

Preparing Pre-Service Teacher in Professionalism Practice

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DOI: 10.6007/IJARBSS/v7-i2/2683 URL: <http://dx.doi.org/10.6007/IJARBSS/v7-i2/2683>

Abstract

Professionalism practice is closely related to the quality of practices, moral and ethical. Professional practices include behaviors that are compliant to the requirements of professional ethics, reflection on teaching duties and determination to constantly learn and grow. Preparing of pre-service teachers in the formation of professionalism was seen as a step to be a qualified teachers. By understanding the concepts and theories mentioned by scholars associated with pre-service teachers' professionalism is expected to begin steps to establish a professional practice while in institute. This article aims to review the theory and the concept of professionalism in the talk by scholars in the provision establishing the pre-service teachers' professionalism practice.

Keywords: Professionalism practice, pre service teacher, quality, skills, knowledge, attitudes

Introduction

The teaching profession is the oldest profession in the world and is now entering another new era. The role of the teacher in the past only focused as a presenter. Compared to the present system of education, more teachers act as facilitators of knowledge that should be better prepared and sensitized to produce and use learning situations effectively and efficiently. The changing role of educators, teachers need to be more innovative, creative and effective in delivery and always thinking of new approaches to adapt their practices to the requirements of students as a knowledge worker in the era of the information revolution of the 21st century (Avalos, 2011).

Professional and professionalism is a key to quality improvement for teachers in the new millennium era. Quality is meant to refer to the quality of the process and the more important is the quality of the product. With this, the human resources should be developed in an integrated manner through training, courses, seminars or programs to ensure that every individual can develop their potential to the optimum level, especially pre-service teachers (Wardah & Pendililang, 2014). Training, courses, seminars or program is a step that must be supplied by instisution to improve the quality of education in the future. Education System has good earnings quality human capital as envisioned by the state. Various efforts and measures taken by the government to ensure the quality of the education system improved from time to time. Among the efforts is to enhance the teaching profession (Tajul, 2002).

Teachers' professional practice is seen as a preparation step that should be formed by pre-service teachers. Therefore, it is important for teacher preparation institutions produce human resources and pre-service teachers who are not only knowledgeable, competent, and even have the professionalism at its best. Professionalism is the key element in the pre-service teacher education. To become a professional educator, they must accept the concept of professionalism.

Pre-Service of Teacher Professionalism Practice

The question is often dealt with if teachers become professional educators what are the implications of pre-service teacher education? This question assumes the position of teachers was supposed to be a professional educators and pre-service teachers have a role in preparing them to become professional educators in the future. This normative stance is based on the belief that education in other words to provide more students for participation in the economic aspects (McLean, Larissa, et al, 2013). Education has an important role in preparing the next generation to participate in society as a citizen effort.

One result of the teaching training course, semester 1 2015/2016 derived from a one University, showed that a total of 709 students obtained grade A, 501 students got A- grade, 107 students got B +, 24 students got a B, 3 students got a C +, 3 students got C, 1 student gets C- and 2 students received a D +. Based on these results, there is still have the pre-service teachers who fail to meet graduation requirements teaching training course. In this study of Harvey, Yssel, Bauserman and Merbler (2010) and Evagorou, Dillon, Viiri and Albe (2015) stated that teacher training programs are more likely to emphasize the importance of acquiring knowledge and theory at the expense of equipping students with practical skills, particularly relevant experience with the teaching profession, which can be compared with the situation prevailing in a real classroom. This statement is supported in the research conducted.

There are several factors that are seen by the public about the professionalism of teachers. It includes teaching, structure and content of education. These include expectations by pre-service teachers and teaching about the difficulties they have to find ways to teach effectively before becoming a real teacher. Stair (2012) states that pre-service teachers will be surprised when the teacher at the beginning of the service (novice teachers) because they not think about the discipline of students, classrooms, assessment of student work, and relationships with parents. This is because, during the period of practical training is carried out, which focused more on the subject of teaching in the classroom.

The results of Salehudin and Mahadi (2005) research, stated that a total of 74.10% of graduates choosing careers Postgraduate Education course (Specialization Primary School) because of interested to teaching profession. In the research of Othman and Siti Zafirah (2013) showed that the factors that influence the selection of the teaching profession among students in Department of Engineering Education, Faculty of Education, Malaysia Technology University is a deep interested in the teaching profession. From this study it can be concluded that the

profession is still sought because every year have a demand for this growing field, even the offer are limited.

Pre-service teachers also not just simply put the interests factors involved in the teaching profession as in research and Othman and Siti Zafirah (2013), and even themselves must have the latest skills and knowledge to carry out their duties. This is because, professionalism is the result of a process of thought and action in improving professional skills, values, personality and knowledge (Evetts, 2013). According to (Newlyn, 2015) profession is a real field that has the features such as the importance of intellectual skills, training professional, the services needed by the community, to enjoy the autonomy of individuals and groups, concerned about the quality of service, have decency service or code of ethics and have their own organizations to manage matters related to education.

Formation of professionalism of teacher pre-service immediately stepped foot into the Institute of Higher Education of Public or Private also expected to be a shift of paradigm that is new to the teacher pre-service has a strong commitment, a lot of energy and patience in the face of the ills of the students, parents, and community. Based on this situation, practice professionalism established at the beginning of the assignment as a teacher can form the leadership of the teachers in the future (Katzenmeyer & Moller, 2009).

Theory and Concept of Professionalism

The concept of professionalism related to act professionally, the quality of what teachers do, conduct, manner, attitude and the principles and values that guide their behavior to them (Danielson, 2011). Professionalization process related to be a professional and be associated with the way teachers are seen by others, status, position and level of their remuneration. The table below shows a comparison of the four theory and concept made by scholar in in the field of professionalism.

Hall's (1968)	Hoyle (1980)	Hargreaves (1999)	Snoek (2009)
This theory and concept more focus at the individual level and organizational level. Five attributes as being important. It is the use of the professional organization as a major referent, belief in service to the public, belief in self-regulation, sense of calling to the field and autonomy for decision	Professionalism describes the quality of practice. It describes the manner of conduct within an occupation, how members integrate their obligations with their knowledge and skill in a context of collegiality, and their contractual and ethical relations with clients. It	Four broad historical phases in the changing nature of teacher professionalism, argues that this struggle is a phenomenon of what he has termed the "post-professional age". This age embeds professionalism in an era of postmodernity but still draws on residual elements from	Elements that contribute to the professionalism of teachers: (1) Knowledge: (a) Thorough knowledge of the subject (b) Thorough knowledge of the teaching and learning

<p>making.</p> <p>Four of organizational level is the autonomous individual in private practice or business where the professional is his own boss, the autonomous professional organization in which the work of the professional is subject to his own rather than to external or administrative jurisdiction, the professional as an employee subordinated to an externally derived system, with considerably lessened professional autonomy and the professional working in a department which is part of a large organization.</p>	<p>also placed more emphasis on the individual aspects, preferring to define professionalism as the extent to which one is committed to one's profession, and noting that individual members can vary in the degree to which they identify with their profession and endorse its values.</p>	<p>previous ages.</p> <p>(1) The pre-professional age is where teaching was viewed as a common sense craft and good teachers were those who could manage a classroom and get their message across to their students.</p> <p>(2) The age of professional autonomy is period was characterized by teacher claims to professional expertise.</p> <p>(3) The age of the collegial professional is professionalism in this age was characterized by role expansion where focus extends beyond the individual teacher and classroom.</p> <p>(4) The post-professional age is marked by a struggle between forces intent on professionalizing teaching, and others who wish to redefine teacher professionalism in more positive ways that are flexible, far-reaching and integrated in nature.</p>	<p>process</p> <p>(c) Thorough knowledge of society, policy and organization in education</p> <p>(2) Skills:</p> <p>(a) Able to communicate and discuss educational issues with a wider audience.</p> <p>(b) Able to account the quality of work to the outside world.</p> <p>(c) Able to conduct research within the practice of schools o Able to contribute to collaborative learning of professional communities.</p> <p>(d) Able to translate outcomes of educational research to innovations in the classroom.</p> <p>(3) Attitudes:</p> <p>(a) Dedicated to the learning of pupils</p> <p>(b) Committed to the profession and the collective group of professionals</p> <p>(c) Willing to contribute to the collective</p>
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			<p>knowledge of the profession</p> <p>(d) Committed to the ethical code of the profession and the integrity</p> <p>(e) Willing to account the quality of work to the outside world</p> <p>(f) Focused on continuous professional development</p> <p>(g) Focus on improvement and innovation of teaching</p>
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Based on the comparison of four theories and concepts put forward by scholars, it can be concluded that pre-service teachers not only need to have professionalism in individuals even within the organization and outside the community. All four theories and concepts clearly show one thing in common which is the role of teachers in shaping professionalism in education is very important. In addition, the practice is seen to increase the professionalism of the teaching profession in the organization and the individual in a statement Hall's (1968). Second, Hoyle (1980) stated that in establishing professionalism must have knowledge, skills and behaviours that can foster cooperation and commitment in the field of teaching. While Hargreaves (1999) focuses on four levels of professionalism that must be formed by pre-service teachers to become teachers in service. While Snoek (2009) focuses on the elements that make up the professionalism of teachers as knowledge, skills and personality.

In forming the pre-service teachers professionalism practice, said that the concept of professionalism of teachers and teacher education have a strong relationship. This professionalism is in the heart of what it means to be a teacher and as it is important to teacher education, especially pre-service teachers. To be an educator, they must accept the concept of professionalism. Aspect of professionalism is evident in the practice of professional educators.

Conclusion

Professionalism that must be practiced by pre-service teachers and its interdependencies between the values, personality and knowledge in shaping the practice of professionalism to

produce the quality teacher. If the pre-service teachers have a professionalism, their souls will always strive to produce professional work one day when venturing into the teaching profession. The practice of teacher professionalism can be seen as a necessary requirement exists to pre-service teachers to produce qualified teachers in the future. Awareness of all parties to the rapid changes in the education system and the role to be played by teachers to innovate themselves according to the changing times.

Acknowledgement

This study is under the biggest grant of the university, Sultan Idris Education University, Niche Research Grant Scheme (NRGS): 2014-0001-107-82-4 for project 4: Teacher Leadership.

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