

Emancipated Learning: Bridging Universities and Schools for Future Teacher Education

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Abstract. This reflective conceptual research aims to propose two strategies to meet the expected outcomes future teachers as a continuum from B.Ed. Programs (universities or LPTK), Teacher Education Professional Program (transl. Indonesia: PPG), and work place (context: schools), providing opportunities for students to engage with real-world experience at future work place. Data were obtained through benchmarking and focus-group discussion. Descriptive qualitative was used to analyze data on sentence phrases, paragraphs and observation results that are relevant to the focus of the study. There are two main concepts Bridging B.Ed. Students (teacher candidates) with future work place (schools) as early as possible during their time at university and comprehensive planning to implement thematic programs. Some strategies recommended to meet the expected results of future professional teachers, namely: (1) introducing from an early age the work environment (school) to prospective teacher students; (2) reorienting and restructuring the curriculum; (3) maximize the arrangement of a 4-year study period; and (4) involve LPTK for the recruitment process of prospective teachers. The implications of this policy are one of the references in planning follow-up actions for the preparation of future teachers.

Keywords: Emancipated learning \cdot teacher education institute \cdot teacher education professional program \cdot Schools

1 Introduction

Bridging universities and schools for the education of future teachers is one of the roles of LPTK. Unesa as LPTK is obliged to produce qualified graduates, especially professional teachers [1]. In line with this phrase, the professional development of teachers and preparing pre-service teachers are important [2] dalam pendidikan arus utama telah menyaksikan gelombang perhatian pada proses pemikiran guru dan pengetahuan pedagogis [3]. Thus, the success in improving the quality of education in Indonesia will largely depend on the ability of teacher education programs to recruit qualified school graduates [4]. In this regard, the global discourse affirms the importance of teachers and teaching along with the important role of teacher education in advancing the improvement of the quality of education.

Over the past decade a worldwide document on education emphasizes the importance of high-quality teacher education that ensures the proper acquisition of teacher competencies [5]. The choice of university educational programs is a decisive moment in the life of young adults [6]. Development of student potential, teachers need to guide by developing student skills [7]. To increase productivity in online learning, traditional classroom learning along with student learning styles and behaviours should be considered to achieve effective personal learning.

Being a teacher requires the ability to work with difficult behaviours—not only from students and parents but also colleagues [8]. The success of students in schools largely depends on the quality of teachers and this has led to a growing government focus on the quality of teacher education programs and the production of quality teachers [9]. Teacher education and the knowledge and professional competence of teachers have received much attention in recent decades to reevaluate teaching programs and assess the performance of trainees.

By emphasizing teacher preparation, not only is the activity the authority and responsibility of the Teacher Professional Education Program (PPG) but its activities are integrated with the S1 Education Program at LPTK. With how LPTK's strategy in creating innovations to develop teacher education emerged, several discussion ideas emerged, namely the need for (1) a nationally integrated teacher 'procurement' mechanism, (2) innovative alternative models were developed in PPG, (3) more selective actions in the selection of PPG student admissions, (4) improving the quality of the PPG learning process, (5) guarantees for PPG graduates as competent entry-level teachers, and (6) an ongoing evaluation is carried out to see the effectiveness of PPG.

The quality of teacher education as a target indicator of what to look for in the training of future professionals [10]. Recent research in teacher education in the future changes in the nature of knowledge and changes in technological capabilities [11] absolutely mastered by educators. The author once conveyed gagasan at the LPTK leadership meeting on March 14, 2021. There are three themes that are at the same time as a basis for supporting the revitalization of future teacher development, namely (1) designing and preparing future teachers based on Indonesian educational philosophy, (2) implementing the concept of independent learning in the development of teacher education, and (3) encouraging LPTK to create innovations in developing teacher education. Based on Indonesia's educational philosophy, future teachers should (1) view children with respect, (2) teach and educate holistically, and (3) teach and educate relevantly. This principle is based on the philosophy initiated by the Father of Indonesian Education Ki Hajar Dewantara "*ing ngarso sung tuladha, ing madia mangun karsa, tut wuri handayani*".

The research question in this study is whether strategies meet the expected outcomes of future professional teachers. The implications of this policy are one of the references in planning follow-actions for the preparation of future teachers.

2 Methods

This research approach is categorized as descriptive qualitative interpretive which is carried out to explore a variety of strategies to meet the expected outcomes of future professional teachers based on short courses at Michigan State University (MSU) in the United States. The main instrument in data collection is the researcher himself who is at the same time a key instrument. The data used are in the form of sentence phrases, paragraphs and observation results that are relevant to the focus of the study. Descriptive qualitative is used to analyze data or represent the data obtained.

3 Findings and Discussion

Future teachers as an educational continuum project. It is interesting to look at some of the descriptions and discussions that we can learn from the short course activities at Michigan State University (MSU) in order to benchmark the number one educational college in the United States. The activity, which was designed and initiated by the Directorate General of Teachers and Education, is intended to obtain good practices in teacher governance, starting from the preparation of teacher candidates, improving teacher competencies, careers, welfare, and protection as well as building international networks for the development and strengthening of teacher preparation, not only is the activity the authority and responsibility of the Teacher Professional Education Program (PPG) but its activities are integrated with the S1 Education Program at LPTK. In a broader dimension for the preparation of teacher personnel, it is a continuum of activities starting from the S1 Education Program which is continued with the PPG Program.

Of the many recommendations for these activities, in this paper I deliberately put forward four efforts, namely (1) introducing from an early age the work environment (school) to prospective teacher students; (2) reorienting and restructuring the curriculum; (3) maximize the arrangement of a 4-year study period; (4) involve LPTK for the recruitment process of prospective teachers. Exposure in more detail is presented as follows.

3.1 Introducing Schools Setting as Early as Possible for B.Ed. Students

Improving knowledge, skills, and experience in various fields emotionally and professionally is one of the achievements after graduation [12] or working in the sector they live in. Introducing from an early age the work environment (school) to prospective teacher students will bring students closer to the real world of work that exists in the community (outside the campus). In this case, the college places itself in a position of being noble, tasty, and pleasant; creating a solitary space, which is foolish towards the things that happen around it. Of course, extreme facts like this do not fully occur in universities in Indonesia in the recent development era.

Changed the mindset as well as the policy of the college with the activity of studying 3 semesters outside the study program with details of 1 semester outside the study program but still inside the same college and 2 semesters off campus, although both are voluntary, requiring the college to prepare schemes that meet the demands of some or most students who want it. Universities must get closer to the world of work in a longer period (which may have been practised so far but in the span of a few weeks or maybe even a few days). This pattern of bringing this closer is done by sending students (learning) outside the

campus and can be strengthened by bringing in off-campus practitioners/professionals to teach/provide training on campus.

The Emancipated Learning Curriculum (MBKM) policy as enacted by the Minister of Education and Culture is a new national educational framework to respond to various changes during the disruption era as indicated by the global pandemic [13]. The MBKM policy is believed to be in line with the idea as proposed by the Indonesian Founding Father of education in his two books where one of the desired goals of education in Indonesia is to prepare free and self-resilient human being [14]. Therefore, Teacher Education Institutes (LPTK) ideally should have school laboratory, as it happens at the medical education that is required to have educational hospital; it is believed that the presence of the school laboratory is to manage an integrative manner in the education. The introduction of students to the school can begin in the 2nd semester. All courses will basically be able to be attributed to direct activities in the field (School of Education).

For example, the Pancasila Course as a national compulsory course, which people think is too far related to field activities, can actually be managed for this purpose. When taking the course, this 2nd-semester student can be deployed for 1-3 weeks to school to be assigned to make observations and take data in mini-projects, for example, related to classroom learning. Assignments/questions that need to be answered through data, for example, whether the teacher has provided an example of the application of Pancasila values in learning activities in the classroom, whether the teacher has a work program related to the practice of Pancasila values in his students, whether students (who are in the field) can see the shortcomings that occur in learning, what are the ideas/opinions of students if the person concerned later becomes a teacher related to the content of the Pancasila course which he was going. Data mining related to student activities at school (outside the classroom) can be guided by questions/assignments, for example, whether student activities have shown the values of Pancasila-an (can be described in more detail), if the student later becomes a teacher does the person concerned have an idea how to optimize the role/contribution of this course in creating communication/interaction in the school environment (outside the classroom). Questions and tasks can be developed even more widely. Similar things can be developed for other courses that students are taking. With this strategy, students from the very beginning have been induced to know their 'prospective workplace' environment. The attitude to appreciate the positive values of 'prospective teacher' students towards the 'prospective work environment' has been started early.

In advanced semesters the curriculum needs to regulate what activities students should do at school. Students of the Education Study Program also need to be moved to get to know the social life of teachers. They may be tasked with digging up data on what activities teachers do at home and in their communities, whether related to social, religious, or other activities. Data can be unearthed through interviews, questionnaires, or if possible through observation of certain teachers. Here we hope that the spirit of 'teaching' for prospective teachers begins to take shape. Questions/assignments can be directed to 'assess' the teacher's activities (whether according to the student's assessment the teacher's social activities are 'appropriate' or vice versa) and they are asked to provide solutions if there is a problem; students can also be asked to initiate how ideally the teacher's life is social. This will have an impact on instilling a commitment to the lives

of prospective teachers. Subsequent tasks can be directed related to school management. Of course, this is done for other courses.

3.2 Curriculum Re-orientation and Restructuring

The participation of teachers or pre-service teachers in curriculum development has not received adequate attention [15] by exploring local wisdom and its resources [16]. In general, curriculum development as a dynamic relationship between the objectives, content, teaching and learning process and elements of evaluation of educational programs [17] to achieve learning objectives. With the curriculum, it can be easier or help the teaching staff in teaching [18]. Some education systems follow the curriculum to access "strong knowledge".

The curriculum is the main discipline or field of study in higher education and the curriculum is then the field in which people work and the disciplines that will be taught [19]. As the curriculum is adhered to as the guideline to manage the academic standards in educational institutions, study programs at LPTK should be carried out through a process of reorientation and restructuring for this purpose. The curriculum should not only be interpreted as the content of a series of study substances within a certain time, but also regulate how the learning process takes place, how to evaluate learning outcomes, and the overall learning program, as well as all professional activities. To accommodate the above activities, it is necessary to make adjustments to the curriculum of the Education Study Program, both related to the substance of the study; it is important for the university through the respective study programs to accommodate the off-campus activities as proposed by the Ministry relevant to the profile of the graduates of the Education Study Program, the learning process, and so on. The direction or orientation of the curriculum should be adjusted to the expected profile of graduates, which, of course, must correspond to the basis of educational philosophy.

3.3 Maximizing the Four-Year Study Period Setting Through Thematic Programs

Effective time management is associated with greater academic performance and anxiety levels, yet many students find it difficult to find a balance between their studies and their daily lives [20]. If we look at the the ideal study period for the undergraduate programs, which is designed for four years, we may classify for how long the students have to spend on the campus within the four-year academic period. Referring to the national standard of the academic meeting, students just have to spend about four months in one academic semester at the campus; the rest of the academic calendar would be unstructured off-campus activities, e.g. holidays or community engagement only for those who are active at the organizations. The fact, if the four-year undergraduate program is managed optimally, such as through the structured off-campus activities of MBKM programs, it is sufficient to produce professional teacher candidates.

With this calculation, there is a period of 2 months multiplied by 8 semesters or 1 year and 4 months which has been used for 'semester change holidays', which can be used to strengthen the creation of professional 'perspective teachers'. That is, can we manage the time of 1 semester period to be more effective? The remaining two

months, which have been a transition period (widely used by universities to open short semesters/intermediate semesters, but not all universities do it) can be used for students to do activities at the School of Education. The end of the lecture does not have to be during the UAS period as it has always been. The lecture period of 1 semester can be extended to 20 meetings with part of the study period (4–5 weeks) to do activities at the School of Education for 7 semesters. The arrangement of the learning period per semester can be a solution to complaints of lack of 'material' that is often raised by lecturers.

3.4 Involving LPTK in the Recruitment Process of Prospective Teachers

The 21st century has been running for a decade in a pluralistic society, but the development of the world of education has been perceived as a very rapid change, even a fundamental change in learning [21]. In this regard, the recruitment of prospective teachers is a series of ongoing activities, starting from the input process, internal processing, outputs, and outcomes, the preparation of prospective teachers starts from the recruitment process of prospective students. So far, LPTK involvement has been limited to three processes at the beginning. In the selection process for new students as part of the input process, lptk is currently unable to colour its characteristics. The process is controlled by the LTMPT for State Universities. LTMPT is unable/(want to?) to distinguish the entrance selection test for prospective students of the Education Study Program and the general study program. If in this initial process, prospective students who have the talent and interest to become teachers can be selected through the scholastic test (aptitude-interest test), we will educate students who are right on track. It feels like, currently, the number of prospective students of the Education Study Program (based on registrant data from year to year shows a significant increase) is very abundant to be selected/selected with good quality (appropriate talents, good academic abilities, and motivation to become a supported teacher).

Meanwhile, internal processes concern learning management, one of which provides the experience of prospective teacher students to always be close to their world of work (School of Education). That way, it is hoped that the output (graduates) of quality as novice teachers can be guaranteed. The next level of education process is PPG. If this PPG is designed linearly with the S1 Education Program, with input from these graduates (S1 Education), the quality of PPG graduates will be guaranteed quality by being pinned with the predicate as professional novice teachers. This program will be more meaningful if students are socialized and the cost of education is borne by the government. Next is the granting of LPTK rights or authority to recruit truly qualified PPG graduates based on the results of the upbringing of the PPG as part of the last process, outcome.

4 Conclusion and Suggestions

Conclusions or recommendations of strategies as an effort to meet the expected results of future professional teachers, namely: (1) introducing from an early age the work environment (school) to prospective teacher students; (2) reorienting and restructuring

the curriculum; (3) maximize the arrangement of a 4-year study period; and (4) involve LPTK for the recruitment process of prospective teachers.

We hope that this study will have an impact and reference in the form of efforts to improve the education of future teachers is one of the roles of LPTK. Future studies are recommended on the practice, evaluation, and development of curriculum in the Indonesian context and adapted to the challenges of a dynamic era to prepare future teachers who are adaptive and able to answer the challenges of the times.

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