

Potret Profesionalisme Guru dalam Membangun Karakter Bangsa: Pengalaman Indonesia dan Malaysia



Konferensi Internasional Pendidikan Guru Ke-4 (UPI-UPSI)
"Pendidikan Guru untuk Membangun Karakter dan Budaya Bangsa"
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Katalog dalam Terbitan

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Universitas Pendidikan Indonesia Press
X, 646: Hlm; 17 x 25 cm
Cetakan-1, Nopember 2010
ISBN 979378609-4

**Potret Profesionalisme Guru dalam Membangun
Karakter Bangsa:**
Pengalaman Indonesia dan Malaysia
Konferensi Internasional Pendidikan Guru Ke-4 (UPI-UPSI)
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ISBN: 979378609-4

Dicetak dan diterbitkan oleh:
UPI PRESS BANDUNG
INDONESIA

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Penerbitan bersama ini didorong oleh kesadaran untuk melakukan kajian secara kritis dan memberikan sumbangan pemikiran tentang pentingnya dunia pendidikan yang mengedepankan pembangunan karakter dan budaya bangsa. Kajian dimaksud sangat penting karena penyelenggaraan pendidikan tidak hanya mentransfer ilmu dan pengetahuan serta teknologi kepada peserta didik, tetapi juga menanamkan karakter yang diperlukan untuk membangun bangsa yang beradab, bermoral, dan berakhlak mulia.

Sekalipun kasus, isu, dan tantangan pendidikan yang dihadapi Indonesia dan Malaysia berbeda, saya melihat buku ini telah mampu memotret berbagai isu aktual yang berkaitan dengan dunia pendidikan dan keguruan di kedua negara. Kajian terhadap tema-tema dalam buku ini merupakan upaya nyata civitas akademika di kedua universitas untuk berbagi pengalaman baik (*best practice*) yang pada gilirannya dapat berdampak pada meningkatnya kualitas pendidikan di kedua negara.

Buku ini sengaja, saya luncurkan bersamaan dengan pelaksanaan Konferensi Internasional ke-4 UPI-UPSI agar pemikiran-pemikiran di dalam buku ini dapat dimanfaatkan dengan baik. Semoga penerbitan buku ini semakin mendorong komunikasi akademis di antara civitas akademika UPI-UPSI sebagai sumbangsih nyata bagi pemajuan pembangunan pendidikan di kedua negara.

Bandung, November 2010

Prof. Dr. Sunaryo Kartadinata, M.Pd.

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ALTERNATIVE MODELS FOR PREPARING SCIENCE TEACHERS FOR INTERNATIONAL STANDARDIZED SCHOOLS: INTEGRATED PRE-SERVICE AND IN-SERVICE PROGRAM

Ari Widodo*

1. Introduction

As stated in the Law No. 20 issued in 2003, each district in Indonesia should operate as least one school that meet international standard. It means that in every district at least there is one international standardized primary school (SD), one international standardized junior high school (SMP) and one international standardized senior high school (SMA/SMK). Since there are 530 districts (Ministry of Internal Affairs, 2009) in Indonesia, therefore, there should be at least 530 international standardized primary schools, 530 international standardized junior high schools, and 530 international standardized senior high schools. At the current system, an international standardized high school needs to be supported by more than one school. Similarly, an international standardized junior high school also needs to be supported by more than one primary school. Therefore, the number of international standardized schools may double or even triple the numbers mentioned above.

In Indonesia there are two ministries that run schools, i.e. Ministry of National Education (MONE) and Ministry of Religious Affairs (MORA). Therefore, there are schools under MONE and schools under MORA. Schools under MORA offers more subjects on Islamic Religion in addition to the common subjects offered at schools managed by MONE. In the practice it is not only MONE that initiate international standard schools but also MORA. As a result, the number of international standard schools rises even more.

Realizing that there are requirements and long process to be an international standardized school, the Government initiates "a preparation program" schools called Pioneer of International Standardized School popularly called Rintisan Sekolah Bertaraf Internasional (RSBI). Prior to RSBI program there was a program called "bilingual class". The term "bilingual" does not mean that the students can communicate in two languages (Baker, 2006) rather they try to speak English but whenever have difficulty to find the expression they are allowed to use Bahasa Indonesia. Therefore the term "bilingual" in this context is different from "bilingual" used in the literature.

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As the program was launched, the response was very positive from the community as well as from the schools. The community saw RSBI as a new alternative for them to give a better education for their children. The "label" international standard has drawn positive attention from the parents. They are willing to pay extra for their children to join the international standardized classes.

In the last months, however, there was strong criticism to RSBI. One of the critics said that RSBI could not offer better education as they have promised (e.g. Antara News, 2010). The price parents have to pay was not sufficiently compensated with high quality of education they are expected. In general, the community finds that there is a gap between the expectations and the quality provided by RSBI. Many schools that claim themselves as RSBI do not show significant improvement in term of the education quality. Lessons are conducted as they used to be. As a result, students who join RSBI classes are not significantly better compare to those in regular classes.

One of key factors that contribute to this situation is the quality of the teachers. Many math and science teachers are incompetence to teach the subjects in English. They may be very competence to teach the subjects in Bahasa Indonesia, but not in English. The situation is understandable since they were not deliberately prepared to teach the subjects in English. The success of RSBI program relies on the quality of the teachers. Therefore, improvement of the teachers' competencies should be given serious attention.

2. Programs for preparing science teachers organized by education authority and schools

As part of the preparation to run RSBI, a number of programs were launched by the education authority as well as by the schools. The programs are mainly focus on improving English proficiency of the teachers. As presented in the next section, although teachers have been participating in a number of programs, however, their improvement is very limited. The lack of practice and real situation where they are required to communicate in English (Judd, Tan, & Walberg, 2001) are some factors that hinder the improvement of teachers competencies. During the English courses teachers practice English but outside the course they do not communicate in English. As a result, English is a "lesson" rather than a language to communicate with others.

a. *English course program*

Both the education authority and the schools offer English course for math and science teachers. At some schools, all teachers are required to take English course, while at other school only science teachers are required to

take English course. There are two common strategies for English course program, i.e. sending teachers to visit language centre and inviting lecturers to teach the teachers at the schools. English course program may be able to improve English proficiency of the teachers, especially general English competencies. However, still it is difficult for teachers to apply it in the real teaching because the language they practiced in the course is different from the language they need for teaching science. To be able to teach math and science in English teachers need specific English rather than general English. Scientific terminologies are never really addressed in these courses. A study conducted by Kearsy (1999) reported that being bilingual (mastering two or more languages) is an advantage for understanding scientific language.

b. *Training on language and teaching methodology*

In addition to English course program, the education authority and schools also organized training on language and teaching methodology. There were regular training organized by the education authority as well as the schools to improve teachers competencies to teach science in English. The training covers discussion on subject matter, language, as well as teaching methodology. During the school break science teachers are required to take part in such training that last for 1-2 weeks.

In some trainings, there were also sessions for teachers to have a teaching practice (peer teaching). The idea of having peer teaching session was to improve teachers' self-confidence. For many teachers speak English is a burden. Lack of English competence and lack of self-confidence are two factors that hinder teachers to teach the subjects in English. Peer teaching seems to be less effective since most teachers could not make use of the opportunity. Some are very shy, some are acting, rather than practicing, and some are simply imitating others. As a result, there is no significant improvement of teachers' teaching competencies after participating in this program.

c. *Teaching supervision*

Some RSBI schools also invited university lecturers to supervise teachers teaching. In the common practice, however, supervision is only part of the roles. University lecturers also help teachers prepares the lessons and provide consultation related to subject matter, improve teachers' English competences, especially related to scientific terminologies, as well as help teachers' teaching methodology. This mode is actually quite effective to improve teachers' competencies. However, there are a number of problems that hinder this mode of program, such as the distance between university and schools, the limited number of lecturer, and the schedule of the lecturers. Due to such hindrances university lecturers can only visited the schools a couple of times in a semester. As a result, the impact of the program to the

improvement of teachers' competencies is very limited.

d. *Comparative studies to overseas*

To give teachers opportunities to observe science lessons in other countries, the education authority regularly sent teachers for comparative studies to overseas. Australia and ASEAN countries are the common destinations. This program might be an effective way to broaden teachers' perspectives on science teaching. However, its impact on teachers teaching competencies is really questionable.

e. *Apprenticeship to overseas*

One of the latest programs to improve teachers teaching competencies is sending teachers to do apprenticeship overseas. Science teachers will have an opportunity to do apprenticeship for a couple of weeks or months at schools at English speaking country. It is expected that they will improve their English, subject matter, as well as their teaching methodology. Moreover, it is also expected that they can learn other models or systems for teaching and learning science.

3. **Programs for preparing science teachers organized by universities/teachers training**

As a response to the need for science teachers for RSBI and international schools, some universities designed programs for preparing science teachers that meet the qualification for teaching at RSBI or international schools. Some programs are initiated by the universities themselves and some are supported by the government.

a. *Some courses are conducted in English*

In the structure of the curriculum for teachers preparation program there is indeed a two-credit English Course. The content of the course is mainly on general English and learning English rather than practicing English. To facilitate students' English competencies in teaching science in English, the universities identify some courses that are considered as giving significant contribution to the competencies related to subject matter and pedagogy. These core courses are delivered in English. Moreover, universities also encourage lecturers to deliver their courses in bilingual way (a mix of Bahasa Indonesia and English).

b. *Provide English course for students*

Quite similar to the steps taken by schools, some universities also provide English course for the students. The issue is basically similar to the school. Since English they are practicing in the course is general English rather than specific English, it improves students' communication skills but

it fails to promote students competencies for teaching science. The case is very similar to the case of teachers. For the students, however, the problem is not particularly difficult to solve because they can relatively easy to learn scientific language. In addition to English course, there are also a number of programs, such as English club, English Zone, and English Day.

c. Teaching practice at RSBI schools or international schools

In the structure of the teacher education program, in the last semester of teacher education program students are required to have a semester long teaching practice at schools. Previously this teaching practice is conducted at regular schools. However, with the development of RSBI and international schools, universities encourage students to do teaching practice at RSBI and international schools. Universities identify students who are willing and are considered capable to teach science in English. Indonesia University of Education has been sending students to do teaching practice at the schools since the last three years and the program is considered quite successful.

Participation in the program gives students a real experience of teaching science in English. Although at the beginning of the teaching practice program some of the students might experience difficulties, however, throughout the semester they develop their competencies. Unlike other science teachers who show hesitation or shy to teach science in English, students teachers show better self-confidence.

d. Teaching practice at schools overseas

To promote students' experience in teaching science at English speaking countries and to broaden their perspective, some universities collaborate with universities overseas in preparing science teachers. Faculty of Mathematics and Science Education, Indonesia University of Education, for example, collaborates with Monash University, Australia. Since the program is still at the early stage, no result is available.

e. Fully in English science teacher education

One of the latest alternatives in preparing science teachers is science teachers program is opening a new education program (department) that all courses are delivered in English. Currently, it is only Indonesia University of Education that has opened such education program, i.e. International Program on Science Education (IPSE). IPSE was first started in 2009. Unlike other education programs that prepare biology teachers, chemistry teachers, or physics teachers, IPSE specifically prepares secondary science teachers. It means that the students are prepared to be able to teach science in English at junior secondary schools in more integrated ways.

Indeed, there might be other universities that open science education programs that prepare secondary science teachers. However, they do not specifically prepare science teachers for International Standardized Schools or international schools. As part of its efforts to produce qualified science teachers, IPSE has prepared a number of programs for its students, e.g. guest lecturers from universities overseas, teaching practice overseas, cooperation with RSBI and international schools in Indonesia.

4. Alternative program for improvement of science teachers' competencies

Currently, improvement of science teachers competencies are separately managed by each party (school, education authority, and universities) without close collaboration amongst those involves in the programs. Each of them developed its own program based on its strategy. To improve teachers' competencies in teaching science in English, a comprehensive program that involve all stakeholders need to be developed. Schools, education authority and universities need to work together in a common program collaboratively developed and managed.

An alternative program that links them all is an integrated in-service and pre-service training. At the current practice, there is a clear separation between in-service and pre-service training. In-service training is considered as the responsibility of schools and education authority, while pre-service training is the responsibility of universities. Due to such separation there is no opportunity for student teachers and practicing teachers to meet and share their knowledge, ideas, and professional experience.

This year IPSE initiates an integrated program that allows science teachers to attend courses at IPSE. These teachers join student teachers in a number of courses. Through this program it is expected that practicing teacher can improve their English as well as their subject matter understanding through this "recharging" program. In this program teachers are treated equally with student teachers. Interactions with students should give them new atmosphere that they have missed for years. Teachers who have been teaching for years are required to do tasks as "students" who have to learn. Moreover, since their colleague students are younger and less inform about the current practice, it is expected that teachers will gain fresh and new ideas.

On the other side, it is expected that students can learn from the experience of the practicing teachers. Since most students are relatively good in English they may have little difficulty in the course. However, they may have limited understanding of the subject matter and no experience of teaching. Therefore, it is expected that both teacher and student gain mutual benefits from this program.

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