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EXPLORING THE PEDAGOGIC COMPETENCES OF PROSPECTIVE TEACHERS IN INTERNATIONAL TEACHING PRACTICE

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Background

As a developing country, most countries in Asia are very concerned with education because of its role as one of the benchmarks of a country's progress (Westbrook, 2013). If the country wants to be more advanced, they must guarantee their citizens get decent education. To be able to provide proper education, the country must ensure that their teaching staff are also eligible. So it has become an obligation for the higher education program (university) to create prospective teachers who are superior, tough and creative.

There are two benchmarks in assessing a good teacher, based on appearance or based on ability (Kortaghen, 2004). Assessment based on ability is a topic that widely discussed lately because of the huge indicators that must be used and their effects that can be seen directly in the teacher's appearance (Hakim, 2015, and Kortaghen, 2010). If the teacher's abilities are qualified, the teacher's appearance will be professional. Of course prospective teachers need to not only be taught how to design learning, but the most important is to introduce them to direct field experience or do the teaching practice in the school (Kortaghen, 2001).

International Teaching Practicum (ITP) provides an opportunity for prospective mathematics teachers in Indonesia to develop their own potential by carrying out mathematics teaching practices outside Indonesia, namely in Penang, Malaysia.

Research Purpose

The aim of this research is to describe the pedagogic competences of prospective mathematics teachers in the learning process during carrying out teaching practices in the ITP program.

Research Methods

- This research is a descriptive study with a qualitative approach with phenomenology design. Phenomenology studies conscious experience as experienced from the subjective or first person point of view.
- There are two subjects in this study, namely S1 and S2. S1 from STKIP PGRI Jombang and teach at SMK Bukit Jambul, Penang, Malaysia. Since S2 from IKIP PGRI Bojonegoro and teach at SMK Pauh Jaya, Malaysia.
- The instruments used in this study were observation sheets and interview guidelines.
- The validation done by source triangulation, by comparing data between lesson plan, reflective journal and interview results.

Table 1. Research Focus of Pedagogic Competences

Step	Indicators
Preliminary	Prepare students for learning and apperception activities
Core Activities	<ol style="list-style-type: none"> 1. Mastery of learning material 2. Learning strategy/ approach 3. The use of learning media 4. Learning that triggers and maintains student involvement 5. Assessment of learning processes 6. Use of language
Closing	Reflection or summarizing by involving students and carrying out follow-up

Data Collection

Observing the learning process

Interview with subject and the teacher

Comparing interview result with lesson plan and reflective journal

Data Reduction

- After comparing the data, we do the reduction for some matter that is not related with the indicator. For example, in reflective journal noted some their analysis from the learning process that day. They write not only to answer the indicator here but also kind of what will they do for the next learning process.
- In this step, we just want to make sure that the data was valid due to the sources comparison that fit with the indicator. And the result show that the data was valid.

Data Presentation

- S1 do the preliminary as write in the lesson plan, she use media to stimulated the student to get what the topic. Student look enthusiast since the media was given by the teacher to their table and they can use it.
- S1 in core activities look very confident and showed the competences in understanding material. She choose to use discovery learning as the strategy for the learning process. Since she fit up the strategy to the media, she can easily deliver the material to the student. Student was divided into some groups so that they can discuss the media to get the material. This combination of strategy and media could get the student intention and participation. Student looks very enjoy and always involves in every activities. During the group discussion, S1 give them some question to control the class activities and to make sure they get the material. S1 always use English during the learning process sine the school was use English in daily. Even though she find some difficulties in speaking and understanding English (because of the dialek) she can manage to teach them by the media she used.
- Before close the class, she will give the student one question to be answered by the class. With the answer, she used to make conclusion that involved the student's and give them some follow up.


Data Presentation

- S2 do the preliminary with telling story to get the students motivation. In the beginning she will divided the student into some team and then tell them the rule of the game that day. In the lesson plan she have manage to choose the strategy and do the execution since the beginning.
- In the core activities, S2 follow the strategy to do the learning process. She show a high confidence since she can use bahasa that close to student language, and deliver the material in harmony. This time she uses STAD. After deliver the material, each team get some question and have to solve it. The student have to present the answer for each question to the front of the class. S2 can use bahasa since the school not use English as daily language. Even though she use bahasa, the student look enjoy and actively involve in every step of the learning process. It makes the learning process goes smoothly and actively. For the reward S2 give them applause and point that will use to increase the team achievement. More higher the point more reward the team can get.
- Before closing the learning process, S2 review the material by asking the student to make a conclusion. The conclusion was headed by their answer in the whiteboard.

Table 1. Explanation of the Implementation of Each Indicator by Both Subjects

Step	S1	S2
Preliminary Prepare students for learning and apperception activities	Always done using simple teaching media in every learning process	Always done using group formation in the beginning of learning process
Core Activities		
1. Mastery of learning material	Already competent, she uses to make correct simple media that fit with the material in every teach	Already competent, she uses to never give up to give student, the materials.
2. Learning strategy/ approach	Use the same methods in every teach (discovery learning)	Use the same model in every teach but different technique. (cooperative learning models)
3. The use of learning media	Always use media to support discovery learning models	Using simple media according to the cooperative technique needs
4. Learning that triggers and maintains student involvement	With learning media, the prospective mathematics teacher invites students to proactively find material with direction given.	With a cooperative model, prospective mathematics teacher invites students to actively discuss with their peers and discuss
5. Assessment of learning processes	At least there is one question for exercise that is done by students	At least there is one question for exercise that is done by students
6. Use of language	Must use English and use more mathematical language and use teaching aids to clarify.	Must use Malay language along with Indonesian language and emphasize more on instructions / information to students to clarify.
Closing Reflection or summarizing by involving students and carrying out follow-up	Always done by using learning media and exercise that have been completed by students.	Always done by utilizing the emphasis on the results of the exercises that have been done.

Conclusion



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Thank You