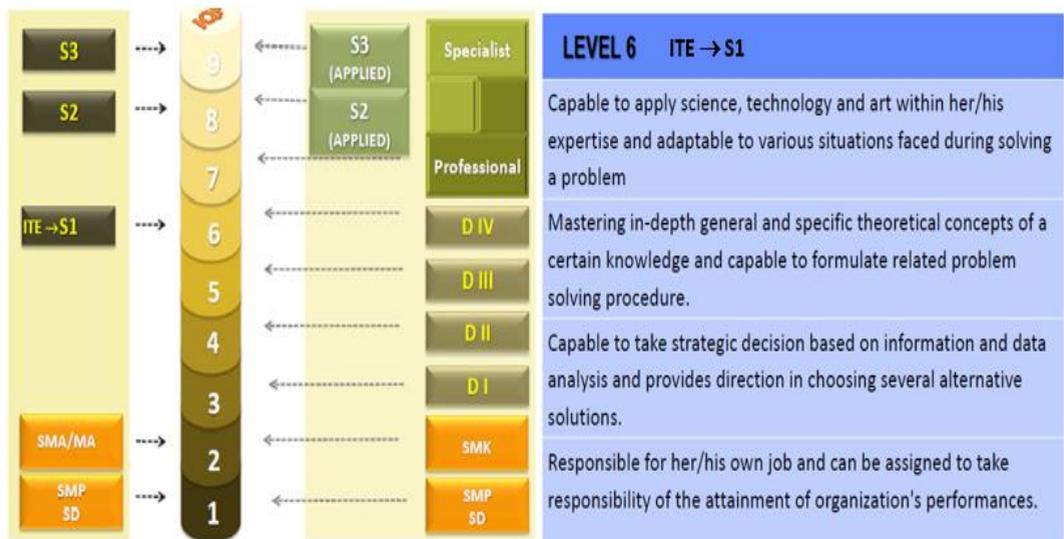
The standardised learning outcomes, as shown above, are nationwide for each study program. Then, the microelements in the documented curriculum, which include the full contents of the curriculum for courses will be designed by the universities. Nonetheless, all Indonesian higher education, including ITE, must officially base their learning outcomes on the descriptors, which are illustrated in Figure 4 below (Susilo, 2015). Indonesian Qualification Framework established a package of descriptors in each level of qualifications with four general components to accomplish, i.e., 1) attitudes and values, 2) field knowledge, 3) working competencies, and 4) managerial competencies as illustrated in Figure 3. Those four general components can be synthesised into three interceptions, i.e., knowledge, skills, and competence (Rohmah, 2017)

Figure 4. IQF description based on learning outcome
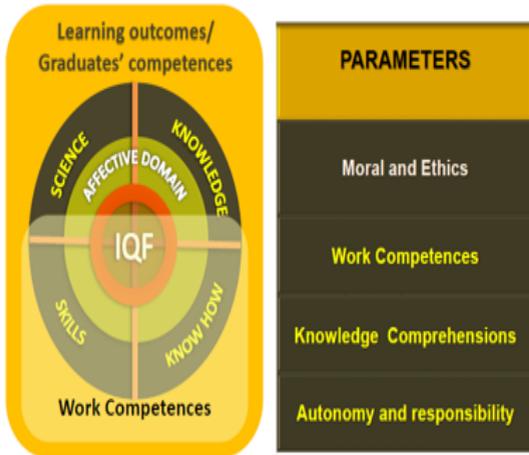
Indonesian Qualification Framework (IQF) as a new emerging trend in higher education institutions has impacted the changing of curriculum design in ITE (Insani, Irwan, & Indah, 2017; Latif, 2017; Rohmah, 2017; Susilo, 2015). However, the implementation of IQF should also be followed by the institution self-evaluation to measure the extent of competence in IQF achieved by the teacher graduates. Program outcome evaluation, which involves the views of stakeholders such as teacher graduates, can also be used as feedback to understand the features or which courses work best to prepare student teachers in the first year of teaching. Program outcome evaluation should be done regularly as one of the ways for the ITE to sustain and maintain the quality of the program and teacher graduates. It is expected that ITE graduates can teach and compete with the university graduates for the teaching job

The Regulation of All University Graduates Can Teach

The issuance of the Ministry of Education regulation Number 87 of 2013 which allows non-ITE graduates to teach in all level of schools in Indonesia has put the competition in the teaching job even harder for ITE graduates than before. ITE is now facing the challenges to improve the quality of graduates in the competitive world of teaching, considering that they have to compete with non-ITE graduates. Most principals and headteachers as prospective employer put at the front the capability, competencies and skills of the teacher candidates regardless of where they graduated from. Skills come before certificates. They may argue that pedagogical skills can be learned along the way, but the underlying subject of content knowledge is crucial for student learning achievement. To answer the challenge, ITEs are supposed to have reflection and evaluate the program by listening to the voice stakeholders. Most studies are limited to suggesting the need for improvement in ITE, but it is still unclear about the practical solution for the problem. Therefore, a program outcome evaluation study which explores the stakeholders' views, particularly the teacher graduates learning experience, competency and impact of the program is urgently needed. Even though the generalizability of such research on the evaluation program will be problematic, but this could be a reflection and information for the stakeholders to improve the quality of graduates from ITE program. Especially after graduating, ITE graduates must compete not only with the other ITE graduates but also from other university graduates which notably are not from a teacher education background

Educational background of ITE System in Indonesia

This paper reviews three significant themes in the ITE system which influence the quality of ITE in Indonesia nowadays; the input of the program, the process of the program and the monitoring of the program.

The Input

A critical issue concerning the recruitment and the entry requirement in ITE makes ITE in Indonesia face more challenges in training their candidates to become qualified teachers. High reputable universities may employ selection process due to

limited spaces, but there are many other private institutions which provide pre-service training without a strict selection process because they need students. It means that the entry procedure/requirement to train to be a qualified teacher is easy. Anyone holding a high school certificate with a diverse level of abilities can enrol to become teachers. Even though, on the other hand, as it was mentioned earlier, putting a high competitive requirement for ITE may put ITE institutions in a dilemmatic position because they cannot assure a considerable chance for teaching profession because teaching position at schools is not exclusively reserved for ITE graduates but also graduates from other majors (Surya, 2016).

The weak level of competence of the incoming students in ITE programs has a significant effect on the condition of ITE nowadays besides the low motivation of some student teachers in ITE. However, even though in an influential policy paper such as the Mc Kinsey report (Barber & Mourshed, 2007) top-performing school system recommended getting and developing the right people to become teachers, such entry system has not been implemented in Indonesia. As an example, the Finnish teacher education, as a global spotlight of a top education system, has a highly competitive field of master's degree university studies. Finnish teacher education selected students through two-phase entrance exams which emphasis academic qualifications, candidate's suitability and motivation for teacher's work, as well as a strong practical and research orientation (Malinen, Väisänen, & Savolainen, 2012). Nonetheless, it should be noted that merely adopting the Finnish system in response to Indonesian need of education system with different cultural, and geographical context is an illusion. Because the implementation of a policy to recruit the top scorer to the teacher training should also be followed by strong educational system support. Unfortunately, Indonesia has not created such an entry and support system yet. Therefore, a demand for effective ITE program is crucial to develop anyone with diverse ability to become well-prepared teachers.

Unmotivated student teachers have also become an essential issue in ITE because the enrolled students are not always highly motivated students who want to become teachers. Some students choose ITE as last resort as they are not accepted in other majors, and because ITE has less competitive entry. The recent studies show that the choice made by student teacher is the interplay of social, cultural, intellectual and personal determinants (Mukminin, Rohayati, Putra, Habibi, & Aina, 2017; Suryani, 2017). The implication of the studies is ITE should consider the motivation and competence of student candidates as an essential point the process of the requirement to find the right people to become teachers. As it is assumed that highly motivated and competency students will be likely to become more qualified teacher graduates and have long term commitment to teaching.

The Process

The literature indicated that the education process both in public and private ITE institutions had not improved significantly, and it influences the quality of their graduates(Chang et al., 2014; Raihani & Sumintono, 2010). Several issues may contribute to the poor quality of the ITE program in Indonesia. Firstly, the Indonesian ITE program is not well designed to produce the desired outcome of teacher graduates (Luciana, 2004). Secondly, the quality of the lecturers is not adequate. For example, in the English Department, not all lecturers are capable of teaching in English. Moreover, overloaded materials used by the student teachers are too much emphasis on theoretical and irrelevant to their need (Fahriany, 2014; Nielsen, 2003). Another essential issue in ITE is the considerable gap between theory and practice. In Indonesia, the teaching performance of teacher graduates was low due to lack of practice provided by ITE because the opportunities to enact practice mostly done in one practicum period for four months at the end of the program (Azkiyah & Mukminin, 2017). Without having enough practice in the school setting, translating theory into practice is an immensely difficult task for novice teachers to resolve. However, Indonesian teacher education is university-based teacher education. Even though school-based teacher education is worth considering but changing drastically into it is not a very practical solution nowadays concerning this policy may take robust collaboration and supporting system between teacher educations and schools.

Besides the insufficient program, the inconsistency between the growing number of ITE graduates and their quality in terms of academic, personal competencies and teaching skills is also caused by the incapability of ITE to upgrade the program and become responsive to the challenges and changes of the market. The phenomenon, such as the changing of the school curriculum and the demands of the market requires ITE to be more comprehensive and updated. For example, as of 2019, since Indonesia was established, there have been eleven times of changing the curriculum (for details see Ilma & Pratama, 2015). The changing curriculum in Indonesia has put much pressure to the existing teachers and moreover the teacher graduates because they are not equipped with enough knowledge about the national curriculum or school goals as it is less emphasised in ITE courses. Teacher graduates feel overwhelmed as what they have learned about ideal teaching in ITE sometimes cannot always be facilitated as the school have its own goal, and one of them is passing the

students in the national exam based on the national curriculum. The newly qualified teachers judged the effectiveness of ITE in terms of its immediate impact in preparing them to take up their first posts and focused on practicality and relevance, on the' how' of delivering the national curriculum (Blake & Hanley, 1998). In Indonesia, the national curriculum which focuses on the national exam as high-stakes testing becomes a primary concern for teachers at school (Saukah & Cahyono, 2015).

Most teacher graduates in their first year of teaching may feel confused when there is a misalignment between what is taught in ITE and what needs to be done at school especially with the changing of the national curriculum (Gultom, 2015; Lengkanawati, 2005). Their educational ideas seem 'washed out" during practice placement or teaching at schools (Kenneth & Tabachnick, 1980). ITE who failed to upgrade the program will be likely to fail in preparing student teachers with the necessary knowledge to meet the challenge of 21st learning because the nature of the teaching job is complex and dynamic.

The Monitoring

Indonesia has 374 teacher training institutes, 32 public and 342 private (Suryani, 2017). However, there is no systematic monitoring and self-evaluation to determine the effectiveness of ITE on the quality of teacher graduates or teachers (OECD/ADB, 2015). It happens because most of the teacher trainings operate independently, determine the outcomes that they believe are most important, with little coordination between them over materials and approaches. Furthermore, the vast disparity of education between regions, urban, rural and remote in Indonesia could be one of the factors which affect the quality assurance in higher education.

Figure 5. The accreditation system in Indonesia
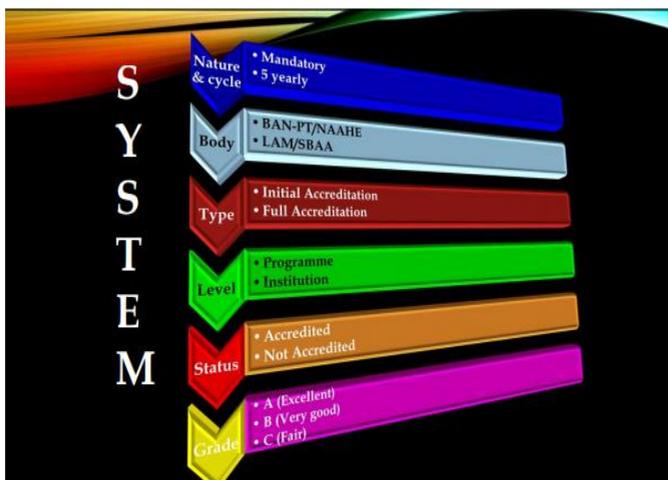
In Indonesia, every five years, the Higher Education National Accreditation Board provides a national accreditation based on self-evaluation and assessment (desk evaluation and site visits) from a panel of assessors then after the visit, it is a job for the institution to ensure the quality assurance in its institution. However, the literature suggests such evaluation is weak or almost non-existent (OECD/ADB, 2015).   Figure 6 below (adapted from IQF (Susilo, 2015) illustrates the quality assurance system in higher educations in Indonesia and program evaluation as the missing link.

**Figure 6**. Quality assurance in higher education in Indonesia
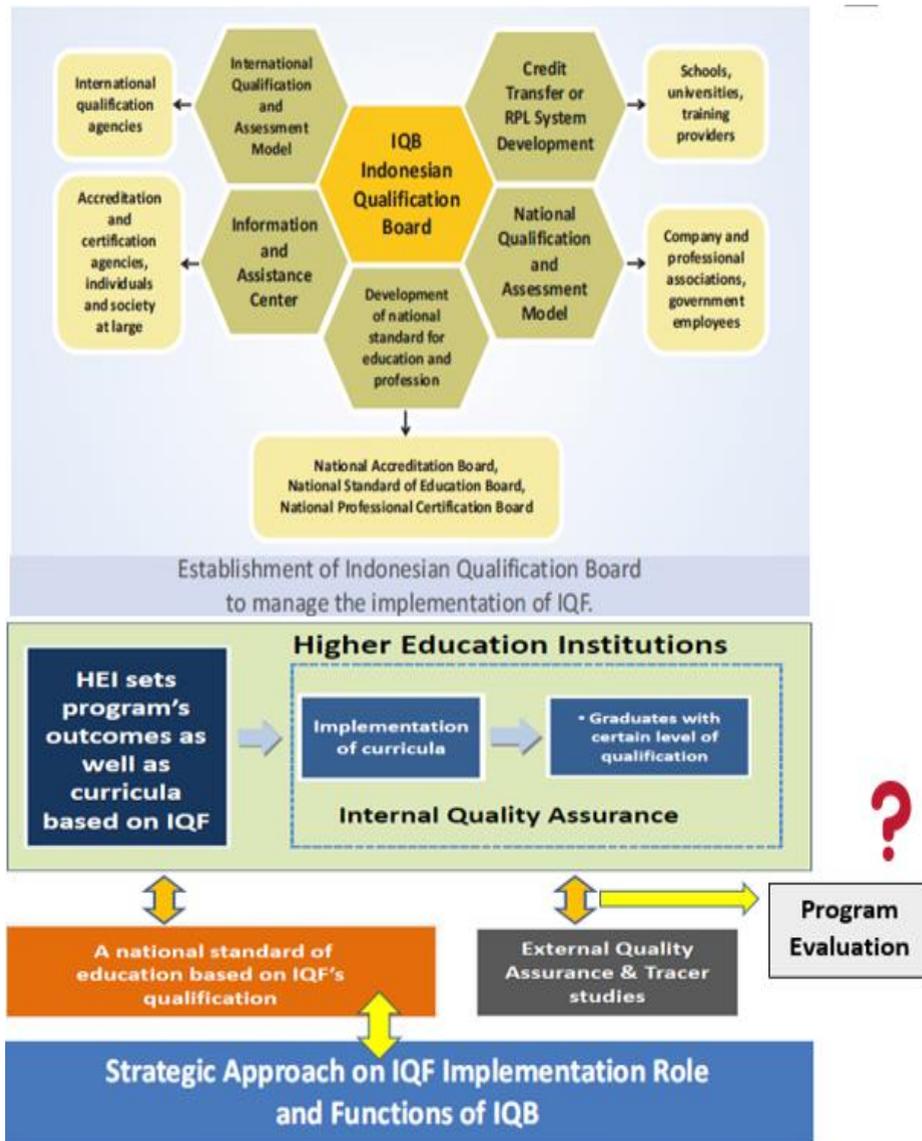
It is important to note that it is not enough to ensure higher education quality assurance only from the accreditation. Accreditation neither gives a full and detailed picture of quality in ITE program nor focuses on student outcome. It leaves crucial information on what features of a program that work and what features do not work for teacher graduates in their teaching practice and to what extent the program has an impact on its graduates. Accreditation is accountability oriented, and it only measures progress against the minimum standards set forth by the accreditation board based on documents, materials, and human resources. Higher education is supposed to improve the education quality continuously, and accreditation is not the only ultimate goal. Likewise, in Indonesia, tracer study or known as a graduate survey, which takes part sometime after graduation as part of external quality assurance has not been optimally utilised for the university

graduates. A few existing tracer studies only focus on graduate's type of work, first salary, and the relevance of curriculum (Chandra, Ruhama, & Wisuda Sarjono, 2013).
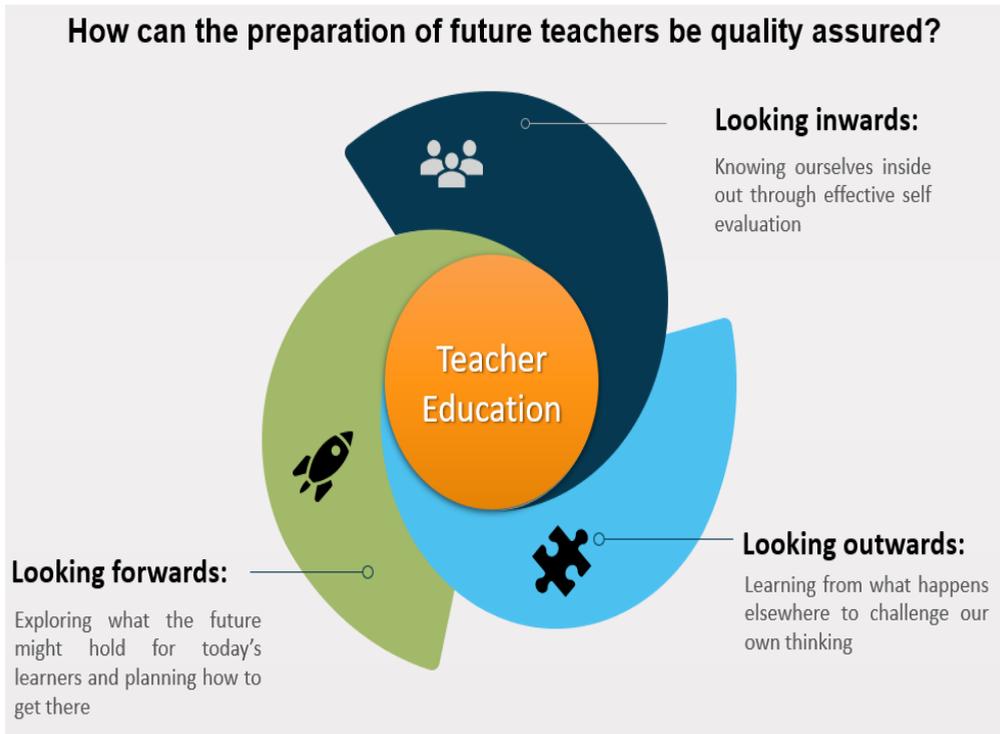
The missing link in this system is program outcome evaluation study which investigates the quality of a program in higher education (in this case ITE) from different stakeholders to give feedback about the effectiveness of the current ITE program. Therefore, evaluating the quality of ITE is necessary to improve and support quality assurance in ITE. Policies for assuring the quality of beginning teachers include three main stages: recruitment and selection of student teachers in ITE, ITE accreditation and entry to the profession policies (Ingvarson & Rowley, 2017). Figure 7 below shows those three stages of policies in Indonesia context, which are problematic. These facts suggest that Indonesia needs a robust quality assurance system which is coordinated at each step to improve the quality of teacher graduates in Indonesia.

Figure 7. Three stages of quality assurance policies in Indonesia.
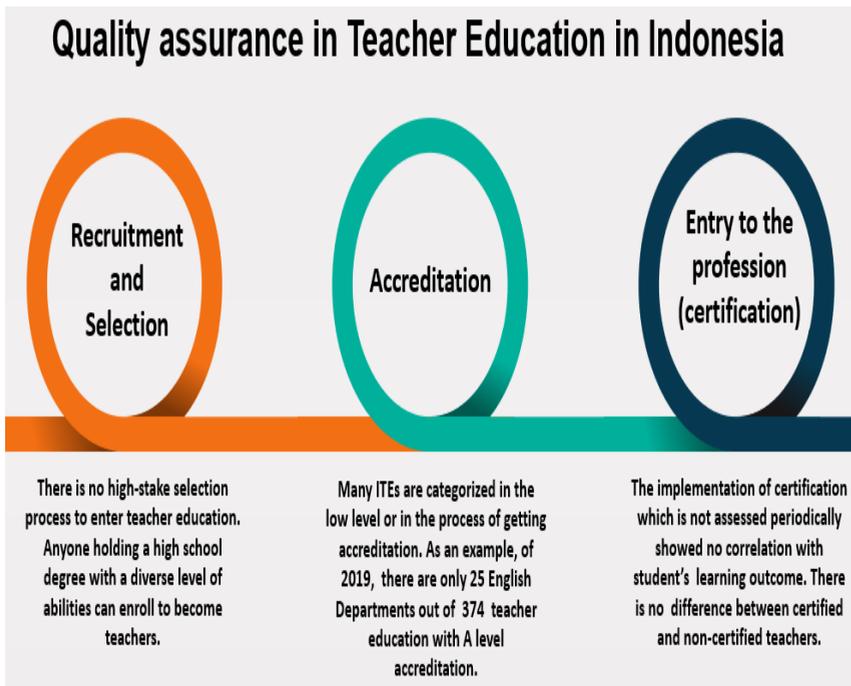
Harford et al. (2012) recommended that there should be a clear vision of what matters in terms of achieving high quality in ITE. Also, they suggested that quality assurance should be based on systematic research about the effectiveness as well as on continuous communication between different actors and stakeholders such as student teachers, teacher graduates, teacher educators, head of departments and school principals. Because opening up the territory of what quality teacher and quality ITE mean through collaboration and dialogue between different stakeholders at policy, research and practice levels is essential and importance of counter. This dialogue will balance the current emphasis on competencies with the reinstatement of values and dispositions as a necessary element of ITE. Additionally, open and dynamic dialogic space needs to be facilitated between relevant stakeholders about the reconceptualization of quality teacher, quality ITE and quality assurance processes. Figure 8 below shows how teacher preparation for future teachers can be quality assured (Livingston, 2019).

ISSN 2411-9563 (Print)
ISSN 2312-8429 (Online)

European Journal of Social Science
Education and Research

September -December 2019
Volume 6, Issue 3

Figure 8. The quality assurance of teacher preparation

Looking inwards means that ITE needs to evaluate the program to know what works and what do not. It means that effective program evaluation as institution self-evaluation, which includes the views of various stakeholders is necessitated for quality assurance in ITE. Looking outwards means that ITE needs to understand and learn from what is going on in the field of ITE in the local and global context and at the same time looking forwards by equipping the student teachers what is necessary in the dynamic and changing world of teaching profession.

Discussion

The condition and challenges that ITE face nowadays, more or less are affected by its historical, political and educational system background. Furthermore, teacher policy in Indonesia is problematic because it has limited impact on teacher quality and student achievement. A robust periodical monitoring and assessment systems may probably need to improve the impact. The low standard of the recruitment process (input), the process of learning to teach with minimum monitoring and supervision in many low-level accreditations of ITE could become the culprit of the low quality of teacher graduates (output) in Indonesia. Contemporary issues in ITE such as updated curriculum which addresses the challenges in the teaching job, the quality of teacher educators and opportunities to enact practice to bridge the theory-practice gap need to be taken care seriously as it surely has an effect on the quality and preparedness of teacher graduates.

Therefore, program outcome evaluation may be needed to review the program and detect the particular problem in the institution and will assist the stakeholders of ITE in making informed decisions about how to make effective ITE and improve the quality of ITE to prepare teachers better in their teaching field. Because we get what we work for and not what we wish for, the real implementation policy and practice such as program outcome evaluation study in each institution could be one of the possible solutions to work on the effort to improve the quality of ITE and its graduates.

Conclusion and Recommendation

This paper has highlighted briefly what happened to ITE in Indonesia over the past 70 years (1950-2019). The review begins with the historical background of ITE, which affects the quality of teacher nowadays as well as the student achievement. The current issues, a growing literature in Indonesia, and policy reports indicate that the quality of ITE in Indonesia is a matter of continuing concern in Indonesia and a need for improvement. Even though massive attempts through changes in ITE has been launched, nevertheless, the contribution to real quality improvement of teachers and student achievements have not been apparent. Therefore, program outcome evaluation from Initial Teacher Education as a periodical assessment will help to understand the condition of ITE in Indonesia and give recommendations for improvement in ITE. Furthermore, further research about teacher education which has implications for the policy and practice of teacher education in Indonesia are also necessitated and essential to improve the quality of ITE in Indonesia.

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