



ENGLISH TEACHERS' PERCEPTION ON THE IMPACT OF PRE AND IN-SERVICE TRAINING

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Abstract

Numerous efforts have been undertaken by not only the government but also other institutions to reach the goal of enhancing teacher professionalism. Pre-service and in-service training are examples. However, there is a need to see teachers' perception of the effects of joining such training and see what issues emerge related to the training. This paper attempts to answer all these needs by giving the results of interviews with the vice principal of curriculum, English teachers, and students of SMKN 3 Malang. This research employs narrative inquiry research. The research uses the interview to collect data from the vice principal of curriculum, three English teachers, and students who are taught by the teachers. The results showed that pre-service and in-service training give positive impacts on the professional development of the teachers at SMKN 3 Malang. Issues related to the training appear in some forms. Teachers' unpreparedness in teaching vocational school students due to the lack of training about ESP that should have been taught more at university. Therefore, government or universities need to provide more pre-service training for student-teachers, not only about teaching general English but also English for special purposes. The researchers also perceive that it is not exaggerating for vocational schools to give more training on ESP to the teachers before they are hired. Also, the teachers worry about the correct format of the recent curriculum and lesson plan taught in some in-service training.

Keywords: Teachers' perception; pre-service training; in-service training

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INTRODUCTION

The success of the teaching and learning process in a classroom is undoubtedly influenced by the teacher's performance and quality. Such performance and quality can be shown by any professional teachers (Murkatik, Harapan, & Wardiah, 2020; Fukkink, Helmerhorst, Gevers Deynoot-Schaub, & Sluiter, 2019). Hartley and Whitehead in Adnyani (2015) states that to be a professional, one has to acquire a set of skill through competency-based training which enables them to deliver a customer-led service in compliance with accountability procedures collaboratively implemented and managerially assured. Regarding the previous statement, two points are worth to be noted: a set of skills and competency-based training.

Teachers nowadays must be equipped not only just teaching skills but also with other skills that can affect their teaching performance. A set of skills that must be owned by a teacher is the skill of teaching (dealing with methodology), assessing, managing the classroom, as well as approaching students personally when needed (Chandra, 2015; Aelterman, Haerens, & Soenens, 2019; Archambault, Leary, & Rice, 2022). Another interesting thing to be discussed is competency-based training. Competency-based training refers to any training that is based on competencies that must be owned by someone regarding their profession (Holmes, Tuin, & Turner, 2021; Moti, Olana, & Bekele, 2022).

At this point, it can be seen how crucial having training is for all teachers for the sake of their professionalism. Without professionalism, it is unlikely to happen that teachers can bring any significant difference

to students' achievement. As stated by Adnyani (2015) teacher's competence affects students' achievement and can determine differences in students' learning and a teacher also can make a bigger difference to students' educational success than most other variables.

Numerous efforts have been undertaken by not only the government but also other institutions to reach the goal of enhancing teacher professionalism. Pre-service and in-service training are examples. However, there is a need to see teachers' perceptions of the effects of joining such training and see what issues emerge related to the training (Kebritchi, Lipschuetz, & Santiago, 2017; Tondeur, Aesaert, Prestridge, & Consuegra, 2018; Mumford & Dikilitaş, 2020). This paper attempts to answer all these needs by giving the results of interviews with the vice principal, English teachers, and students of SMKN 3 Malang.

RESEARCH METHOD

This study conducted narrative inquiry research. The study was carried out in the SMKN 3 Malang Indonesia. It used the interview to collect data from the three English teachers, the vice principal of curriculum, and several students who are taught by the teachers. In choosing the students, the researchers use random sampling from each class in which each English teacher taught. The three English teachers taught grades tenth, eleventh, and twelve. Specifically, the study aimed to (a) describe teachers' perception of the impact of pre-service training, (b) describe teachers' perception of the impact of in-service training, (c) students' opinion about the teachers' competencies, and (d) issues related to pre-service and in-service training.

FINDINGS AND DISCUSSION

Teachers' Perception of the Impact of Pre-service Training

Pre-service training is a program provided for teachers' candidates to develop their professionalism. Such training could be provided by the government, the university where the teacher candidates study, or even any other institution. Several kinds of pre-service training provided in Indonesia are PPL (*Praktik Pengalaman Lapangan*) or teaching internship, *diklat pra-jabatan* or education and training program, PPG (*Pendidikan Profesi Guru*) or teacher profession education, and seminars as well as workshops whose main focus is to help the teacher candidates develop their professionalism.

Based on the findings, all the English teachers at SMKN 3 Malang had gone through PPL before they even started working as teachers at SMKN 3 Malang. PPL itself is an obligatory pre-service program provided by any education department where the student teacher conducts teaching practice for a certain length of time. In this program, student-teacher can learn everything related to teaching professionalism.

The next program is PPG. PPG itself is a one-year professional development program for the pre-service teacher to prepare graduates who hold Bachelor's Degree from education and non-education university and have talents and interests as teachers to master full teacher competencies based on national standards to be able to obtain a certificate of professional educators in early childhood education, primary education, and secondary education (Regulation of Minister of Education No 87 in Adnyani, 2015). According to the findings, no one of the English teachers at SMKN 3 Malang has attended PPG. Caused the program of PPG itself was firstly mandated by the government in 2010 (Widiati, 2015), whereas the English teachers at SMKN 3 Malang started working as a teacher in 2001 (English Teacher 1 or ET1), 1987 (English Teacher 2 or ET2), and 1990 (English Teacher 3 or ET3).

All English teachers at SMKN 3 Malang have been officially appointed as civil servants. Therefore, it can be concluded that all of them have joined *Diklat Pra-jabatan* although one of the teachers (ET1) did not mention that he has joined it in the interview. Based on ET3's perception, *Diklat prajabatan* gave her more reinforcement about Pancasila, UUD 45, school rules, and how to be a disciplined teacher. *Diklat-prajabatan* is initiated to build the character of the trainee. *Diklat pra-jabatan* itself is a process of organizing learning and teaching to improve the ability of civil servants (*Peraturan Pemerintah Republik Indonesia Nomor 101 Tahun 2000*). It is provided by the government of Indonesia and is obligatory for those who are going to be officially appointed as civil servants.

Another in-service training that is perceived to influence teachers' professional development is PPL (*Praktek Pengalaman Lapangan*) or teaching internship. According to the interview excerpt, English teachers at SMKN 3 Malang supposed that PPL gave them a positive impact on their professionalism in a way that it helped them enhance their understanding of teaching methods, classroom management, assessment, and even school administration, and management. PPL itself is an obligatory program mandated by the education department at any university in which the students have a short-term internship teaching at schools. ET3 said that PPL which now takes only about one and half months to be completed used to take six months (one semester) to be completed.

Lastly is about workshops and seminars joined by the teachers. There were not many workshops or seminars that had been joined by the teachers before they started teaching. ET2, for example, had only joined one seminar, and ET 3 had joined the education and culture seminar also hotelier seminar.

In conclusion, based on the perception of English teachers at SMKN 3 Malang, pre-service training gave positive impact on their professional development. It helped them gain more knowledge and experiences about

how to teach, as well as improve their readiness to be the real teacher, manage a classroom, and build their character based on Pancasila.

Teachers' Perception of the Impact of In-service Training

While pre-service training is conducted before the teachers teach, in-service training is a short-term workshop or course which implemented when the teachers already teach in institutions or for employed teachers (Cochran-Smith & Lytle, 2001; Aydın, Sağlam, & Alan, 2016). In-service training is one of the opportunities for teachers to improve their professional development. The purpose of in-service training is to improve teachers' knowledge, skills, and commitment of teachers therefore teachers become more proficient in planning lessons, using a variety of effective methods and techniques in teaching, and supervising students' learning (USAID, 2011). The activities of in-service training can be in the form of a seminar, workshop, training, etc.

During the interview with the vice principal of curriculum and three English teachers, it was found that there are some important aspects to be taken into account. As mandated by school regulation, all teachers had to join in-service training at least once a year, all English teachers at SMKN 3 Malang have joined in-service training in many forms. SMKN 3 Malang itself also organized an annual program entitled 'In-house training' in which the teachers of any subjects are trained by trainers or practitioners from outside the school. This program enables the teachers to gain some knowledge and experiences related to the latest topics of pedagogy and education. Some of the trainers or practitioners are invited from local universities (Universitas Negeri Malang, Universitas Brawijaya, etc.), experts from a related field (cooking, hotelier, pastry, etc.) as well as practitioners from another country (a trainer from Thailand). This is in line with the point of teacher professional development which can be institutionalized through the professional development of school administrators (USAID, 2011).

Besides, for the professional development of teachers, PNS (government employees) teachers need to fulfill the requirement of Credit Number of PNS Teachers (*Angka Kredit Guru PNS*). According to Regulation of *Menteri Pendayagunaan Aparatur Negara* Number 84/1993 as listed on *penetapan angka kredit (PAK) guru PNS* No. 16/2009 about Teachers' Functional Position and the credit number, chapter 2, Credit Number of PNS Teacher is a scoring unit of every activity or accumulation of item activities which have to be achieved for a teacher to develop his/her carrier and position. The credit number must be fulfilled by certified teachers annually.

English teachers' at SMKN 3 Malang opinion on in-service training was positive, for in-service training which they have attended gave useful and positive impacts on their professionalism. For instance, ET2 obtained more knowledge about item analysis after attending a workshop on Computer Adaptive Test (CAT). She stated that this kind of workshop helped her make better test items for students. Furthermore, she could administer a good test which then effectively assesses students' competencies. She also hoped that in the future the workshop about assessment and Computer Adaptive Test (CAT) would be held once again. This is similar to the role of in-service training according to USAID (2011) which states that in-service training helps teachers acquire their new knowledge about subject matter content, teaching skills, and assessment methods required to implement an existing or new curriculum.

Another example from a teacher in in-service training, ET3 attended a national training workshop about culture and religions held by Tony Blair Faith Foundation and UNESCO. After attending this workshop, she continued the program by making a weekly school activity that facilitates students to share the values of different cultures and religions in some countries in Asia. The students would have a teleconference video with people from different countries in Asia. During this activity, the students could share and gain cultural values from other countries. This activity showed that the activity that the teacher experienced during the workshop can be applied and continued in school even after the workshop ended.

Students' Opinions about the Teachers' Competences

The researchers asked three students from classrooms which the teachers teach. In total, there were nine students. This semester, students were mostly taught by PPL teachers. They were still taught by their own English teachers for 3 meetings. To choose the students to be interviewed, random sampling was used. As result, the students of ET2 and ET3 showed positive responses to the way the teachers teach them. According to the students, ET2 and ET3 used media like PowerPoint presentations to deliver the teaching materials. The atmosphere of a classroom of ET2 and ET3 is fun. Students of ET2 added that ET2 sometimes told a funny story during teaching activities. On contrary, the students of ET1 showed fewer positive responses toward ET1. The students stated that ET1 only teaches using the lecturing method. They found it boring to follow the lesson. They also added that they do not understand the ET1's explanation. Although one of the students ever complained about the way he teaches, the teacher gave no response.

Issues Related to Pre-service and In-service Trainings

As we know that pre-service training is considered an important stage to prepare teachers to enter the new world of teaching. This preparation program is applied to give prior knowledge to the teacher to master all competencies needed to create successful teaching. However, there is still an issue that emerged after pre-service training is given.

Two of the three English teachers considered that teachers had to get more knowledge about ESP (English for Special Purpose). One of them, ET 1, even said that there were not any lectures on teaching ESP when he was taking his Bachelor's Degree. Instead, the pedagogic only focused on teaching general English. It did create a problem for him when firstly taught at SMKN 3, a vocational school that needs ESP. ET1 wished that there is an induction program provided by, especially vocational schools for new teachers. The other teacher, ET2, also suggested that there must have been some additional training provided before she started teaching since all she learned from university was mainly about theory. She also hoped that in the future there will be provided such additional training for future teachers to practice teaching more, therefore they would not get overwhelmed when it came to teaching for the first time. This is, of course, a problem when teachers are not confident due to the lack of practice. They may discover that the school may exclude the implementation of the new approaches they implemented (Farrel, 2012). It can be worse with the isolation the teachers may feel since they are left alone to continue their duty without any direct support (Kuzmic, 1993; O'Brien, Adamakis, O' Brien, Onofre, Martins, Dania, Makopoulou, Herold, Ng, & Costa, 2022). It all happens because there is a gap between the pre-service training prepared and the real classroom condition.

To overcome this problem, bridging the gap is important. Bridging the gap by conducting the next service language teacher development prepare this kind of teacher with reflective practice opportunities during teacher preparation courses which can be continued into his first years. Especially for vocational high school in which English is different from English in senior high school. Vocational schools should provide an induction program where the teacher candidates could have some time to learn ESP. In this program, teachers can take responsibility for their development by involving in reflective practice during their first year so that they can manage and evaluate the problems and issues they face. Take one example of teachers in Europe that are obliged to join the systematic program of support (induction) during their first years in the profession (Caena, 2011). After the induction phase, all teachers need to be engaged in a continuous process of assessing and developing their competencies further.

The other issue is related to in-service training. In this case, in-service training on how to design a good and correct lesson plan based on the latest curriculum still give confusion for teachers. The form of the lesson plan has changed several times during the change of education minister. To conduct teaching in the classroom, a teacher needs good preparations such as a lesson plan. The lesson plan should be developed by the teacher as a guide or direction for all activities done by the teacher and students in the classroom to achieve one or more specific competencies appropriately and effectively (Navarro, Zervas, Gesa, & Sampson, 2016). However, some teachers may still have difficulties in developing an effective and systematic lesson plan for teaching. They tend to imitate or even copy the ones provided in the textbook and internet. The difficulties to develop a good and correct lesson plan can be influenced by several factors such as the lack of time because of the high load of teaching, the lack of ability in matching students' aptitude or ability and appropriate method of teaching, the difficulty in developing lesson plan related to students' differences, the difficulty in developing lesson plan related to students' encouragement to be active learners based on the recent curriculum, and the lack of ability in matching teaching technique and students' learning style (Mulyani, 2013; An & Carr, 2017). Here, the teacher realizes that she should make a high-quality lesson plan which enables the students to learn something new and enjoy the teaching and learning process as well. Therefore, she hopes the government can provide clear in-service training on how to design a good and correct lesson plan.

CONCLUSION

Pre-service and in-service training give positive impacts on the professional development of the teachers at SMKN 3 Malang. Issues related to the training appear in some forms. Firstly, it is teachers' unpreparedness in teaching vocational school students due to the lack of training about ESP that should have been taught more at university. Therefore, the government or universities need to provide more pre-service training for student-teachers, not only about teaching general English but also English for special purposes. The researchers also perceive that it is not exaggerating for vocational schools to give more training on ESP to the teachers before they are hired. Secondly, it is teachers' worries about the clear format of the latest curriculum lesson plan taught in some in-service training.

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