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**The Quest for Teacher Education Quality: Stakeholders' Views
in a Private and State Initial Teacher Education in Indonesia**

Pipit Novita

A dissertation submitted to the University of Bristol in accordance with the requirements for the award of the degree of Doctor of Philosophy (PhD) in the Faculty of Social Science and Law, School of Education, September 2022

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Abstract

The quality of four-year undergraduate Initial Teacher Education (ITE) in Indonesia has been a long-standing issue. Despite repeated calls for improvement, research studies in this context remain disconnected and fragmented. To address this gap, this study explores how stakeholders perceive the quality of ITE regarding strengths, weaknesses, and possibilities for improving the quality of teacher education. Using a mixed methods approach, data was collected from six types of stakeholders, including Deans, Heads of English Departments, educators, student teachers, teacher graduates, and their principals. Data collection involved surveying 409 student teachers and conducting 42 stakeholder interviews. Descriptive and inferential statistical analysis was applied to analyse the quantitative data, whereas reflexive thematic analysis was employed for the qualitative data.

The study investigated the quality of student intake, program quality, and graduate quality, considering the influential aspects identified in previous literature as key elements contributing to ITE quality. The factors explored included admission process, student motivation, career intentions, vision, coherence, practice opportunities, educator quality, monitoring, evaluation, teacher competencies, teacher challenges, teacher preparedness, and principal satisfaction. Contextual factors were also discussed to identify external factors that affect ITE quality within the institution or within the Indonesian context. The study focused on two high-quality ITE programs to provide insights on evidence-based practices to ITE programs in Indonesia with a similar context. English Departments were chosen since the effectiveness of English teaching in Indonesia were associated with the quality of English teachers graduating from ITE.

The study found that despite the good quality of educators, coherent programs, and a robust monitoring and evaluation system, ITE programs in the study are not yet fit for purpose and transformative. Deans and Heads of English Department emphasized the significance of stakeholders' feedback and embraced changes and challenges as opportunities for improvement. Educators were viewed as the most contributing factor to the quality of ITE, but there were issues with low-stakes admissions and a shifting purpose and content of the ITE program. Moreover, most student teachers did not view teaching as a career priority. Teacher graduates faced difficulties in classroom management and teaching methods, while principals indicated that teacher competencies are not the sole criteria to become teachers. Values, 21st century skills, a growth mindset, and critical thinking were identified as crucial for future teachers. The study concludes that an alternative approach called Intellectual-Based Teacher Education (IBTE) could enhance the quality of ITE by developing competent teachers who could thrive in the teaching profession, stay longer, and contribute to the quality of education.

The study makes an original contribution to knowledge by providing a comprehensive picture of the quality of ITE programs in Indonesia from multiple perspectives and aspects. The study provides valuable insights into evidence-based practices for improving ITE programs in Indonesia and those with a similar context. Although the study is limited in scope, this exploratory study is valuable due to the lack of previous similar research. Nevertheless, unjustified claims are not made beyond this context. The study highlights the need for ITE programs in Indonesia to align their policies and practices with a long-term vision to effectively prepare and improve the quality of teachers in Indonesia.

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Author's Declaration

I declare that the work in this dissertation was carried out in accordance with the requirements of the University's Regulations and Code of Practice for Research Degree Programmes and that it has not been submitted for any other academic award. Except where indicated by specific reference in the text, the work is the candidate's own work. Work done in collaboration with, or with the assistance of, others, is indicated as such. Any views expressed in the dissertation are those of the author.

SIGNED: Pipit Novita

DATE: September 2022

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List of Abbreviations

CATE	Coherence and Assignment Study of Teacher Education
HEI	Higher Education Institution
HOTS	Higher Order Thinking Skills
IBTE	Intellectual-based Teacher Education
ITE	Initial Teacher Education (Four-Year Undergraduate Teacher Education)
IQF	Indonesian Qualification Framework
M&E	Monitoring and Evaluation
OECD	Organization for Economic Cooperation and Development
PPG	Pendidikan Profesi Guru (Teacher Professional Education)
PGCE	Postgraduate Certificate of Education
PG	Postgraduate
TA	Thematic Analysis
UG	Undergraduate

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Chapter 1 Introduction

Education has the power to transform lives, and teachers play a crucial role in this process. Regardless of their profession, most people have achieved their professional goals because of teachers who teach and make them understand how the world works, enabling them to pursue and accomplish their career goals. The quality of teachers largely depends on the institutions where they receive their education. Therefore, the role of teacher education institutions is essential in developing the professionalism of student teachers as future teachers who will shape the future generations of the country. This doctoral research project aims to investigate the quality of teacher education in Indonesia. The study is timely and necessary, as it seeks to explore the perspectives of key stakeholders involved in Initial Teacher Education (ITE)¹, including Deans of Faculty of Education, Heads of Department, educators, student teachers, teacher graduates, and school principals. By considering their viewpoints, valuable insights can be gained, leading to improvements in the quality of teacher education and, in the long run, the overall education system in Indonesia. What sets this research apart is its comprehensive approach. Like no other existing study, it examines the influential aspects of teacher education throughout all stages: input, process, outcome, and impact. The study includes both private and state institutions, providing a holistic understanding of the strengths, weaknesses, and opportunities for improvement within teacher education programs. Through this investigation, areas of improvement will be identified, making significant contributions to the advancement of teacher education in Indonesia.

The chapter begins with an overview of the research problem, followed by academic, national, and personal rationales of the study. It then outlines the research aim, objectives, and research

¹ In this thesis, ITE refers to a four year of bachelor's degree teacher preparation in Indonesia.

questions. Additionally, the chapter presents an overview of the conceptual framework and research design. Finally, it concludes with a brief outline of the subsequent chapters in the thesis.

1.1 Research Problem

The quality of an education system is ultimately determined by the quality of its teachers (Barber & Mourshed, 2007). Meanwhile the quality of teachers is affected by the education they receive, this is how teacher education matters (Darling-Hammond, 2000). However, in Indonesia, the quality of ITE is low and it has a significant impact on quality of the country's teacher workforce and poses challenges to the government's efforts to improve the overall education quality. This long-standing issue, which has persisted for decades, has been highlighted by research and reports (Azkiyah & Mukminin, 2017; De Koning, 2012; Kelabora, 1975; Muniroh, 2021; Suryani, 2020). For instance, to address the quality concerns, in the 1980s, the government closed nearly 700 public and private pre-service training institutes that were producing poorly trained teachers. Responsibility was transferred to the Directorate General of Higher Education, and the high school teacher education program (SPG) was replaced with a two-year post-secondary pre-service program at the D-II level (World Bank, 1998). However, Indonesia's massive efforts to reform ITE does not mean better because actual progress appeared to be minimal at best (Nielsen, 1998). In addition, the introduction of the Teacher Law in 2005, which promised higher expected incomes through certification, led to a surge in students choosing ITE, leading to massive openings of private ITE that performed poorly, generally failing to prepare qualified teachers resulting in oversupply of teacher graduates with poor quality (Negara & Benveniste, 2014a). The large number of ITE institutions with easy admission criteria also attracted candidates with poorer academic performance and being the last choice for many students making it more challenging to improve the quality (Jalal et al., 2009).

Chapter 1 Introduction

Quality concerns regarding ITE in Indonesia have been raised by a range of stakeholders, including principals, practitioners, educators, and researchers. For instance, the inadequacy of English teacher education programs in preparing teachers has led many principals to consider hiring non-teaching professionals with stronger English skills (Zein, 2016). Additionally, graduates also lack pedagogical competencies due to an ITE curriculum that primarily focuses on subject matter (75%) rather than teaching and learning (Fahriany, 2014). This heavy emphasis on theory and excessive material overload forces graduates to learn about teaching on the job (Raihani & Sumintono, 2010). Numerous studies have recommended the redesign of the ITE curriculum to enhance the quality of learning and develop better-prepared graduates (Djiwando, 1999; Ilma & Pratama, 2015; Lie, 2007; Luciana, 2004; Rohmah, 2017; Surya, 2019; Susilo, 2015).

Public dissatisfaction with ITE performance over the years has led to a lack of trust in the quality of ITE and its graduates (The Head Foundation, 2018). Working papers have consistently addressed the need for reforming ITE, emphasizing the importance of upgrading and making significant improvement (OECD/Asian Development Bank, 2015; World Bank, 2008, 2010, 2020). The goal is to ensure that all graduates meet new performance standards for the teaching profession and are eligible for certification (Chang et al., 2014). Research constantly indicates that low quality of ITE is a significant factor contributing to concerns about the quality of teachers in Indonesia (Wati, 2011; World Bank, 2010, 2020). Several studies have been conducted to explore indicators of ITE quality such as teacher preparedness (Tutyandari, 2020), or teacher competencies (Sulistiyo, 2015) but it only provides a part of the story, comprehensive research to improve ITE quality is scarce in Indonesia context. This study intends to fill this gap by using holistic approach and multiple perspectives to better understand the strengths, weaknesses and possible for improvement of ITE and teacher quality.

Chapter 1 Introduction

Multiple studies have provided evidence of the low quality of teachers in Indonesia. For example, the Teacher Competency Test 2015 showed that the national average score for Indonesian teachers was 48.94, below the minimum competency standard of 55 (Maulipaksi, 2016). Similarly, a study by the Research on Improving Systems of Education (RISE) in 2018 found that out of 360 teachers, only a small percentage of primary teachers demonstrated mastery in teaching literacy (12.43%) and numeracy (21.27%) (Revina, 2019). A study found that most Indonesian teachers (almost 90% of students observed) struggled to foster critical thinking, as they received one-word responses when asking questions. (Ragatz, 2015). As a result, poor quality of teachers in Indonesia is considered as one of major factor influencing low quality of student achievements, indicating concern on education quality (Argina et al., 2017). For example, in 2020, the EF English Proficiency Index for Students tested the acquisition of English skills by secondary and tertiary students. The Index measures English reading and listening proficiency, and Indonesia ranked 74th out of 100 countries. Thus, Indonesia was categorised as a low-proficiency country (Education First, 2020). In addition, Indonesia consistently performs poorly in international assessments like PISA. As an illustration, in 2012, a shocking PISA result placed Indonesia at 64 out of 65, second from the bottom of the list (OECD, 2014), while the PISA result in 2015 positioned Indonesia at 62 out of 72 (OECD, 2016) and placed it 71 out of 77 in PISA 2018 (OECD, 2019). Figure 1-1 shows how the media captured the issues and raised public concern about the low performance of Indonesian students (Pisani, 2013, 2016; The ASEAN Post Team, 2019).

Figure 1-1

Portrait of PISA



Note. From Indonesian Kids Don't Know How Stupid They Are by Pisani, E. , 2013, <http://indonesiaetc.com/indonesian-kids-dont-know-how-stupid-they-are/>, Apparently, 42% Young Indonesians are Good for Nothing by Pisani, E. , 2016, <http://indonesiaetc.com/apparently-42-of-young-indonesians-are-good-for-nothing/>, Why Did Indonesia Fare Badly in PISA 2018? By the ASEAN Post Team, 2019, <https://theaseanpost.com/article/why-did-indonesia-fare-badly-pisa-2018>

These studies show that teacher quality plays a significant role in shaping educational outcomes. Investing in research to improve the quality of ITE is necessary and timely, considering its chronic issues and crucial impact on enhancing teacher quality, especially in light of government policies that have shown minimal impact on teacher quality, such as the certification policy. Studies found no difference between qualified and non-certified teachers' performance on student tests, exams, or observation outcomes (Feng & Sass, 2017; Kusumawardhani, 2017; Triyanto, 2012), and certification is not correlated with improved student learning outcomes (OECD/ADB, 2015). de Ree et al. (2018) argue that this policy is essentially "double for nothing" as certification and increased teacher pay do not necessarily lead to better teaching. In 2013, pre-service PPG was launched. It is a one-year training programme for teacher certification to address the quality issue in a four-year UG ITE programme, the diverse quality of its graduates, and teacher quality (Fibrianto & Yuniar, 2020). PPG policy allowing all university graduates to enter teaching raises

issues because it intensifies competition for a limited number of teaching positions, and it raises questions about the role and contributions of four-year ITE degrees in the overall teacher education system. Countries like Finland, Singapore, and England have implemented postgraduate models to enhance teacher quality (Clarke & Parker, 2021; Darling-Hammond, 2017b; Mayer & Mills, 2021). However, in Indonesia, studies have raised concerns about the effectiveness of PPG program (Fibrianto & Yuniar, 2020; Simanjorang et al., 2020; Yusrina et al., 2022). While the new policy's impact is still being evaluated, the improvement of ITE could be one of the possible solutions to address the teacher quality problem. Moreover, by incorporating key stakeholders, this study can provide empirical evidence that serves as a foundation for policy makers to develop policies that align with the needs of teachers.

Arguably, a higher quality of ITE leads to the development of better-trained teachers, resulting in an improvement in the overall education quality in Indonesia. At this turning point, it is essential to investigate UG ITE quality, whether the programme fits its purpose, and how to improve it in the context of alternative routes into teaching. Research on ITE quality in Indonesia is urgently needed amidst criticism of ITE's weak capacity, oversupply of graduates, limited teaching opportunities, and unintended consequences of government policy. The following section presents the justifications for this study, comprising both academic and local rationales. The academic rationale will provide reasons for the study's significance and its contribution to the existing body of international research literature on ITE. Then, the local rationale will provide a coherent argument highlighting how this research advances ITE research, policy, and practice specifically within the context of Indonesia.

1.2 Research Rationale

This section provides justifications for the study from the academic, local, and personal perspectives.

1.2.1 Academic Rationale

The concern on the quality of teacher education has been increasing globally over decades given its direct impact on the quality of teachers within a country (Loughran & Hamil, 2016; Mayer, 2021). This pursuit of quality demands continuous changes in both the theory and practice of teacher education, as well as the exploration of alternative routes to teaching. The dynamic nature of education compels ITE programs to constantly strive for the most effective approaches in preparing future teachers, ensuring their relevance in evolving school contexts (Darling-Hammond, Bransford, et al., 2005). Research evidence shows on going challenges in ITE approaches such as the debate around practice-based versus university-based programmes. (Matsumoto-Royo & Ramírez-Montoya, 2021; Zeichner, 2010, 2012). The critical issue is choosing the best approach to balance learning theory and practice opportunities (Jenset et al., 2019; Korthagen, 2010; Risan, 2020). It should also be about the coherence between theory and practice (Floden et al., 2021; Hammerness, 2006). Another issue is the alternative routes for candidate teachers to join the teaching profession without ITE, such as Teach First or Teach for America (Darling-Hammond, Holtzman, et al., 2005; Muijs et al., 2012; Xu et al., 2010). These ongoing debates within the field of teacher education highlight the necessity for a constant commitment to the investigation in pursuit of ITE quality. This study is conducted in recognition of the contested nature of what constitutes high-quality ITE. The significance of this study lies in its potential contribution to the field, offering valuable insights into the relevant aspects contributing to ITE quality and exploring alternative approaches to effectively prepare future teachers.

Teacher education quality research is also necessary due to the pressing concerns surrounding under-researched aspects that significantly impact its quality. Rauschenberger et al. (2017) highlighted gaps in the literature regarding the partnership between schools' communities and the role of educators in enhancing ITE quality. For example, Feur et al. (2013) focused on the

attributes of quality ITE but overlooked the crucial factor of teacher educators despite their pivotal role is obvious in ITE (Goodwin et al., 2014). Additionally, Biesta (2019) argued that discussions on teacher education predominantly revolve around educators' practices, neglecting meaningful teaching and its implications for ITE. These critiques raise important questions about how ITE educators perceive good teaching, evaluate their practices, and ensure student teachers are exposed to quality teaching. Moreover, certain aspects like vision coherence and opportunities to enact practice, recognized as indicators of strong ITE quality in various countries (El-abd et al., 2021; Goh et al., 2020; Klette & Hammerness, 2016), remain unexplored in the Indonesian context. Furthermore, teacher education research has also been criticized for its fragmentation and lack of cohesion, with investigations primarily focusing on isolated topics across different programs (Blömeke et al., 2008; Menter, Hulme, Elliot, et al., 2010). Therefore, the need arises for ITE research that addresses the under-researched topics while incorporating multiple aspects of teacher education quality to provide a comprehensive understanding. This study responds to this limitation by integrating several aspects contributing to ITE quality from existing literature and addressing the critique of fragmented research. This is important as it can provide empirical evidence and theoretical contributions on the aspects of ITE quality.

The need for this study is further emphasized by the findings from international literature, which highlight the lack of research in ITE that incorporates different perspectives and measures. For instance, Livingston & Flores (2017, p. 553) identified a significant gap in their study that reviewed publications in the *European Journal of Teacher Education* over a 40-year period. They stressed the necessity for larger studies with extensive samples and mixed-method approaches, incorporating the perspectives of various stakeholders. Currently, most studies primarily focus on the perspectives of student teachers and new teachers, neglecting the broader context of research, policy, and practice in teacher education. This need aligns with the findings of Bowers

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et al. (2018) who identified a dearth of research on the quality of higher education that involves faculty perspectives. Similarly, Snoek (2021) argues that the discussion on essential issues in ITE, such as teacher quality, presents a dilemma in teacher education that needs a delicate balance between the expectations of stakeholders, practitioners, and researchers. These studies highlight the crucial need of mixed-method ITE research that explores the views of multiple stakeholders. This type of research is vital to fill the gaps identified in previous studies, provide a more comprehensive understanding of ITE quality, and connect the diverse perspectives in the field. This research addresses those knowledge gaps.

The current corpus of international literature on teacher education quality has primarily concentrated on empirical evidence from developed nations such as the USA (Coggshall et al., 2012; Darling-Hammond, 2010, 2012; Zeichner, 2014), the UK (Lambert & Pachler, 2021; Menter et al., 2010; Smith, 2016; Wilkins, 2017), and Australia (Barnes & Cross, 2021; Ingvarson et al., 2014; Mayer et al., 2017a) or high-performing countries like Finland (Mikkilä-Erdmann et al., 2019; Sahlberg, 2011; Tryggvason, 2009) and Singapore (Chong, 2014; Loh & Hu, 2019; Rajandiran, 2021). However, limited attention has been given to studying teacher education quality in developing countries, particularly in Asia, including Indonesia. This highlights the need for comprehensive exploration and empirical evidence specific to the Indonesian context. Such research is crucial as it can shed light on the reasons behind the varying educational outcomes achieved by high-performing and low-performing countries. Identifying these gaps will facilitate more effective problem-solving for Indonesia and other countries facing similar challenges. This study has been carried out to add to the existing body of literature that emphasizes the issues surrounding teacher education quality across diverse countries and contexts.

The existing body of international literature has highlighted significant gaps in global teacher education research. In light of these gaps, this study is justified and necessary for several reasons.

Firstly, it contributes to the international discourse on ITE quality. Secondly, it addresses less explored aspects and unique contextual challenges. Additionally, it answers the call to employ a holistic approach that includes multiple perspectives and measures, providing comprehensive views. By addressing these gaps in this study, this study provides significant, original scholarly contribution to the research literature related to ITE quality. Ultimately, this research can inform evidence-based policy decisions in the field.

1.2.2 Local Rationale

The poor quality of teacher education programs in Indonesia significantly impacts the quality of teachers entering the profession (Raihani & Sumintono, 2010). Without improving the quality of incoming teachers, concerns about student outcomes and education quality will persist. The literature on teacher education in Indonesia highlights several factors contributing to these challenges. Firstly, the low stake admission process in ITE leads to a low quality of student intake with diverse motivations and abilities (Masbirorotni et al., 2020; Surya, 2016; Tustiawati, 2017). Additionally, the curriculum in ITE is often considered irrelevant due to difficulties in keeping up with rapidly changing school curriculum requirements (Dewantara, 2020; Prihantoro, 2014; Surya, 2019). Furthermore, certain teacher education institutions incorporate non-teaching subjects into their curriculum to attract more candidates, diverting the focus from essential teaching competencies (Suryani & George, 2021). The lack of subject content knowledge among educators is a significant concern in Indonesia, as not all English lecturers use English as the medium of instruction, posing challenges in developing English language proficiency among prospective teachers (Zein, 2016b). Moreover, teacher education programs in Indonesia often offer limited field experiences and practicum opportunities, with insufficient support from schools and mentor teachers (Azkiyah & Mukminin, 2017; Sulistiyo, 2015). These concerns significantly impact the quality of ITE in Indonesia, attracting significant attention from numerous studies and researchers.

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Many investigations on aspects influencing ITE quality have been done to explore the aspects affecting ITE quality. However, previous studies typically focused on particular aspects of teacher education, for example, the admission process (Surya, 2016), motivation (Mukminin, Kamil, et al., 2017; Suryani et al., 2016; Syaiful et al., 2018), curriculum (Hatmanto, 2017; Susilo, 2015), teacher preparedness (Tutyandari, 2020), practicum (Azkiyah & Mukminin, 2017; Ragawanti, 2015), and teacher competencies (Leonard & Wibawa, 2020). As a result, the picture of the quality of ITE is partial, fragmented, and disconnected. Arguably, there is a lack of conceptual and empirical research that provides a more complete picture of the quality of ITE in Indonesia. More comprehensive research in ITE is essential to understand why and how the aspects of the input, process, outcome, and impact influence the quality of ITE. However, there is still a research gap in examining ITE quality from a holistic perspective, encompassing the entire process from recruitment to graduation. This study aims to fill that gap by investigating the complete ITE process and its impact on quality.

Furthermore, the poor quality ITE programs in Indonesia directly contributes to the inadequate quality of teacher graduates as their output, resulting in numerous teachers lacking essential competencies required by professional standards. For instance, several studies have identified unqualified English teachers graduating from ITE as a significant factor contributing to the failure of English teaching in Indonesia (Alwasilah, 2013; Lengkanawati, 2005; Luciana, 2004; Renandya et al., 2018; Songbatumis, 2017; Sulistiyo, 2016; S. Zein, 2022). The inadequacy of ITE in preparing teachers stems from various issues, including insufficient English courses (Wati, 2011), poor quality of educators (Zein, 2016b) and the mismatch between the taught curriculum and the practical requirements of schools due to curriculum changes (Gultom, 2015; Lengkanawati, 2005). Teacher graduates also face challenges in terms of pedagogical knowledge, such as classroom management and selecting appropriate teaching methods (Hayati et al., 2018; Paramita et al.,

2021), particularly in low-technology contexts (Surmiyati, 2020). Moreover, meeting the professional expectations of principals is crucial for teacher graduates, as their performance directly impacts student outcomes, parental expectations, and school metrics (Sumintono et al., 2015). In light of the challenges that ITE graduates face in teaching profession, it is crucial for ITE programs to stay updated on the demands of schools, and research that establishes a connection between ITE and schools becomes essential.

The local context in Indonesia has revealed the intricacies surrounding the quality of teacher education, highlighting issues arising from both teacher education institutions and schools. Research on ITE quality is urgently needed to address these issues but hindered because the picture of quality ITE programs in Indonesia remains fragmented due to disconnected research on ITE quality. Various studies have examined distinct aspects of ITE programs, often in different contexts and at different stages of the program. There is lack of research that examines ITE quality as a whole. To obtain conclusive data and a deeper understanding, there is a pressing need for more comprehensive research in this area. In addition, neglecting to investigate ITE quality without considering perspectives from both universities and schools would be significant oversight. Hence, this study aims to contribute original evidence by bridging the gap in teacher education research in Indonesia, which currently lacks connection between universities and schools. Key stakeholders, including Deans of Faculty of Education, Heads of English Department, educators, student teachers, teacher graduates, and principals.

This research is significant for research, policy, and practice. The conceptual framework derived from this research makes a valuable contribution to the study of ITE quality and proves beneficial for future research endeavours with similar contexts. From a policy standpoint, policymakers can utilize the findings and recommendations from this research to make informed decisions about teacher preparation at universities and professional development programs at school. By

involving stakeholders from ITE and schools, this research gains rich insights from practitioners and provides empirical evidence for identifying best practices in teacher preparation.

1.2.3 Personal Rationale

Personally, as an educational professional with years of teaching experience across different educational levels, I have developed a deep passion for the quality of teacher education and its impact on the quality of teachers. In my first teaching experience, I had a practice shock, that left me feeling overwhelmed with confusion and worry. Standing in front of the class felt daunting as I struggled with content, classroom management, and pedagogy. While it is common for novice teachers to face such challenges (Tazeen et al., 2018; Zulfikar, 2009), I began questioning my own competencies and reflecting on the reasons behind my lack of preparedness. Over the years, my journey as a teacher has made me increasingly aware of the pivotal role played by teacher education in adequately equipping educators for the classroom. Additionally, my experience as a teacher educator in 4-year undergraduate English programs within ITE has exposed me to the complex challenges involved in preparing future teachers and highlighted the diverse aspects necessary for effective teacher preparation. These experiences have significantly shaped my research interests, focusing specifically on the influential factors that impact the quality of teacher education. From my perspective, teacher education is a complex and nuanced field, and the input of various stakeholders is vital for continuous improvement of ITE.

This research is driven by my personal experience as a teacher and teacher educator in the field of teacher education. I strongly believe that improving the quality of teacher education is essential for adequately preparing teachers, which, in turn, has a positive impact on students' academic achievements. Ultimately, this contributes to the overall quality of education in Indonesia. I believe that quality in ITE extends beyond merely preparing teachers for classroom practice; it also involves the transformation of teachers into professionals and intellectuals. However, I

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acknowledge the potential bias that may arise from my personal experiences and professional background. Maxwell (2013) argues that this bias, known as a "researcher identity memo," is inevitable and should be acknowledged, as it provides valuable perspective and insights into the research inquiry. In this research, my professional background has emphasized the importance of examining 4-year ITE programs in detail, enabling me to gain a deeper understanding of the field of study, stay motivated, and actively engage in the research process.

PhD research is a long, challenging and sometimes lonely journey, requiring perseverance and dedication. However, my unwavering passion for the research topic serves as a driving force, keeping me moving forward to contribute to the improvement I envision in teacher education. The academic, local, and personal rationale collectively reinforce the focus on the research aim and provide clear indications of the specific points to be investigated in the study.

1.3 Research Aim and Objectives

This study aims to explore how stakeholders perceive the quality of the ITE programme in Indonesia regarding influential aspects, strengths, weaknesses, and possibilities for improvement. To achieve the research aim, this thesis will:

1. Overview of the historical, policy context and challenges for teacher education in Indonesia and highlighting the rationale for the context of the study.
2. Critically review relevant literature on conceptualising educational quality, teacher quality, and teacher education quality to identify aspects of teacher education that most influence quality.

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3. Conduct an empirical study of stakeholders' views on the quality of teacher education focusing on the influential aspects of ITE with one objective for a questionnaire and the others for interviews.
4. Contribute to the academic debate on the quality of teacher education in the local and international literature.
5. Consider the contribution and implications of the research findings for ITE programmes in Indonesia and the field of teacher education.

1.4 Research Questions

In line with the study's aim and objectives, this research is conducted to address this central and overarching research question:

What are stakeholders' perceptions (student teachers, educators, Deans, Heads of the English Department, teacher graduates, and school principals) regarding the quality of a four-year ITE English programme?

With attention paid to the perspectives of stakeholders and the influential aspects in ITE² (the key terms 'quality' and 'influential aspects' are explained in section 1.5), five broad sub-questions for each type of stakeholder are developed to be investigated further in this study:

Research Question 1: What are the student teachers' perceptions regarding influential aspects that affect the quality of ITE?

² The literature review will inform and justify which and why certain aspects of ITE included in this study and that will redefine the research questions into a more specific manner.

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Research Question 2: What are the educators' perceptions regarding influential aspects that affect the quality of ITE?

Research Question 3: What are the Deans' and Heads of English Department's perceptions regarding influential aspects that affect the quality of ITE?

Research Question 4: What are the teacher graduates' perceptions regarding influential aspects that affect the quality of ITE?

Research Question 5: What are the school principals' perceptions regarding influential aspects that affect the quality of ITE?

1.5 Overview of Conceptual Framework

The conceptual framework of this study is developed and justified based on the research aim, relevant theories, and the researcher's interests (Ravitch & Riggan, 2017). Specifically, the research problem, academic and local rationale, and the researcher's interests have shaped the conceptual framework for assessing the quality of teacher education. The study argues that the quality of teacher education is influenced by various aspects across different phases of the program. Drawing on program evaluation theory, the study adopts a program theory lens to examine how and why specific aspects of the program impact the desired outcomes (Brantlinger et al., 2020; Falk et al., 2021; Lin & Wu, 2016). Program theory suggests that quality is an intended outcome that is influenced by the components or aspects of the program inputs and activities (Rogers et al., 2000; Sidani & Sechrest, 1999).

In this study, quality is conceptualized as being both fitness for purpose and transformative (details in section 3.1), drawing from the conceptualization of quality in higher education (Harvey & Green, 1993). Meanwhile, the aspects contributing to ITE quality are called influential aspects

which are derived from the relevant literature on teacher education quality (see sections 3.5.1-3.5.3). The achievement of intended outcomes and impact, which includes teacher competencies such as professional, pedagogical, social, and personal competencies, serves as a critical indicator of good quality in ITE (for core competencies in Indonesia see Zein, 2022, pp. 475-476). The context analysis identifies three critical issues in ITE quality in Indonesia: student intake quality, institution quality, and graduate quality. To illustrate the connection between these issues and the aspects in each program phase (input, process, outcome, and impact), the study adopts a logic model framework (Cooksy et al., 2001; Funnell & Rogers, 2011), commonly used in teacher education research (Angelico, 2021; Newton et al., 2013). In the literature review chapter, the study further identifies and justifies the rationale behind the key themes and measures used in this research.

1.6 Overview of Research Design

Pragmatism, the philosophical approach of this study, guides the exploration of teacher education quality by focusing on research questions and utilising various methods, data, and perspectives to comprehensively understand the research problem. This philosophical approach aligns with the theoretical approach that conceptualises quality in ITE as an outcome influenced by multiple aspects. To incorporate the perspectives of various stakeholders, a mixed-method complex design was employed to collect data. Specifically, a mixed-methods explanatory sequential design was combined with qualitative interviews to address the research aim. Creswell & Clark (2018) categorize these applications as complex designs, as they are more complex and involve more components than core designs. Additionally, Mertens (2018) suggests that advanced mixed methods designs are better suited to address the complexities in mixed-method studies. The data collection process involved gathering quantitative data from 409 student teachers, with 244 from private ITE and 165 from state ITE. Additionally, qualitative data were collected from 42 participants, including Deans of the Faculty of Education, Heads of English Departments, teacher

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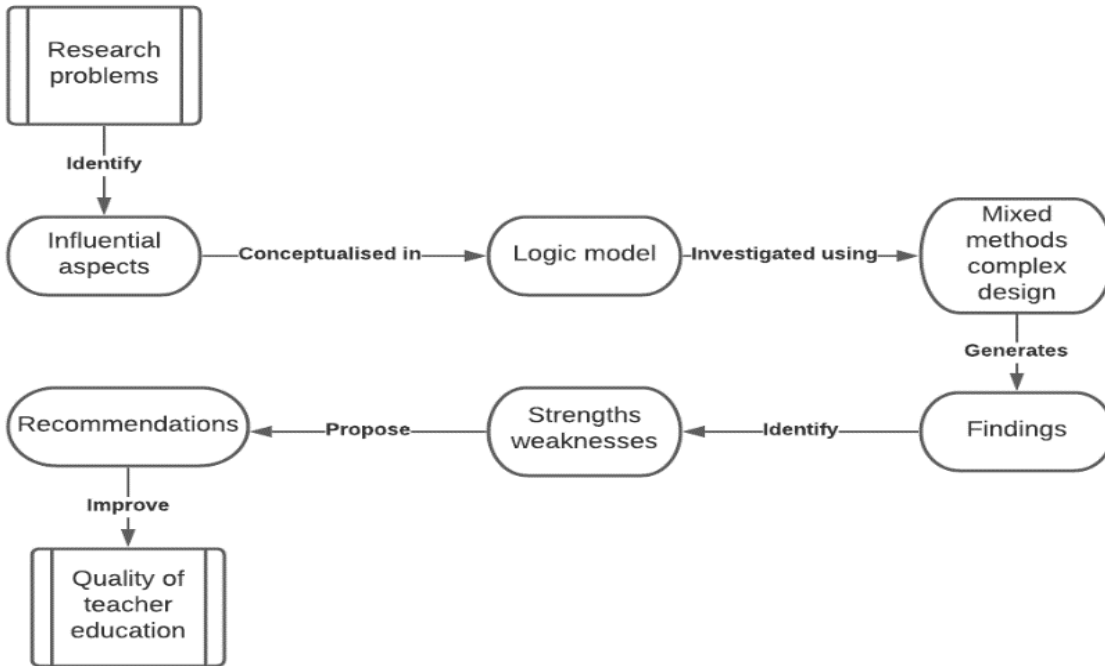
educators, student teachers, teacher graduates from private and state ITE, and their school principals in their first placement (for more details, see the research design section 4.3)

This study specifically focuses on two highly accredited undergraduate English teacher education programs, aligning with the overall landscape of ITE in Indonesia. The Ministry of Education's report indicates that out of 425 teacher education institutions in 2021, the majority (380) are private ITE with low accreditation, while only 5% have achieved high-level accreditation, and the remaining institutions range from average to low to unaccredited (The Indonesian Institute, 2021). By examining the policies, practices, and features of these high-quality ITE programs, valuable insights can be gained for other institutions operating in a similar context, offering guidance on how to achieve and maintain high accreditation and program quality. Given the limitation in time and scope for the PhD study, this research focuses solely on the category of ITE with high accreditation, as studying the diverse range of ITE quality, including those with lower accreditation, would require significantly more time due to the vast discrepancies in quality among institutions. Moreover, this study examines both private and state institutions because of the differences in admission, monitoring, and evaluation systems between privately funded and government-owned universities, as these differences may influence the quality of ITE. Due to limited time and scope, the study concentrates specifically on English education programs, as the low quality of student achievement in English is often attributed to the quality of English teacher education graduates from ITE. Previous studies have identified inadequacies in teacher education programs as one of the main reasons for insufficient proficiency among English teachers in Indonesia to become professional English teachers. (Alwasilah, 2013; Lengkanawati, 2005; Zein, 2016a). The research project is outlined and organised into several stages, with the steps on how the research project is conducted illustrated in the research map presented in Figure 1-2, while

the complete account of the research project, its findings and argumentation are documented in this thesis

Figure 1-2

Research Map



1.7 Thesis Outline

The thesis consists of nine chapters that are structured as follows. The first chapter, Introduction, sets the stage by introducing the research problem, research aims, research objectives, and research questions. It also provides academic, local, and personal rationales behind the study followed by the overview of the conceptual framework and research design. The second chapter, Research Context, situates the research within the Indonesian context, offering a brief overview of the country and its educational system. It explores the historical background of teacher education in Indonesia and discusses the challenges faced in this field. Furthermore, it identifies gaps in existing research on ITE in Indonesia. The third chapter, Literature Review, reviews the international literature on teacher quality and teacher education quality, examining relevant theories and research findings. It identifies gaps in previous studies and establishes the

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conceptual framework and specific research questions. In the fourth chapter, Methodology, the mixed-methods complex design is outlined, along with the rationale for choices made in sampling, research instruments, data collection, and analysis. The philosophical approach of pragmatism is introduced, and ethical considerations, validity, and methodological limitations are also addressed.

The subsequent three chapters (fifth, sixth, and seventh) present the results of the study. The fifth chapter, Findings from Student Teachers, presents the results of the first research question, exploring student teachers' motivations, career intentions, the quality of their educators, and perspectives on program vision, coherence, and opportunities to enact practice. In the sixth chapter, Findings from Deans, Heads of Departments, and Educators, the results of the second research question are discussed, focusing on educators' concept of good teaching and their teaching practices to prepare teachers for the dynamic nature of the profession. The chapter also covers the third research question for Deans and HoDs, addressing admission processes, monitoring, and evaluation. The seventh chapter, Findings from Teacher Graduates and Principals, presents the results of the fourth research question, examining teacher graduates' views on teacher competencies and challenges. It also addresses the fifth research question, exploring principals' perceptions of teacher preparedness and professional satisfaction with graduates.

The eighth chapter, Discussion, summarizes the findings, compares them to existing literature and discusses their implications. It addresses contextual issues within the Indonesian context and the institution, synthesizing the research findings for core arguments and highlighting strengths, weaknesses, and areas for improvement in ITE. Lastly, the ninth chapter, Conclusion, emphasizes the contributions of the study and presents its limitations. It concludes by providing recommendations for future research and reflections on the research process.

Chapter 2 Research Context

This chapter serves to establish the research context of the study and provides an in-depth critical analysis of teacher education in Indonesia. The chapter begins with the historical background and the impact of policy and practice on ITE quality in Indonesia. After that, the chapter elaborates on pertinent issues within the teaching profession such as teacher competencies, teacher professional education and teacher status. The discussion leads to the identification of ITE issues that will become the primary focus of the study. By presenting a detailed research context, this chapter aims to provide a more comprehensive understanding of the contextual issues that could potentially impact the study's findings. Moreover, the broader background of Indonesia as a country, including its educational system and the English language teaching is presented in Appendix [A](#) for further contextualization.

2.1 Historical Background of Teacher Education³

Teacher education in Indonesia has undergone a long and challenging journey to achieve quality and teacher standard competencies. The system has undergone several changes to adapt to changing demands and overcome obstacles. This section provides a summary of the literature following the implementation of the Teacher Law in 2005 (Bjork, 2013; Buchori, 2009; Djojonegoro, 1996; Fahriany, 2014; Ferary, 2021; Nielsen, 1998; Novita, 2019; Raihani & Sumintono, 2010; Soeratman, 1985; World Bank, 1998). Meanwhile, the history of teacher education before that period is presented in Appendix [B](#).

³ The historical background and contemporary issues of ITE in Indonesia are published in Novita, P. (2019). What happened to initial teacher education in Indonesia? A review of the literature. *European Journal of Social Science Education and Research*, 6(3), 88–103.

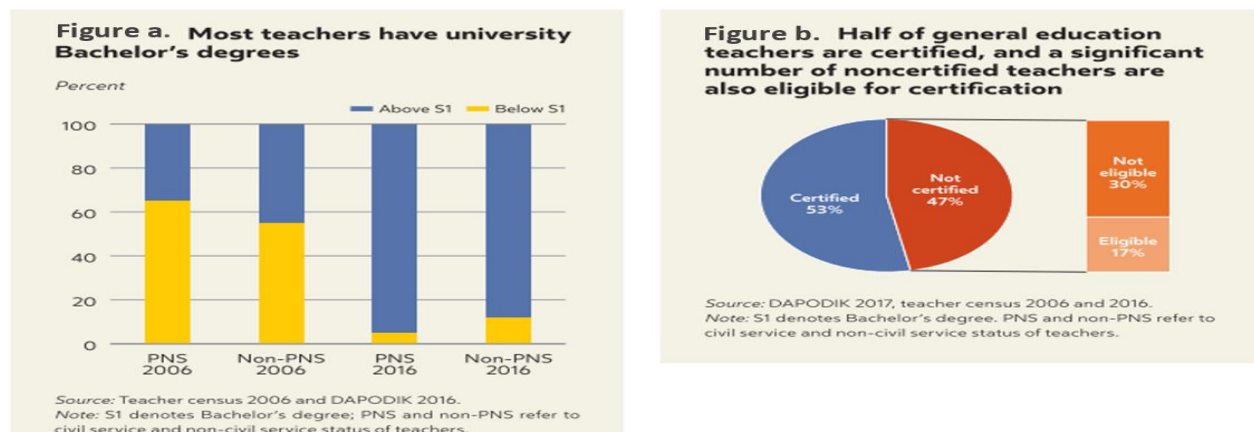
The letter in Appendix is a hyperlink, press ALT + left arrow to come back to the previous section

Chapter 2 Research Context

In 2005, Indonesia implemented Teacher Law 14/2005, which mandated that schoolteachers hold a bachelor's degree (Chang et al., 2014). As a result, teachers with prior educational backgrounds, such as Diploma II and III, were required to obtain a bachelor's degree to meet the new qualification standards. In response to the new regulations, a teacher certification program was launched in 2006 to certify in-service teachers who had a bachelor's degree and fulfilled the standard competencies, including professional, pedagogical, social, and personal (F. Jalal et al., 2009). Consequently, the Akta IV certification from a four-year undergraduate ITE is no longer used (Surya, 2014, 2016). Certified teachers, whether civil servants or permanent teachers in private institutions, receive certificates, professional salaries, incentives, and career promotion opportunities (Haryanto et al., 2016). The certification policy led to a fivefold increase in teacher education enrolment in ITE, from two hundred thousand to over one million students in 2010 (Negara & Benveniste, 2014b). This policy not only led to an increase in ITE students but also raised the percentage of teachers with at least a bachelor's degree from 37% in 2006 to 90% in 2016, as depicted in Figure 2-1 (a). As of 2018, approximately 53% of teachers in Indonesia were certified, while 17% of the 47 uncertified teachers were eligible for certification, and 30% were not eligible (b).

Figure 2-1

Teacher Qualifications after the Teacher Law



Note. From "The Promise of Education in Indonesia," by World Bank, 2020, p. 67.

<https://doi.org/10.1596/34807>. Copyright 2020 by the World Bank

Chapter 2 Research Context

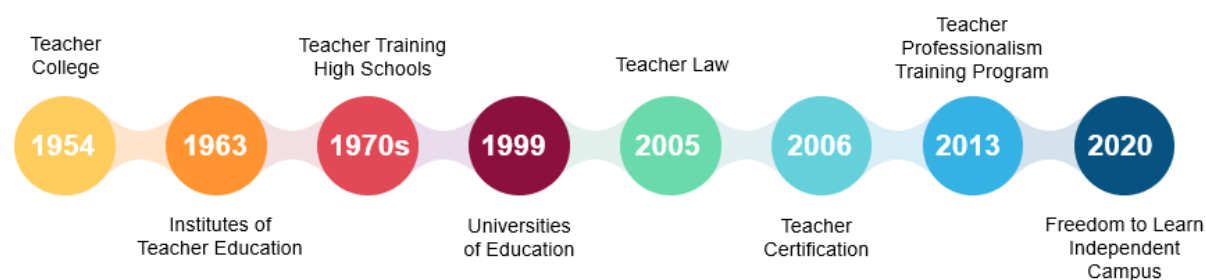
Despite the benefits of certification for certified teachers' welfare, there is little evidence to suggest that the certification programme is directly correlated with teacher performance or student achievement (de Ree et al., 2017; Fahmi et al., 2011; Kusumawardhani, 2017; OECD/Asian Development Bank, 2015; Triyanto, 2012). Several studies have highlighted concerns regarding bribery and document falsification for portfolio-based certification (Saukah, 2009; Triyanto, 2012). While certification may improve teachers' income and lifestyles, it is often viewed as a mandatory duty rather than a means of enhancing teaching performance (Rifa, 2021). In response to the diverse quality of teachers and graduates from Initial Teacher Education (ITE), the government introduced the Teacher Professional Education (PPG) in 2013 as a pre-service teacher certification programme (Fibrianto & Yuniar, 2020). PPG aims to address education problems, such as teacher shortages and unequal distribution, underqualified and low-competence teachers, and mismatches between the qualifications of subject teachers and their teaching roles (Haq et al., 2019; Widiati & Hayati, 2015). This policy has changed the landscape of teaching, previously dominated by ITE, and has led to greater equality of opportunity for all university graduates to become certified teachers. As a result, the 4-year ITE undergraduate programme is no longer the only route to becoming a teacher, and its popularity has been impacted. In order to become eligible for teaching in schools. Limited availability of spots and additional tuition fees make obtaining PPG certification quite competitive for ITE graduates, resulting in not all being able to obtain the certification required for teaching in schools.

In 2020, the Minister of Education and Culture launched the "Merdeka Belajar-Kampus Merdeka" program, which allows university students to explore learning and innovation outside their campus for up to three semesters (Nizam, 2020). ITE undergraduate programs are often seen as disciplinary degrees in education rather than qualifications, as shown by some universities that promote non-teaching career options to attract prospective student teachers (Suryani & George,

2021). As a result, the purpose and curriculum of ITE as a teacher preparation institution are being questioned, and it is crucial to understand whether the shift affects the quality of ITE and its graduates as future teachers. Figure 2-2 shows the historical timeline of teacher education in Indonesia, highlighting the changes and transformation in ITE (Novita, 2022, p. 656).

Figure 2-2

Historical Timeline of Teacher Education



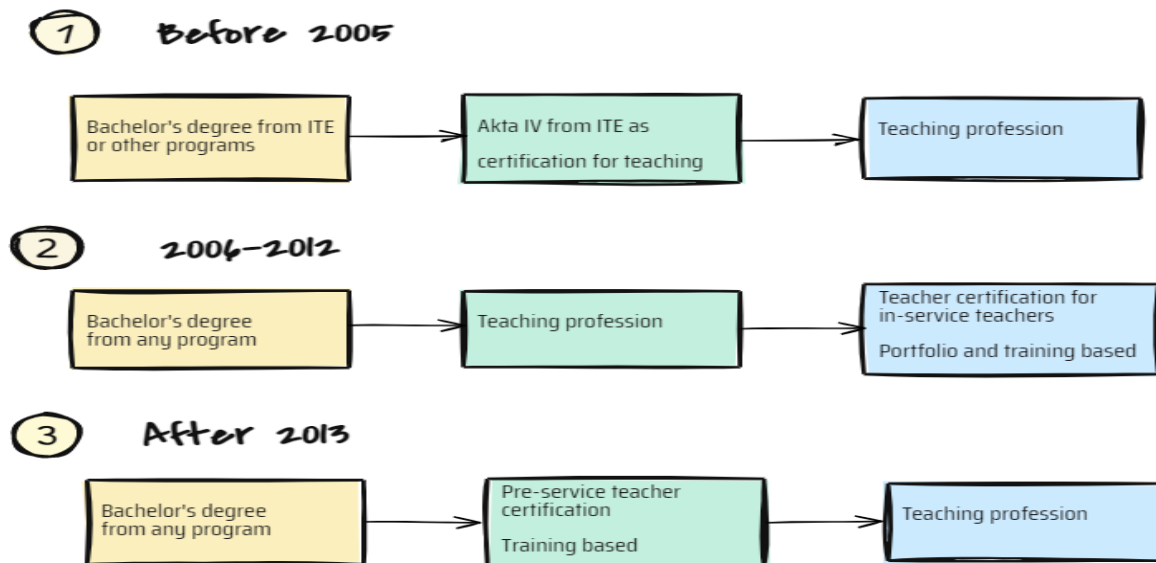
Note. From “The Quest for Teacher Education Quality in Indonesia: The Long and Winding Road,” by Novita, P., 2018, In: Khine, M.S., Liu, Y. (eds) Handbook of Research on Teacher Education, p. 656. https://doi.org/10.1007/978-981-16-9785-2_32 Copyright 2022 by Springer Singapore

As shown in Figure 2-2, the Teacher Law introduced teacher certification in Indonesia, which began with practicing teachers in 2006. However, in 2013, the government launched the Pre-Service PPG, which offers teacher professional education for graduates of any bachelor's programme interested in becoming teachers prior to entering the teaching profession. This initiative resulted in two types of PPG for teacher certification: In-Service PPG for already employed teachers who have yet to be certified, and Pre-Service PPG for those who wish to become teachers. Further information on the old and new teacher certification models can be found in Syahril (2019, pp.4-14). Prior to the implementation of the Teacher Law in 2005, ITE graduates received AKTA IV certification from their programme, which was valid for teaching and civil servant recruitment. This meant that they had more teaching opportunities since they were automatically certified to teach. In contrast, candidates from non-ITE programmes could enrol in the ITE's AKTA IV programme to acquire teaching certification and become eligible for civil

servant recruitment. Figure 2-3 illustrates the various routes to becoming a teacher before the Teacher Law in 2005 and after the implementation of the new teacher certification in 2013.

Figure 2-3

Routes into Teaching



The evolution of ITE in preparing teachers and its impact on teacher quality have been traced through a historical timeline. Given its pivotal role in teacher preparation, this study concentrates on a four-year initial teacher education programme. As ITE is designed to prepare student teachers for the teaching profession, it is crucial to examine pertinent issues related to teaching, including standard competencies for teaching, training programmes for teacher certification, and teacher status in Indonesia.

2.2 Teaching Profession

Teachers occupy a critical position as frontline educators, serving as important figures in shaping the education of younger generations. This section provides an overview of the teacher profession's trajectory in Indonesia, encompassing teacher standard competencies, teacher

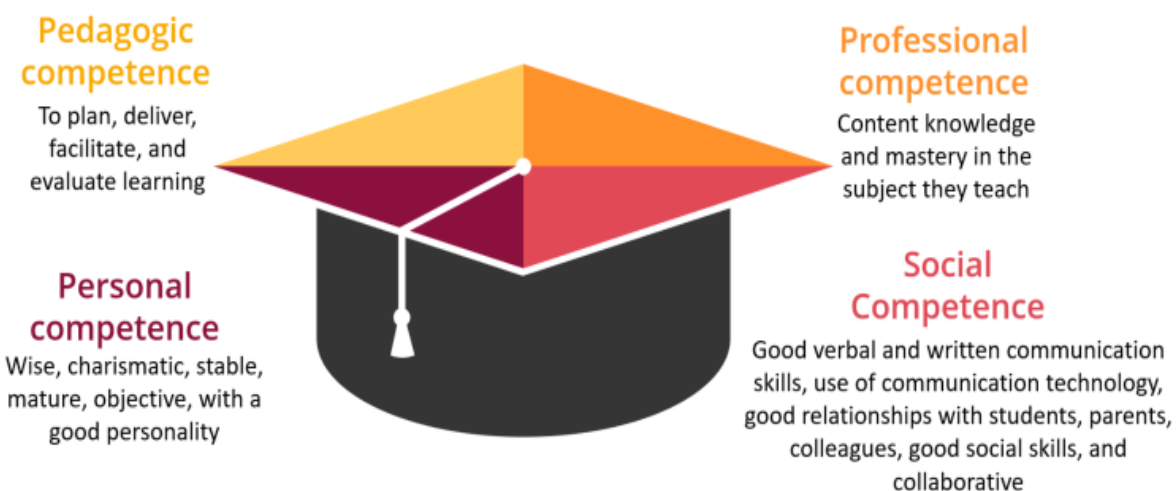
professional education (PPG), and teacher status in society. Meanwhile, information on recruitment types and teacher categories can be found in Appendix C.

2.2.1 Standard Competencies

Teacher standard competencies in Indonesia (formulated based on the enactment of Teacher Law 14/2005) define a teacher as a professional educator with a range of responsibilities including educating, teaching, training, directing, guiding, assessing, and evaluating students in formal early childhood education, primary education, and secondary education (World Bank, 2010; Zein, 2022). According to Ministry of Education Regulation No. 16/ 2007, to be eligible to teach, teachers in Indonesia are required to hold a minimum of a bachelor's degree and demonstrate proficiency across four key competencies: pedagogic, personal, social, and professional, as illustrated in Figure 2-4 (World Bank, 2020 p. 71).

Figure 2-4

Teacher Standard Competencies



Note. Adapted From “The Promise of Education in Indonesia,” by World Bank, 2020, p. 71.
<https://doi.org/10.1596/34807> Copyright 2020 by the World Bank

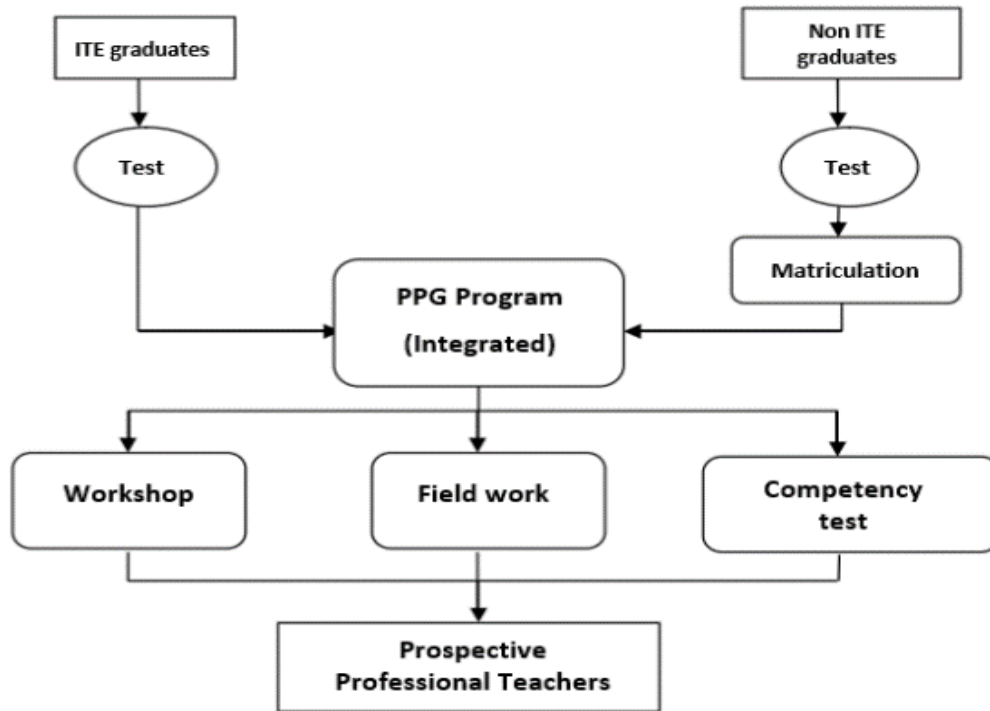
Teacher standard competencies have become an essential requirement for teacher certification that formally acknowledges the professional status and has played a significant role in improving teacher welfare and quality (Chang et al., 2014). Since 2013, any candidates with a bachelor's degree (including those from ITE) seeking to become certified teachers are required to complete a teacher professional education program known as the 'Programme Pendidikan Guru' (PPG).

2.2.2 Teacher Professional Education (PPG)

Programme Pendidikan Guru (PPG) is a training programme for teacher certification and a crucial part of teacher professional education, as mandated by the Minister of Education and Culture regulation number 87/2013. The primary objective of PPG is to enhance teacher competencies, including planning, implementing, assessing learning, providing guidance to students, and conducting research and professional development (Zein, 2022). The Indonesian government has designated several education-oriented universities and ITE to deliver PPG. By 2020, 45 higher education institutions with accreditation had been authorized to offer PPG (World Bank, 2020). PPG encompasses theoretical and practical components, and it has two pathways: in-service training for practicing teachers lasting six months and pre-service training for prospective teachers lasting one year (Gufon, 2010). Pre-service PPG is available to graduates of both the four-year ITE programme and non-teacher education programmes (Chang et al., 2014). The pre-service PPG model is depicted in Figure 2-5, adapted from Pangestika & Alfarisa (2015).

Figure 2-5

Model of Pre-service PPG

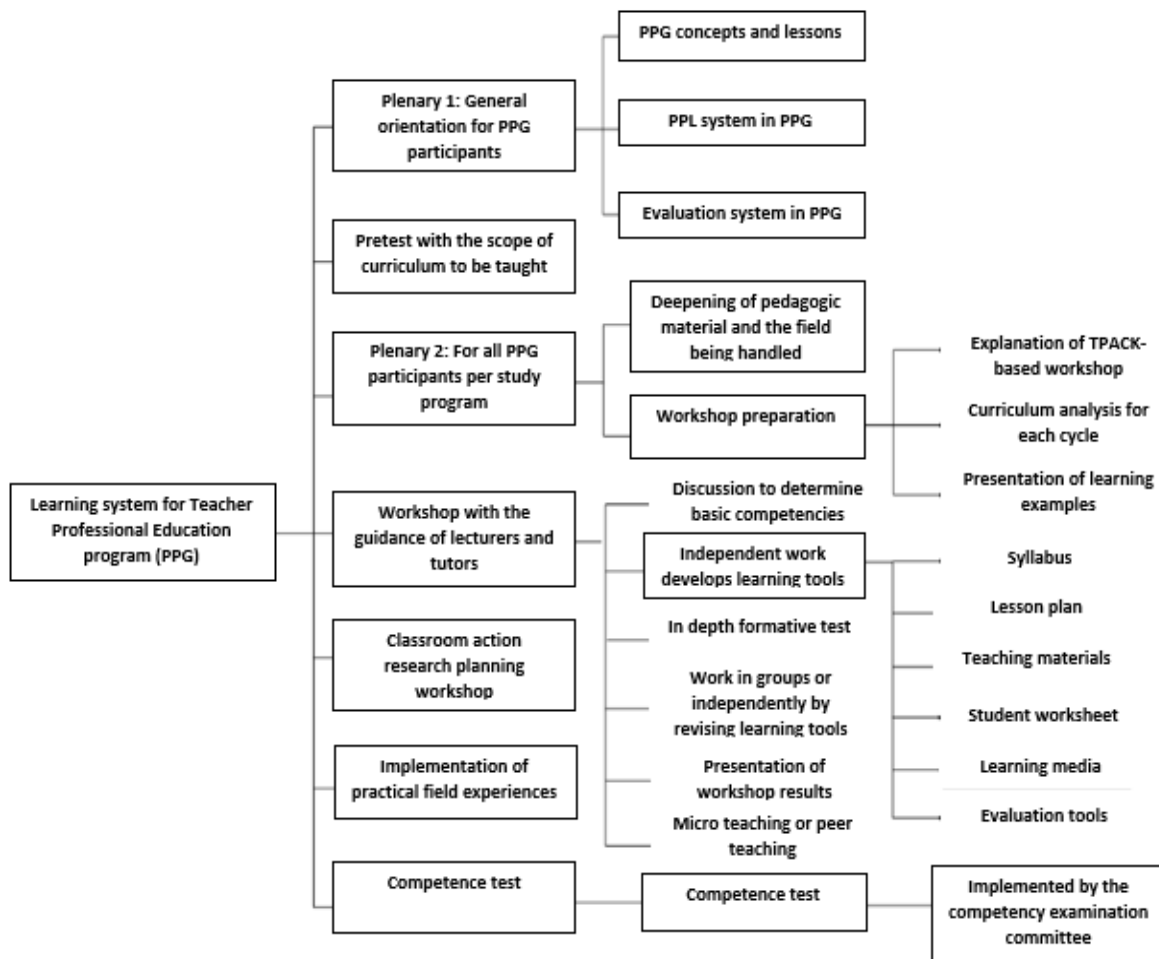


Note. Adapted From “Strategy for Developing Teacher Professionalism and Improving the Quality of Education in Indonesia” by Pangestika, R. R., & Alfarisa, F., 2015, *Makalah Prosiding Seminar Nasional*, p.680. <https://eprints.uny.ac.id/21965/> CC BY-NC

Despite being implemented within teacher education institutions, PPG features a distinct curriculum and system that applies uniformly to all candidates regardless of their educational background, be it a 4-year undergraduate ITE or other programs. Figure 2-6 (adapted from Nurul Huda et al., 2021) provides a visualization of the learning system employed in PPG.

Figure 2-6

Learning System in PPG



Note. From “). Experiences of Participants in Teacher Professional Education on Obtaining Soft Skills: A Case Study in Indonesia,” by Nurul Huda, S. A., Suyanto, Arifi, A., Putranta, H., & Azizah, A. N. M., 2021, *European Journal of Educational Research*, 10(1), p. 317 <https://doi.org/10.12973/EU-JER.10.1.313> CC BY-NC

Even though PPG is a valuable training program for teacher certification, the issue of overlapping content between PPG and ITE curricula has been identified by scholars such as Alifia et al., (2019) as a matter of concern. This issue poses a significant challenge to PPG's effectiveness in providing adequate training for candidates without an ITE background or teaching experience. A possible solution to this challenge is to revise the PPG curriculum to ensure that it meets the

needs of all candidates while avoiding redundant material for those from an ITE background. Therefore, it is suggested that PPG conducts a thorough review of its curriculum to ensure that it provides a comprehensive and tailored education for all candidates.

2.2.3 Teacher Status

Teacher status is perceived differently from different aspects. From a social perspective, perceptions of Indonesian teachers tend to be positive, with teachers generally regarded as highly respected figures who serve as role models to their students, as reflected in the popular Indonesian adage, "Guru, di gugu dan di tiru" (Teachers are listened to and followed). Furthermore, the teaching profession is perceived as having high virtue value from the religious viewpoint. This is further supported by the Global Status Index 2018, which ranked Indonesia fifth in terms of the high status in society (Varkey Foundation, 2018). However, the report adds that highly valued status in society does not necessarily mean that it is a profession that parents encourage their children to pursue, with only 32% indicating that they would 'definitely' or 'probably' encourage their children to become teachers. Moreover, from an economic point of view, teacher status is still considered low compared with other occupations and their peers in other countries. Teaching is perceived as a high-demand job but with low pay.

Teacher status is also perceived differently depending on whether one is a certified civil servant or a non-certified part-time/temporary teacher. Teacher certification is a crucial component in improving teacher quality in Indonesia and has led to higher salaries for certified civil servants, elevating the teaching profession's status (Jalal et al., 2009). However, non-certified teaching positions are still viewed as low-paying jobs, leading to a lack of support from the community, teachers, and school leaders (The Head Foundation, 2018). Non-certified teachers often have to find side jobs in low-status occupations, which can negatively impact their teaching performance and lead to high turnover rates and low retention rates (Usman et al., 2007). Non-certified

teachers with other jobs may lack focus and time to prepare, evaluate and develop professionally, resulting in poor teaching quality. Unfortunately, the low status of teaching, including low salaries and perceived ease of entry, discourages top students from choosing teaching as a career. As a result, ITE enrolment is primarily composed of academic performers who choose it because they have no other choice (Masbirorotni et al., 2020), further affecting the quality of ITE graduates. This vicious cycle is perpetuated by several factors such as educational qualifications, income levels, teacher competencies, and certification, all contributing to the low status of teachers in Indonesia (Chang et al., 2014). Without addressing these challenges, any discussion on improving the quality of education remains an exercise in futility. Therefore, improving teacher status in Indonesia requires not only increasing teacher pay levels but also addressing issues the quality of certified teachers, teacher oversupply and more importantly, the quality of teacher education graduates.

2.3 Initial Teacher Education System

In Indonesia, universities offer four-year undergraduate programmes in ITE that equip student teachers with the necessary training and qualifications to obtain Akta IV teaching certification. However, the use of Akta IV was discontinued in 2006, as discussed in section 2.1 on the historical background of ITE. In 2013, the introduction of pre-service PPG for teacher certification meant that ITE graduates must also complete a one-year teacher professionalism programme. This development raises a question: Do these bachelor's degrees serve merely as disciplinary "education" degrees or do they specialize in teacher preparation? The ambiguity arises from the fact that students who complete ITE do not receive teaching certification unless they enroll in PPG, whereas graduates of other programs can attain certification through PPG, even if they did not receive specialized training in teaching pedagogy.

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Initial teacher education (ITE) is an eight-semester programme that combines coursework and fieldwork. In the final year, student teachers undertake practicum teaching and produce a mini thesis based on action research as part of the requirements for graduation. Usually, the Faculty of Education is responsible for providing ITE programmes in universities with multi-disciplinary subjects and faculties. The Teacher Training Institute (LPTK) is responsible for providing ITE in Indonesia. ITE programmes in Indonesia include English Teacher Education, Early Childhood Education, Mathematics Teacher Education, and Primary School Teacher Education, mainly for secondary and vocational schoolteachers. As of 2021, there are 425 LPTK throughout Indonesia, comprising 45 state-managed ITE and 380 privately managed ITE by foundations (The Indonesian Institute, 2021). Although both state and private ITE share the same goal of preparing future teachers, they have some differences in the admission process, curriculum, and practicum.

2.3.1 Admission Process

The admission process differs between state and private higher education institutions (Wicaksono & Friawan, 2011). In private universities, admission and selection are centralized at the university level. The Commission for new students is responsible for recruiting and conducting independent entrance tests, with passing grades determined by the program. On the other hand, national tests for admission to state higher education institutions are uniform throughout Indonesia, whereas entrance tests for private universities vary from institution to institution, making it difficult to compare entry assessments between private and state institutions. State universities have two options for recruiting new students. The first option is by invitation, which is intended for high achievers with exceptional grades in senior and vocational high school, using a report book. The second option is to sit for the national entrance test, which requires candidates from across Indonesia to achieve a national grade in each program. As state universities are considered more reputable but cheaper, competition for admission is relatively high, and high school graduates

typically attempt to enter state universities before considering private universities as alternative options. This selection system also impacts the characteristics of student intake in both universities. Students in state HEIs are perceived to be more intelligent than private ones because of the competitive national scale entrance. However, the selection process in private universities is less competitive, and private institutions with more available spaces than applicants are likely to accept all applications. While highly accredited private universities may employ a tighter selection process due to limited spaces, low-accredited private institutions provide pre-service teacher training without a tight selection process. Therefore, private ITE has candidates with more diverse abilities (Welch, 2007). In September 2022, the minister of Education launched a new scheme for entrance to state universities, which no longer relies solely on the entrance test but also considers school report cards, portfolios, and student achievements (Kompas, 2022).

The admission test for ITE is not specifically designed to filter candidates for teacher education. Rather, it is an academic test for all students seeking entry into higher education without testing any particular subject. Consequently, ITE is sometimes seen more as a disciplinary degree in education than as a teaching qualification, as the motivation to become a teacher is not explored. The general admission test impacts the quality of student intake, as many candidates in English Department may have low English proficiency since their English ability is not tested during the admission process. Barber & Mourshed (2007) recommend recruiting the right people to become teachers, as the top-performing school system does. However, high-stakes selection processes have not been implemented in ITE institutions in Indonesia yet. These institutions struggle to attract high-performing candidates because they cannot guarantee permanent teaching positions. While ITE graduates can still get jobs as non-certified teachers, these entry-level positions are typically temporary and part-time, making teacher education less attractive to high performers. As a result, some of the best graduates from ITE may choose not to enter the teaching profession,

seeking other jobs that they perceive as having better pay and more prestige (Suryani & George, 2021). This issue suggests a need for this study to explore the current purpose of ITE, student teachers' motivation and career intention to understand the relevance and ITE's role in student teachers' teaching choices, given the introduction of pre-service PPG.

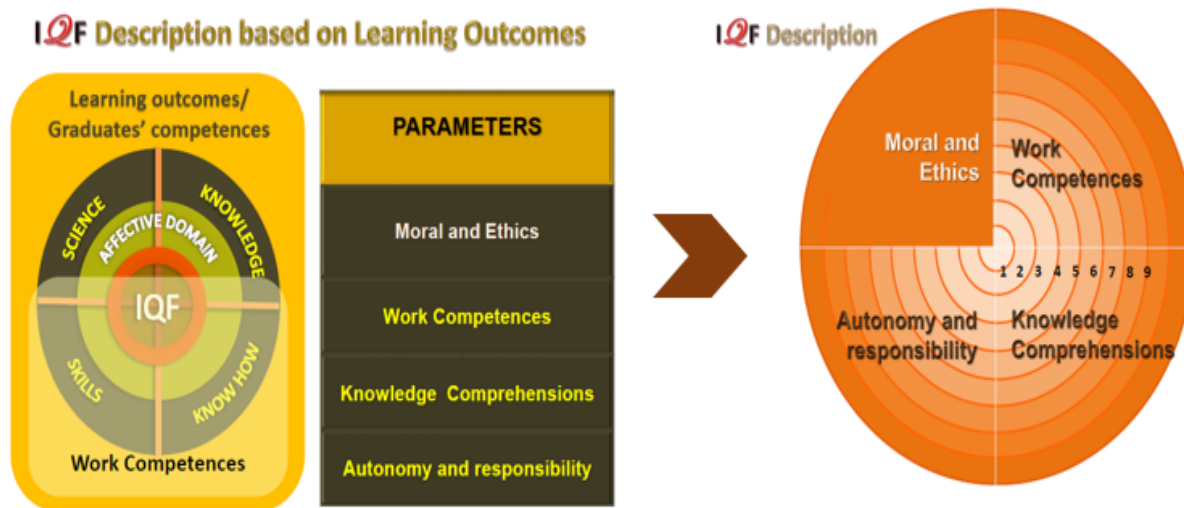
Many students choose teacher education as a last resort because they are not accepted into their desired program, as the selection process is relatively easy. Research shows that a considerable proportion of students, 44%, do not have genuine motivation to become teachers (Suralaga et al., 2020). This lack of motivation is a significant challenge for educators, as it affects the quality and career intentions of ITE graduates. The issue of unmotivated student teachers suggests a need to explore the expectations of leaders in ITE, such as the Dean and Head of Department, and new evidence regarding the admission process. Previous literature highlights the importance of considering motivation and passion for teaching in teacher candidates (Flores & Niklasson, 2014; Rosyid, 2017; Surya, 2016), as it affects their career intention and the engagement with their professional development (Lamb & Wyatt, 2019). To ensure the quality of future teachers, ITE cannot ignore the pressing issue of student teachers' lack of motivation to pursue a career in teaching. For that reason, it is crucial to explore this issue further in this study.

2.3.2 Curriculum

All higher education institutions in Indonesia must adhere to the Indonesian Qualification Framework (IQF), as stipulated in Presidential Regulation Number 80 of 2012 and the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 73 of 2013 (Insani et al., 2017). The IQF provides a reference for the curriculum of all study programs, and learning outcomes of all programs must comply with the IQF descriptors, which are depicted in Figure 2-7 (adapted from Susilo, 2015).

Figure 2-7

Indonesia Qualification Framework Description

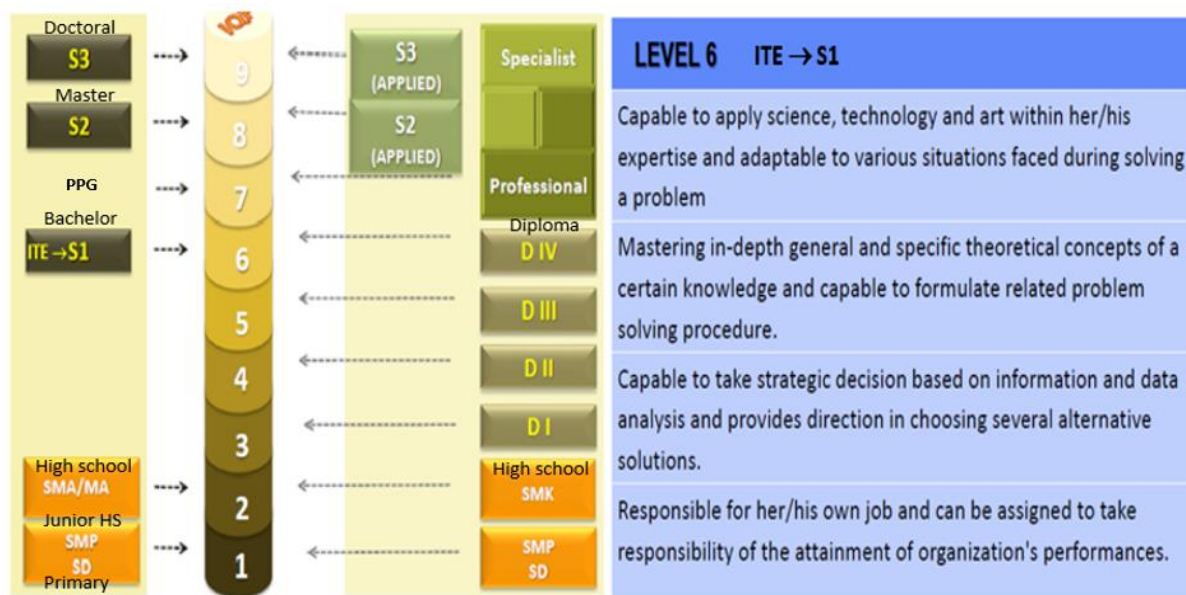


Note. Adapted From "Curriculum of EFL Teacher Education and Indonesian Qualification Framework: A Blip of the Future Direction," by Susilo, S., 2015, *Dinamika Ilmu*, 15(1), p. 14. <https://doi.org/http://dx.doi.org/10.21093/di.v15i1.98> CC BY-NC

The IQF framework has nine levels, with the bachelor's degree programme at level 6 (ITE), the professional degree programme (PPG) at level 7, the master's degree at level 8, and the highest level, which is level 9, for the doctoral degree. Thus, the teacher education curriculum is based on the learning outcomes of the bachelor's degree programme at level 6, as shown in Figure 2-8 (adapted from Moeliodihardjo et al., 2016)

Figure 2-8

IQF Learning Outcome for Higher Education



Note. From “Support to the Development of the Indonesian Qualification Framework,” by Moeliodihardjo, B. Y., Santoso, M., Putra, I. . A., Abdurahman, S. F., Agustina, A., Bateman, A., Doolette, A., & Slowey, M. , 2016, *Support to the development of the Indonesian Qualification Framework* p. 5 Education Sector Analytical and Capacity Development Partnership. CC BY-NC

Although the national standard learning outcomes guide every study program, the documented curriculum microelements are designed by each university (Hatmanto, 2017; Latif, 2017; Rohmah, 2017; Susilo, 2015; Wahyuningrum, 2017). The quality of the curriculum varies across state and private HEIs. Every teacher education program has different courses, structures, and assessments, including fieldwork (Azkiyah & Mukminin, 2017). For instance, some universities may categorize teaching English for young learners as a compulsory subject, while others consider it optional. The required credits for each course are at least 144. Typically, the ITE curriculum in Indonesia is not research-based and limits research method courses to writing mini-final theses. An example of an ITE curriculum from a highly ranked state university's English Department in Indonesia is included in Appendix D.

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The issues with ITE curriculum in Indonesia have been identified. Firstly, the curriculum includes irrelevant and theoretical subjects, causing students to be overloaded with unnecessary materials, some of which are compulsory subjects from university (Fahriany, 2014; Nielsen, 1998). Secondly, the practice of starting the development of English skills from the basics to cater to diverse levels of student proficiency takes up valuable space that could otherwise be utilized for pedagogical development. Finally, the three-semester internship outside the campus may affect the competency development of student teachers. The lack of focus and cohesion across the various components of teacher education may be insufficient to prepare future teachers. According to Kosnik & Beck, (2008), to prevent students from feeling overwhelmed by excessive material, ITE needs to prioritize critical aspects of teaching. To effectively tackle this issue, it is crucial to gather insights from both ITE graduates and principals to identify the essential aspects that need to be prioritised for teacher preparation.

2.3.3 Field Work

Fieldwork is considered an essential element in bridging the gap between theory and practice in teacher education (Darling-Hammond, 2014; Zeichner, 2010). In Indonesia, there are two types of ITE fieldwork: class observation during coursework and teaching practice or practicum in the final year, which vary in structure, pattern, and length across universities. Although studies showing a direct causal link between teacher education programs and student learning are still scarce (Cochran-Smith & Zeichner, 2005), ITE remains vital for student teachers to develop their understanding of teaching concepts and practices (Orchard & Winch, 2015). However, the quality of student teachers' practicum in Indonesia is hindered by their inability to create active teaching, as observed in a study conducted by Azkiyah & Mukminin (2017) in three different schools. They suggested that school practice should be conducted earlier and integrated with the programme courses. Although it seems sensible to allocate students for fieldwork earlier, this is not always

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practical, as ITE must coordinate with schools and consider their objectives and demands for student placements. Additionally, allocating students too early and too often may disrupt the schedule, as the classroom cannot always serve as a continuous laboratory for students to experiment with their teaching practices.

The quality and availability of mentors are also essential for the success of student teachers' fieldwork. Sulistiyo (2015) highlights that the selection of mentor teachers based on seniority and expertise may affect the expected outcome of practicum. Therefore, it is important for ITE and schools to establish a strong relationship and share educational values and goals to ensure student learning outcomes are met. Practicum is an opportunity for student teachers to gain insights into the actual teaching context, which can impact their motivation and career intention (Azkiyah & Mukminin, 2017; Kuswandono, 2014). While practicum can offer positive experiences, such as developing favourable views of teaching and interacting with students, it can also provide negative experiences, such as realising the difficulties of managing a class. In summary, the admission process, curriculum, and fieldwork all contribute significantly to the quality of teacher graduates.

2.4 Quality Assurance in ITE

In Indonesia, accreditation has become a crucial aspect of assessing the quality of higher education institutions, including those offering ITE programmes. This is particularly important for those pursuing higher degrees, as job vacancies often require candidates to have graduated from highly accredited universities. BAN-PT as the Indonesian National Accreditation Agency for Higher Education is responsible for administering quality assurance in higher education every five years. In the United States, accreditation of ITE programs can be conducted by different bodies including the National Academy of Education (NAEd), the Council for the Accreditation of

Educator Preparation (CAEP), and the National Council on Teacher Quality (NCTQ) (Cochran-Smith & Reagan, 2021). Conversely, in Indonesia, the primary accrediting institution is BAN-PT, which assigns grades of excellent (A), very good (B), good (C), or unaccredited to degree programs. The new system implemented in 2020 allows for more accuracy in grading, with excellent programmes receiving scores greater than or equal to 361, and unaccredited programmes receiving scores below 200. The criteria for accreditation are based on different areas such as institutional management, student services, and curriculum development, and are scored on a scale of 0 to 4, as shown in Table 2-1 (BAN-PT, 2019).

Table 2-1*Programme Accreditation Criteria*

Criteria	Points	Points
A External condition	1	1
B Profile of institution	1	1
C Criteria		
1. Vision, mission, objective, and strategy		4
2. Governance, management, and collaboration		18
3. Student		4
4. Human resources		7
5. Finance, asset, and facility	92	4
6. Teaching and learning		10
7. Research		5
8. Public services		5
9. Outputs and outcomes		35
D Analysis and determination of programme development		
1. Analysis and work performance		1.5
2. SWOT analysis and other relevant analysis	6	2
3. Programme development		1.5
4. Programme sustainability		1
Total of Points	100	100

Note. From "Akreditasi Perguruan tinggi: Pedoman Penilaian IAPT 3.0.," by BAN-PT, 2019, https://www.banpt.or.id/direktori/prodi/pencarian_prodi.php. In the public domain

In Indonesia, the quality of English teacher education varies greatly across different institutions. For instance, based on the previous grading system, as of 2022, only 40 out of 363 English

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education programmes have received the highest level of accreditation (A), while the majority are categorized as B (205) or C (136), and 12 have not been accredited yet (BAN-PT, 2022). Such disparities in accreditation levels can have a significant impact on the quality of English teachers and their students' achievement. In particular, inadequate English teacher education has been identified as a major factor contributing to the unsuccessful implementation of English language teaching in Indonesia (Luciana, 2004; Zein, 2016a). However, despite its importance, only a small proportion (11%) of the English Department offers highly accredited English teacher education programmes. These programmes are worth investigating further, as they have been successful in achieving and maintaining high-quality teacher education in Indonesia. Given the limited time and scope of this study, it will focus specifically on highly accredited English Education programmes. While other institutions with varying accreditation levels and programmes may also offer valuable insights, this study will prioritize those with the highest level of accreditation to gain a deeper understanding of best practices in English teacher education.

ITE should strive for quality beyond accreditation, as accreditation alone is not sufficient to measure quality comprehensively. Although accreditation is necessary for program operation, it only measures accountability, progress, and output against minimum standards set by the accreditation board. Self-assessment, on the other hand, is based on documents, materials, evaluations, and human resources, but it does not offer a comprehensive evaluation of quality since it does not measure specific program outcomes. As a result, accreditation fails to provide detailed feedback on teaching and learning quality for teacher preparation. Harvey (2002) suggests higher education monitoring agencies should adopt a "transformation" approach to quality that considers its impact on student learning, instead of just focusing on accountability and conformity. His view is supported by Romanowski & Alkhateeb (2022) who writes that that accreditation, based on accountability and promised performance, has not ensured teachers'

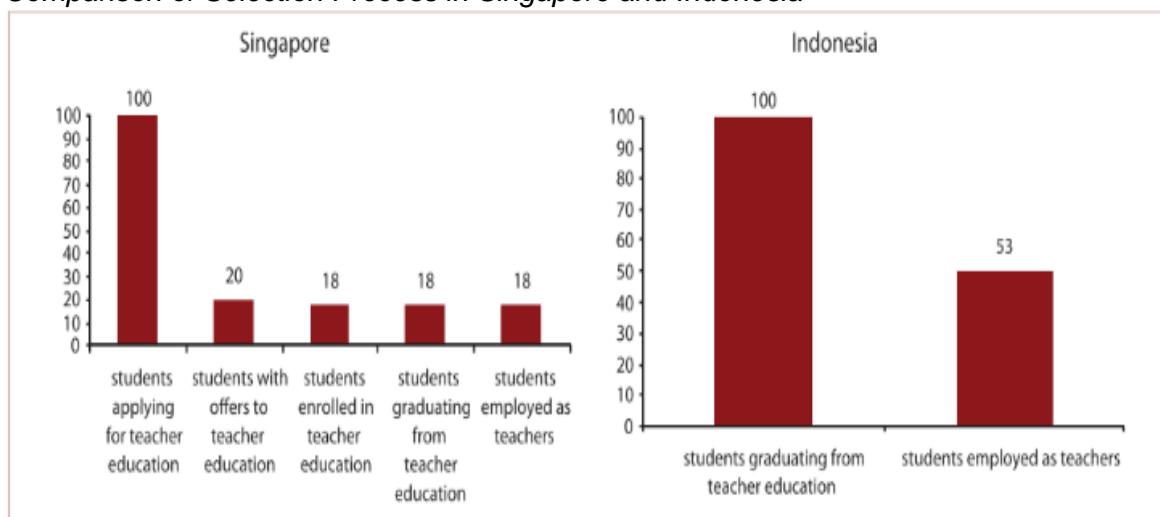
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classroom readiness and has failed to allow for new understandings and possibilities in teacher education. Therefore, accreditation may not fully reflect the program's quality, such as the impact of ITE on student teachers' career intentions, preparedness for teaching, and the quality of graduates in the teaching profession. In addition, tracer studies have not been optimally utilized for university graduates as part of external quality assurance, as they usually only focus on the curriculum, graduate's job type, and first salary (Renny et al., 2013). Teacher education research plays an essential role as an independent party in exploring aspects that accreditation cannot cover. Ingvarson & Rowley (2017) argue that policies for assuring the quality of beginning teachers consist of three main parts: admission process and selection of student teachers in ITE, ITE accreditation, and entry into the profession policy.

The three policies for assuring the quality of beginning teachers in Indonesia present some challenges. Firstly, recruitment in ITE is low stakes and relatively easy, which is not aligned with the recommendations of the top-performing school systems that stress the importance of getting the right people to become teachers (Barber & Mourshed, 2007; Darling-Hammond, 2017b). In contrast, Singapore has a rigorous selection process, accepting only 20% of applicants for ITE, allowing them to select the best candidates who are almost all employed as teachers. Whereas most ITEs in Indonesia accept all applicants, but only about half of them are subsequently employed as certified or uncertified teachers. Figure 2-9 compares the selection process between Singapore and Indonesia (World Bank, 2010, p. 50). As shown in the figure, not all student teachers in ITE are intended to become teachers in Indonesia. ITE is considered a last resort for candidates who are not accepted into other faculties to continue higher education (Suryani, 2020). The low stake recruitment process impacts the quality of student intake as ITE candidates have diverse abilities and lack the motivation to become teachers.

Figure 2-9

Comparison of Selection Process in Singapore and Indonesia



Source: Singapore data from Barber and Mourshed (2007); Indonesia data based on World Bank staff calculations.

Note. From “Transforming Indonesia’s Teaching force. Volume II: From Pre-service Training to Retirement - Producing and Maintaining a High Quality and Motivated Workforce,” by World Bank, 2010, p. 50, <http://hdl.handle.net/10986/2853> CC BY 3.0

Secondly, there is a significant discrepancy in ITE quality, with a wide range of accreditations. The double salary for certified teachers in 2006 led to an increased demand for teacher education institutions, resulting in many low-quality private ITEs (Negara & Benveniste, 2014b). Reports and studies have raised concerns about the low quality of teacher education in Indonesia (Sitorus, 2018; The Head Foundation, 2018; World Bank, 2020; Zein, 2016a). As an illustration, in 2018, out of 421 ITEs, only 18 were accredited A, 81 were accredited B, and the rest were considered low quality since they were unaccredited (Sitorus, 2018). In 2020, out of 422 ITEs, only 7% were rated A, 35% were rated B, 23% were C, and 35% were not yet accredited (World Bank, 2020). In 2021, only 45 of the 425 teacher education institutions were state institutions, and 95% of 380 private institutions had not met the expectations yet (The Indonesian Institute, 2021). These discrepancies significantly affect the quality of ITE graduates.

Thirdly, the policy for entering the teaching profession in Indonesia has several problems. To begin with, the criteria for registering as a civil servant teacher do not measure teaching

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performance but look at how long the candidate has been a teacher. Huang et al. (2020) argued that the teacher recruitment process in Indonesia is centred on meeting demands and ensuring administrative compliance rather than assessing teaching abilities. Furthermore, teacher certification aimed at providing better welfare has no significant impact on the quality of teachers and students' achievement (de Ree et al., 2017). The pre-service PPG programme aims to address issues with varying standards of ITE (Hayati et al., 2018), but it also needs improvement as some curricula overlap with ITE (Alifia et al., 2019). Although ITE graduates who join PPG learn similar things in PPG, almost half of the candidates failed the final test (Mariana, 2021). Several studies found that PPG is ineffective in improving teachers' quality (Fibrianto & Yuniar, 2020; Simanjorang et al., 2020; Yusrina et al., 2022), despite some positive impacts reported in other studies (Alfianita et al., 2022; Hartiwi et al., 2020; Kesuma & Fatimah, 2021). Therefore, the issues with the effectiveness of PPG require reflection and improvement in the quality of the training programme.

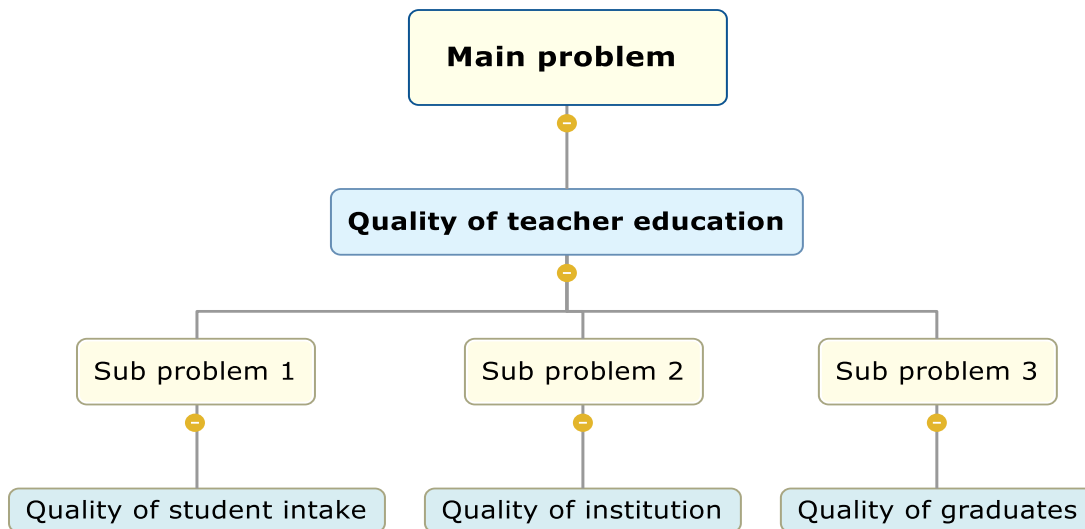
Reforming education in Indonesia has faced challenges due to the disconnect between the demand for high-quality education and the lack of support, policies, and practices for teacher quality (Chang et al., 2014). There is also a gap between scholarly work and government policies, as highlighted by Zein, (2022). This study recognizes the impact of ITE and PPG programs on enhancing teacher quality and the pathway to teaching. However, the scope of this research will be limited to examining ITE, as ITE and PPG have distinct objectives, systems, admissions processes, and curricula. The study deliberately excludes focusing on PPG as a teacher certification training program or both ITE and PPG due to time constraints in completing the PhD study. Therefore, the primary focus of this study remains on evaluating the quality of ITE as a teacher preparation institution.

2.5 Issues on Initial Teacher Education⁴

The issue of quality in teacher education is evident in Indonesia, as indicated by three policy concerns related to the assurance of quality for beginning teachers. The inadequate quality of ITE programs can be attributed to the low-stakes admission process, which affects the quality of students entering these programs. Furthermore, the significant disparities in institutional quality have a direct impact on the competence of ITE graduates aspiring to become certified teachers. These three issues are visually presented in Figure 2-10, shedding light on their significance and implications within the context of teacher education in Indonesia.

Figure 2-10

Issues of ITE in Indonesia



⁴ The earlier version of this section is published in Novita, P. (2022). Challenges and possibilities for improvement in teacher education. *Indonesian Focus Conference*, 1(1), 1–7. <https://www.indonesiafocus.net/index.php/PIF/article/view/53>

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The quality assurance of ITE in Indonesia should be grounded in context-specific considerations (Elassy, 2015; Schindler, Puls-elvidge, Welzant, & Crawford, 2015). The research conducted within this context has provided valuable insights into the crucial aspects of education quality in Indonesia and emphasizes the need to examine the current purpose of ITE, especially in light of the introduction of the Teacher Certification Program (PPG). Reports on education in Indonesia highlight the importance of enhancing teacher preparation and implementing impactful professional development programs to improve the overall quality of education (Chang et al., 2014; OECD, 2015; World Bank, 2020). Through context analysis, chronic issues in teacher education have been identified in Indonesia, including the quality of student intake, the quality of institution, and the quality of graduates. A comprehensive investigation into the quality of ITE programs is urgently required to address these long-standing concerns and enhance the overall quality of ITE. However, there is a lack of existing research that specifically addresses the quality of teacher education in Indonesia and its impact on these three crucial issues. The majority of ITE research is fragmented, with individual studies examining specific aspects or issues within ITE. As a result, this fragmented approach fails to provide a conclusive understanding of ITE program quality.

To bridge this gap, the present study aims to explore the quality of the four-year ITE program, exploring the aspects that influence the quality of student intake, institutions, and graduates. The study focuses on English teacher education, recognizing the significance of English proficiency in any career students may pursue. However, despite its importance, English language teaching has not yet achieved optimal outcomes, with the quality of English teachers being identified as a prominent factor contributing to this challenge (Renandya et al., 2018; Songbatumis, 2017; Zein, 2016a). High-level accredited English programs have been chosen as the sample in this study, as they are expected to offer insights into best practices within the Indonesian context (Alwasilah,

2013; Lengkanawati, 2005) Considering the distinct systems between private and state ITE institutions, this study also aims to explore any differences in findings between the two, as they represent different types of higher education institutions in Indonesia.

2.6 Summary of the Chapter

This chapter establishes the research context by examining various aspects related to teacher education in Indonesia. It covers the geographical background, educational system, teaching profession, historical account of teacher education, teacher education system, and issues in the policies of beginning teachers. These aspects shed light on the complexities of the Indonesian education context and the challenges faced in enhancing education quality. While this context analysis does not encompass all factors affecting education quality, it highlights significant events in teacher education that have impacted teacher quality and discusses the issues influencing the quality of teacher education in Indonesia. The account provides evidence that teacher education quality has been problematic over the years due to contextual factors and a misalignment between the vision for education quality and the supporting systems, policies, and practices. As a result, given the reported ineffectiveness of the pre-service PPG for teacher certification introduced in 2013, a thorough examination of the purpose and quality of the traditional 4-year undergraduate ITE program is warranted. This review should consider how improvements in teacher training can be better integrated with the PPG requirement. Notably, the quality of student intake, institution, and ITE graduates emerge as significant concerns affecting ITE quality, and national education reviews consistently call for improvements in ITE quality. Given the fragmented nature of previous studies in the Indonesian context, comprehensive research on ITE quality is urgently needed. This study responds to this call by providing a more comprehensive investigation of teacher education quality in Indonesia. The subsequent chapter will present a literature review focusing on the quality of teacher education, relevant factors influencing student intake, program quality, graduate quality, and the conceptual framework guiding this study.

Chapter 3 Literature Review

The purpose of this chapter is to review relevant literature on the conceptualization of educational quality, teacher quality, and teacher education quality. The goal is to identify the specific aspects of teacher education that have a significant impact on overall quality. By examining existing research, gaps in knowledge will be identified, concepts related to the quality of ITE will be validated, and research questions will be refined accordingly. It is important to note that although this study focuses on English departments, but it excludes issues specifically related to TEFL (Teaching English as a Foreign Language). Given the complexities and limited scope of the PhD research project, the focus is solely on the influential aspects of ITE's quality as a holistic program. The chapter begins by presenting the conceptualization of quality within the context of this study, followed by an exploration of the significance of stakeholders in their perception of quality. Subsequent sections will review interconnected concepts, including the quality of education, teacher quality, and teacher education quality, along with their contributing factors. The program theory and logic model will be explained, and a conceptual framework will be presented, leading to the refinement of the research questions. Finally, the chapter concludes with a summary of the literature review.

3.1 Conceptualising Quality in this Study

Defining the quality of higher education is a complex task, as it is multifaceted notion and cannot be precisely explained or measured (Bloch et al., 2021). Consequently, the understanding of quality in ITE remains unclear. Various researchers have examined this concept in ITE (Blake & Lansdell, 2000; Greene, 1988; Imig & Imig, 2007; Loughran, 2017). One approach to comprehending quality in teacher education is based on the understanding of teacher professionalism. Different perspectives exist, such as viewing teaching as a research-based

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profession or perceiving quality in ITE from the standpoint of industrial trainers (Menter, 2022). One perspective defines quality in teacher education as closely tied to its effectiveness. Effective teacher education ensures that graduates meet the required standards and possess the necessary knowledge and skills expected of novice teachers (Ingvarson et al., 2014). While the nature concept of quality has broader senses and is more often used in higher education, the notion of effectiveness typically focuses on student outcomes, progress (value-added), or the achievement of specific educational goals (Chetty et al., 2014; Darling-Hammond, 2015; Gansle et al., 2015; Vlăsceanu et al., 2007). Numerous studies have been undertaken to measure the effectiveness of ITE (Coggshall et al., 2012; Mayer et al., 2015; Prince, 2010). However, the concept of quality in ITE is complex and subject to debate, as it involves not only the quality of the program itself but also its impact on the education system as a whole (Whitty, 1992).

One ground breaking study presents five different concepts of quality: exception, perfection, transformative, value for money, and fitness for purpose (Harvey & Green, 1993). Quality as an exception includes three variations: being distinct, demonstrating excellence, and passing a set of required standards. Quality as perfection focuses on achieving zero defects and getting things right the first time. Quality as value for money relates to cost and economic exchange, originally implying that customers are willing to pay more for higher quality. It suggests that customers are most satisfied when they receive superior quality at the same or lower price (Drummond, 1992). The concept of quality as value for money also involves accountability and is associated with the "neoliberal ideology." This ideology portrays individuals as consumers who base their decisions on cost-benefit analysis (Giroux, 2005; Saunders & Ramirez, 2017). This ideology views education as contributing to a country's industrial development, where the economic value determines the relationship between students, institutions, and teachers (Saunders, 2010).

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However, these three concepts are not suitable for this study because they do not align with the primary purpose of teacher education, which is to prepare teachers for the teaching profession.

Quality as transformation views quality as a fundamental form of change and is closely linked to transformative learning theory (Mezirow, 1997). Teaching excellence award recipients have associated the concept of quality in higher education with transformative learning (Cheng, 2011). According to Harvey & Knight, (1996), transformation involves developing confidence, self-awareness, alternative conceptualization, and an ongoing dialectical process of deconstructing ideas. The concept of quality as transformation resonates and aligns well with this study, as it requires a conceptualization of quality that is closely tied to practices that lead to the desired outcomes. In Indonesia, quality in higher education is defined as fitness for purpose, indicating the ability to meet the needs of students and strongly complement academic rigor as the main definition of quality (Negara & Benveniste, 2014, p. 9). Programs of study and degree options are considered of "high quality" when they are closely connected to improved employment opportunities and enhance individuals' job and career prospects. Therefore, the concept of quality as fitness for purpose underpins a new understanding of quality and relevance in higher education in Indonesia. This concept is adopted in this study as fitness for purpose is crucial in ITE. Teacher education is regarded as high quality when it equips students with the knowledge, skills, and attributes necessary to meet the expectations of future employers and to be competent teachers who can thrive in the teaching profession. Additionally, it considers the needs of stakeholders, students, and users, aiming to transform student teachers into professionals in the field of education.

However, it is essential to distinguish between the concepts of quality, standards, and quality assurance as they are not synonymous. According to Harvey (2007), standards can include academic standards, competence standards, service standards, and organizational standards.

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On the other hand, quality assurance revolves around aspects of accountability, control, and compliance. Additionally, Harvey emphasizes the importance of not overlooking the transformative dimension of quality in higher education. While quality as value for money or excellence may be easier to quantify and observe using metrics and indicators, the transformative aspect is more challenging to measure. The conceptions of quality in ITE are context-specific (Brooks, 2021). In the context of Indonesia, the quality of teacher preparation is theoretically assessed based on the ITE's ability to equip candidates with the national teacher standard competencies, including professional, pedagogical, social, and personal competencies. There is a growing emphasis on ITE to broaden the quality concept beyond teacher preparation and align it with the broader landscape of higher teacher education. ITE institutions strive to adapt to students' needs in order to be competitive in the job market, given the surplus of teacher graduates from over 450 ITEs in Indonesia and limited opportunities for permanent teaching positions (further details explained in the Research Context Chapter).

In the era of accountability, the quality of ITE has become associated with metrics, indicators, and various quality measures that span different phases. Cochran-Smith & Reagan (2021, p. 14) emphasize the belief that teacher education can be "fixed" through rigorous public evaluation and monitoring of inputs, processes, outcomes, and the impacts of program graduates. Suzanne Wilson, in her lecture, also includes quality measures in ITE such as inputs, processes, outputs, and perspectival aspects (as cited in Brooks, 2021, p. 4). Tatto & Pippin (2017, p. 82) offers an approach to studying teacher education programs. Specifically, they suggest that the logic model and program theory serve as ideal frameworks for organizational learning, illustrating the connections between program inputs, processes, outputs, outcomes, and impacts which align with Patton's framework (2002, pp.143-187). This study responds to this recommendation and

incorporates these concepts into its framework, alongside other significant aspects such as quality in ITE, the role of ITE stakeholders in perceiving quality, and the quality measures used in ITE.

Given the variation in researchers' definitions of quality in ITE, it is crucial to clarify the concept of quality within the context of this study. In this research, quality in ITE is defined as both fitness for purpose and transformative. As a result, this study aims to examine the quality of ITE programs by exploring the extent to which they are fit for purpose and transformative in preparing teachers. This investigation will explore the aspect of inputs, processes, outcomes, and impacts. The perspectives of stakeholders in ITE are essential in addressing this issue, as their insights provide valuable perspectives on the quality of ITE.

3.2 Role of Stakeholders in Perceiving Quality

Stakeholders play a crucial role in the improvement of teacher education and their feedback is vital for ensuring quality assurance. In the field of education, quality can be defined based on the satisfaction levels of stakeholders. Researchers in teacher education have advocated for the involvement of multiple stakeholders in the evaluation of teacher preparation. Cochran-Smith & Reagan (2021) suggest incorporating the perspectives of all relevant stakeholders in teacher preparation within ITE programs and schools to establish indicators for equitable teacher preparation evaluations. Harford et al. (2012) highlight the importance of continuous communication among different actors and stakeholders to enable systematic research on effectiveness in quality assurance. Furthermore, Schindler et al., (2015) propose a conceptual quality model that depicts the interrelationships of three strategies: a comprehensive strategy that targets a central goal, a specific strategy that identifies quality indicators, and the consideration of various stakeholder perspectives.

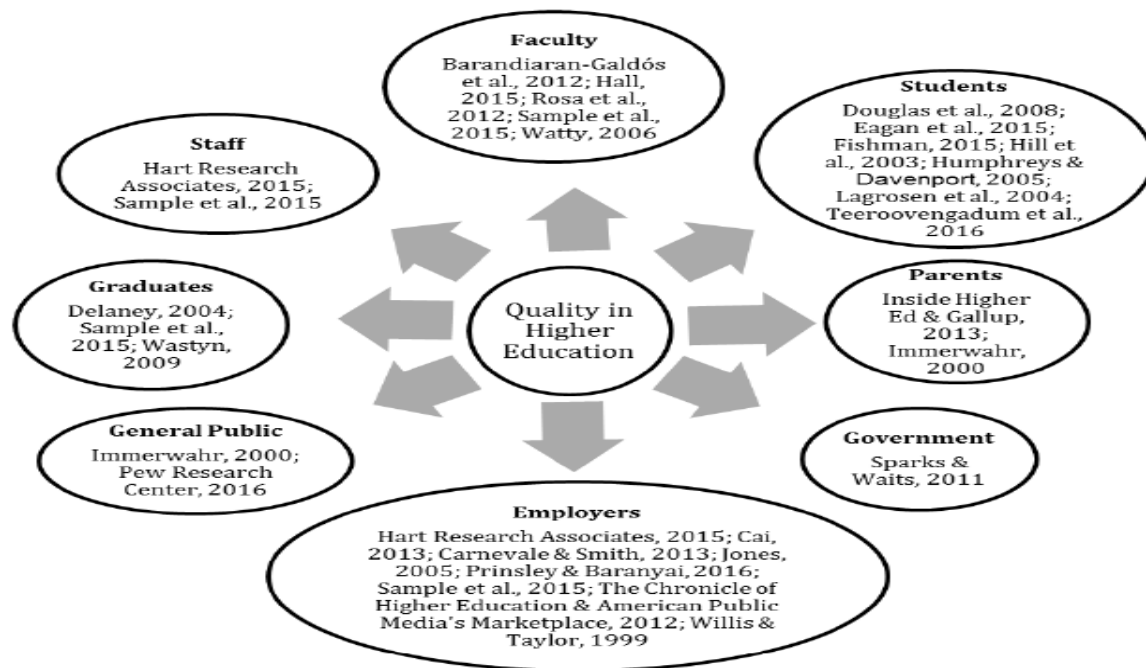
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The importance of stakeholders' perspectives in determining quality has been widely recognized. However, there is ongoing debate among researchers regarding who should have the authority to judge quality. Some researchers argue that individuals who have first-hand experience with the educational process should have the primary role in assessing the quality of higher education, emphasizing the significance of student experience (Law, 2010; Teeroovengadum et al., 2016; Turner, 2011). On the other hand, other researchers emphasize the value of considering the views of multiple stakeholders (Green, 1994; Harvey & Green, 1993; Houston, 2008; Lagrosen et al., 2004; Owlia & Aspinwall, 1996; Tam, 2001). The approach that encourages multiple stakeholders to define and evaluate quality in ITE appears promising for understanding the diverse perspectives on ITE quality. Previous research in ITE has employed this approach (Feur et al., 2013; Mayer et al., 2017b). Given that ITE stakeholders have distinct roles and expectations, relying solely on one perspective may present a fragmented view of the program's quality. Considering multiple stakeholder perspectives allows for the comparison and contrast of views across stakeholders, identifying differing expectations and potential gaps. These insights are crucial for improving teacher education.

Srikanthan & Dalrymple (2003) propose four categories of stakeholders in higher education that are essential for defining and measuring quality: providers, users of products, users of output, and sector employees. In a literature review conducted by Bowers et al. (2018) it was found that students and employers are considered the most significant stakeholders when it comes to measuring quality, in comparison to other stakeholders. This is because students represent the users of products, while employers represent the users of output. However, the study also pointed out a limited amount of research that includes the involvement of faculty staff, as illustrated in Figure 3-1

Figure 3-1

Selected Stakeholders in Higher Education

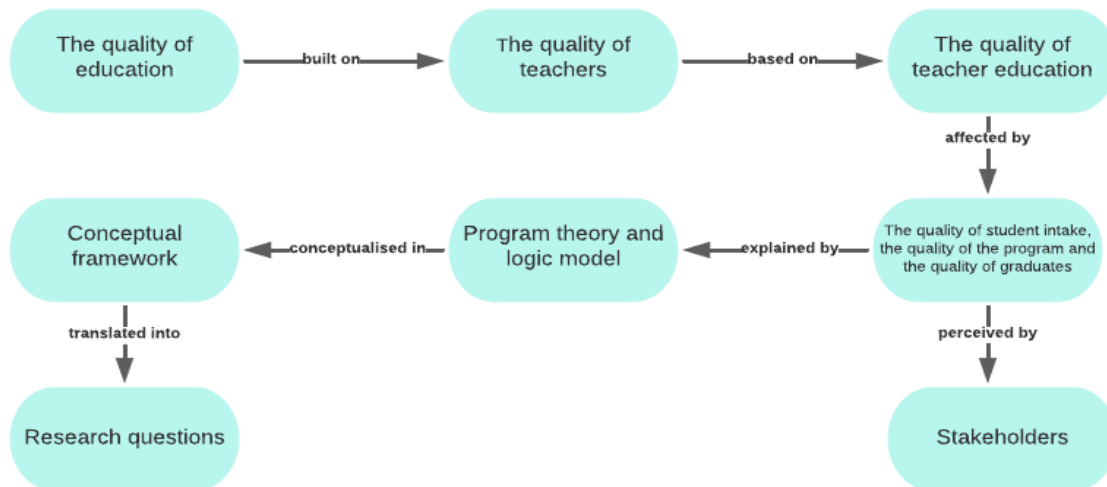


Note. From "Defining Quality in Undergraduate Education: Directions for Future Research Informed by a Literature Review," by Bowers, A. W., Ranganathan, S., & Simmons, D. R., 2018, *Higher Learning Research Communications*, 8(1), p. 7. <https://doi.org/http://dx.doi.org/10.18870/hlrc.v8i1.392>. CC BY-NC

Furthermore, Bowers et al., (2018) recommended further research to address the underexplored stakeholder group of faculty staff, considering their significant influence on the student experience. This finding highlights the need for exploration of this area. To fill this gap, it is crucial to incorporate the perspectives of faculty staff, including the Dean of Faculty Education and Heads of departments in investigations of teacher education quality. Moreover, considering the importance of multiple perspectives and the inclusion of all relevant stakeholders in teacher education research, the study also considers the viewpoints of educators, student teachers, teacher education graduates, and principals. The following section will discuss the theoretical framework that guides this study, with the flow of the argument and relevant concepts visualised in Figure 3-2.

Figure 3-2

Concept Map



3.3 The Quality of Education

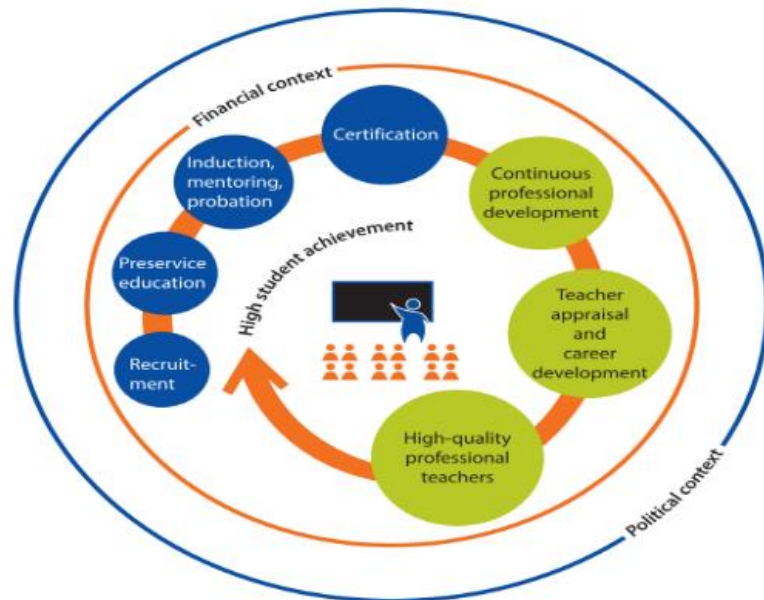
Education quality is a growing concern and a topic of ongoing debate in research and policy discussions, both at the international level and within the Indonesian context (Barrett et al., 2006; de Ree, 2016; Hanushek, 2007; Muttaqin, 2019; Sari Dewi et al., 2021; Sayed & Ahmed, 2015; Sulisworo, 2016). However, defining education quality is complex as it is a slippery concept. It encompasses multiple dimensions and cannot be assessed using a single indicator. Different individuals, institutions, and countries have varying concerns, indicators, and strategies when it comes to achieving educational quality. Numerous studies have examined and challenged the underlying concepts of education quality. The human capital approach views education as an investment for economic development (Hanushek, 2007; Tan, 2014), while the human rights approach emphasizes education as a fundamental right (UNESCO & UNICEF, 2007). The social justice approach focuses on providing high-quality education that promotes inclusion, relevance, and democracy (Tikly & Barrett, 2011).

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Different models and frameworks have been developed to understand education quality. Cheng & Tam (1997) developed seven models of education quality, each addressing different aspects of education within an institution. These models include goal specification, resource-input, process, satisfaction, legitimacy, absence of problem, and organizational learning. All seven models are integral to achieving comprehensive education quality and are integrated into the concept of total quality management (TQM), which suggests that involving all members of an educational institution and improving various internal aspects while meeting external expectations are essential for ensuring quality. This study finds relevance in the TQM framework as it provides a comprehensive approach to conceptualizing education quality from different angles, considering elements such as input, process, outcome, and impact. Another model that shares similar elements is the CIPO (Context, Input, Process, Output) model, which suggests that education quality can be analysed by examining the distribution of inputs, processes, and outputs among different educational groups (Scheerens, 1990). In the Indonesian educational system, factors such as context, inputs, and processes also influence education. A review of national policies reveals that high student achievement results from a series of processes aimed at developing high-quality teachers. Additionally, the context, including financial and political aspects, impacts this relationship, as illustrated in Figure 3-3.

Figure 3-3

Conceptual Framework for Quality Education



Note. From "Teacher Reform in Indonesia: The Role of Politics and Evidence in Policy Making," by Chang, M. C., Shaeffer, S., Al Samarrai, S., Ragatz, A. B., de Ree, J., & Stevenson, R., 2014, Directions in Development. World Bank. <https://doi.org/10.1596/978-0-8213-9829-6> CC BY 3.0

As shown in Figure 3-3, education quality is closely linked to teacher quality and teacher education quality. A widely referenced quote from McKinsey's 2007 report asserts that "the quality of an educational system cannot exceed the quality of its teachers" (Barber & Mourshed, 2007). This quote has been extensively cited in educational research, policy documents, and discussions. However, Husbands (2013) challenges this statement, arguing that it should be the quality of teaching that matters, not just the teachers themselves, as the two terms carry different policy implications. Husbands explains that the focus on "teachers" may prioritize recruiting only the most talented individuals, potentially neglecting the development of weaker teachers, whereas emphasising "teaching" directs attention to the ongoing effort to enhance the teaching quality of every teacher, recognizing the evolution and progress of teaching practices. Despite the debate surrounding these terms, it is evident that the quality of teachers is important for the overall quality of education.

3.4 The Quality of Teachers

Teacher quality refers to the skills and attributes that contribute to the overall quality of teaching (Churchward & Willis, 2019; Mitchell et al., 2001). It is important to note that highly qualified teachers, which is one of the indicators of education quality, do not emerge by chance. Various factors influence teacher quality, with the quality of teacher education being of utmost importance (Boyd et al., 2009; Darling-Hammond, 2000a; Schmidt et al., 2011). Consequently, it is argued that the quality of teacher education plays a crucial role in reinforcing education quality. Similarly, Darling-Hammond et al. (2005) advocate that improving teacher education is the most direct and effective way to enhance overall educational quality. In line with this perspective, research on teacher education has the potential to provide insights into improving ITE and fostering educational quality in Indonesia in the long term. Moreover, they emphasize the importance of supporting teacher education improvements with effective recruitment strategies and the continuous development of in-service teachers' knowledge and skills to enhance overall teacher quality. Teacher quality as a sine qua non and an essential element of education quality, remains a long-standing issue in Indonesia and worldwide.

Teacher quality is an undeniably significant aspect of education and often associated with the terms "good" or "effective" that imply its definition. In the Indonesian framework of education quality shown in Figure 3-3, teacher quality is defined by student achievement. Darling-Hammond, (2021) highlights that definitions of teacher and teaching quality continually evolve through ongoing research, aimed at developing knowledge for effective teaching practices. For instance, Goodwin & Low, (2021) argue for a holistic perspective on teacher quality, considering teachers as both academic specialists who strive for high student test scores and as caring, ethical professionals. According to Cochran-smith (2021), the concept of teacher quality is dynamic and open to diverse interpretations by different stakeholders, including researchers and policymakers. This aligns with the principles of Total Quality Management (TQM) which has also been used in

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teacher education (Manivannan & Premila, 2009). While a consensus on the exact meaning of teacher quality remains elusive, there is a widespread desire to improve it. This is because despite the contested nature and multiple interpretations associated with the term, there is a broad agreement that teachers' abilities have a significant impact on students' learning outcomes (Canales & Maldonado, 2018; Gershenson, 2016; Sirait, 2016) and the overall quality of education (Barber & Mourshed, 2007; Black, 2016; Chang et al., 2014; Gawlik et al., 2012; Ramdhani et al., 2012; Rowe & Skourdoumbis, 2019).

Nevertheless, in the literature, there have been nuanced perspectives surrounding teacher quality and its relationship to student outcomes. According to Fenstermacher & Richardson (2005) the direct link between teacher quality and student outcomes oversimplifies the concept, as there is a distinction between being a good teacher and a successful teacher. Berliner (2005) builds upon this analysis by highlighting the differentiation between good and effective teaching, with good teaching aligning with field standards and effective teaching emphasizing achievement goals and student progress. Olsen (2021) further argues that the notion of good teaching is a moving target that is multifaceted, influenced by various contextual variables, personal factors, and educational reforms. Additionally, the concept of effective teachers can evolve in response to the challenges within the education field, such as the need for teachers to be reflective (Jiang, 2020; Loughran, 2002), adaptable to 21st-century demands (Caena & Redecker, 2019a; Mimms, 2011), transformative intellectuals (Giroux, 1988; Herath, 2015), global-minded (Dang et al., 2013; Goodwin, 2020), researchers (Hammersley, 1993; Souto-Manning, 2012), and, more recently, technology savvy (Rasmitadila et al., 2020; van der Spoel et al., 2020). Amidst these complexities, high-quality teachers may no longer solely focusing on student outcome but also prioritize the quality of teaching and learning processes, understanding that when students enjoy the learning experience, they are more likely to achieve the desired learning goals.

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In considering the concepts of good teachers and successful teachers, it becomes evident that contextual factors can influence student achievement. For instance, in Indonesia or similar countries facing geographical challenges, dedicated teachers in remote areas with poor infrastructure must make significant efforts to provide education to young people. These teachers may be regarded as good teachers. Yet, their effectiveness may be perceived as lacking if their students' test scores that often used as a measure of teacher effectiveness fall below the national standard (Goe et al., 2008). This example highlights that while teacher quality is widely recognized as a significant factor in student achievement, other elements such as the learning environment and school facilities can also contribute to outcomes. Naylor & Sayed (2014) support this notion by confirming that students' backgrounds and societal factors play a role in learning outcomes, and teachers alone cannot be expected to overcome deeply rooted historical and structural inequalities in society. Consequently, defining teacher quality is highly dependent on the specific context. Therefore, when evaluating teachers and implementing global education reform initiatives aimed at improving teacher quality, it is essential to consider the local context and adapt the approaches accordingly.

Teacher quality has gained global attention from policymakers in the past two decades, making it a key policy area for governments worldwide (Cochran-Smith et al., 2018; Darling-Hammond, 2017b). It involves various factors, including teacher preparation, organizational climates, school culture, support systems, teachers' beliefs, and ongoing professional development, all within the context of ever-changing requirements and expectations (Akiba & LeTendre, 2018). Cochran-Smith (2021) argues that teacher quality should be viewed as a dynamic concept, as the dominant way of defining and describing the work of teachers often oversimplifies the complexity and diversity of their profession. Teaching exists on a complex continuum, and when teacher quality is narrowly defined within the constraints of teacher education curricula, it can limit the

understanding of the teaching profession. This raises the question of what it means to educate teachers for an unknown future, considering the constant changes and evolving knowledge. Recognizing the impossibility of preparing student-teachers for every situation due to contextual diversity, the quality of teacher education plays a crucial role in conceptualizing the dynamic nature of teacher quality and the complexity of being a teacher for future educators.

The discussion surrounding teacher quality presents a dilemma within the field of teacher education. In response, Snoek (2021) proposes the utilisation of multi-perspective-based evidence to achieve a balanced understanding of teacher quality that considers the expectations of stakeholders, practitioners, and researchers. This study gains valuable insight from the existing literature which calls for collaboration among diverse actors. By inviting different stakeholders to share their perspectives, a deeper understanding of the varied expectations in teacher preparation can be attained (Livingston & Flores, 2017). This approach of incorporating multiple perspectives could provide rich data and a comprehensive view of teacher education quality, ultimately contributing to the preparation of highly qualified teachers.

3.5 The Quality of Teacher Education

Teacher education has faced increasing scrutiny due to its pivotal role in shaping future teachers. It is widely believed that enhancing teacher education will ultimately improve teacher quality and, consequently, the overall education system (OECD, 2005). Over the course of several decades, scholars worldwide have dedicated significant attention to exploring the key factors that contribute to high quality teacher education. For instance, in 1977, effective ITE was defined as a program that focused on developing and imparting effective teaching strategies and behaviours to aspiring teachers (Mackey, Glenn, & Lewis, 1977). However, as the teaching profession has become increasingly complex, teacher behaviours alone are no longer sufficient outcomes of ITE. Over

time, teacher education has encountered numerous challenges in adequately preparing teachers to navigate diverse age groups, educational settings, and evolving demands.

Previous research examining the quality and effectiveness of teacher education programs has yielded various results, leading to a lack of consensus on what constitutes high-quality initial teacher education (ITE). In Australia, the Studying the Effectiveness of Teacher Education (SETE) project identified several indicators of strong ITE programs, including highly qualified university teaching staff, valuable practicum experiences, and opportunities for practical application of professional knowledge through assessments and other activities that fostered connections between theory and practice (Mayer et al., 2017b). Meanwhile, In the United States, four institutions received National Awards for Effective Teacher Preparation from the US Department of Education. These programs showcased evidence of effectiveness by incorporating five key elements: licensure requirements, standards, accreditation, partnerships, and a commitment to continuous improvements (Dean, Lauer, & Urquhart, 2005). The winning programs actively gathered feedback from stakeholders through various means such as surveys, assessments, and conversations. This underscores the significance of incorporating perspectives from graduates and stakeholders in developing high-quality teacher preparation programs.

Several large-scale projects have evaluated the quality and effectiveness of teacher education in different disciplines and countries. In the United States, the American Psychology Association (APA) conducted the Assessing and Evaluating Teacher Preparation Programs (Coggshall et al., 2012), while the National Comprehensive Centre for Teacher Quality (NCCTQ) evaluated the Effectiveness of Teacher Preparation Programs for Support and Accountability (Worrel et al., 2014). In Australia, the Effectiveness of Teacher Education (SETE) project examined how teacher education prepares early career teachers for diverse school settings (Mayer et al., 2015). The Coherence and Assignment Study in Teacher Education (CATE) investigated pedagogical

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practices in ITE across Norway, Finland, the USA, Chile, and Cuba (Carrinus, Klette, Hammerness, et al., 2019; Hammerness & Klette, 2015). While these studies have provided valuable insights into assessing teacher education quality, their findings cannot be generalized to the Indonesian context due to the influence of contextual factors. Therefore, there is a need for a study that specifically addresses Indonesia's unique aspects and contextual factors.

Several studies have been conducted to examine the quality of teacher education in Indonesia. However, most of these studies have focused on specific aspects of ITE, leaving other areas unexplored. For instance, studies have investigated topics such as educators' and students' views on technology usage (Surmiyati, 2020), educators' views on the curriculum design (Surya, 2019), student teachers' views on teacher preparedness (Tutyandari, 2020) and educators' views on competency-based curriculum (Hatmanto, 2017). Furthermore, previous studies have often relied on the views of only a few stakeholders, contributing to a fragmented understanding of teacher education. To address these limitations, a more comprehensive study was conducted by Sulistiyo, (2015) to explore the effectiveness of teacher education programs from the perspectives of graduates, beginner teachers, principals, and teacher educators. However, this study had limitations in terms of its sample size (N=78) and potential bias, as some participants were drawn from the researcher's own students. To provide a more comprehensive and illustrative picture, it would be beneficial to expand the scope of the study to include different types of institutions and stakeholders. Sulistiyo's study also suggests the need for different data sets and analyses, which inform this research to involve a larger number of participants and design the study to accommodate various methods and multiple perspectives.

The existing literature on teacher education quality shows that little research uses a holistic approach to thoroughly investigate influential aspects of input, process, outcome, and impact. In addition, there is a dearth of knowledge about the differences between private and state teacher

education in the Indonesian context. Only a limited number of teacher education studies take stakeholders' perspectives from universities, graduates, and schools altogether. As a result, there is still uncertainty about to what extent the teacher education programme has met the expectation of its stakeholders. This research gap indicates a need to understand the diverse perceptions held by stakeholders. Currently, there is a lack of comprehensive research that explores all program elements and considers stakeholder perspectives in a single study. To address these gaps, this study aims to explore how stakeholders perceive the quality of teacher education regarding the influential aspects, strengths, weaknesses, and possibilities for improvement. In Research Context Chapter, three issues related to the quality of teacher education in Indonesia have been identified. The subsequent section will discuss related aspects of these issues and provide justification for their inclusion in this study.

3.5.1 The Quality of Student Intake

The input phase of a teacher education program encompasses various elements and activities that occur at the beginning of the program. These elements include the admission process, the motivations of student teachers for choosing teacher education, and their career aspirations upon completion of the program. Previous research inform the importance of these elements in teacher education quality.

Admission Process. The admission process in ITE involves a structured series of steps and the involvement of various individuals with defined roles in determining which applicants are accepted (Childs & Ferguson, 2015). Traditional admission processes typically consider factors such as GPA, written tests, interviews, reference letters, standardized tests, education and subject area coursework, and multiple criteria (Casey & Childs, 2007). However, the effectiveness of these indicators in predicting the quality of prospective teachers has been a subject of debate and questioning (Caskey et al., 2001; Klassen & Kim, 2019; Rutledge et al., 2008). As a result, several

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innovative methods have been explored to select candidates, including simulation-based selection processes (SBS) (Levin & Paryente, 2021), video and situational judgment tests (Al Hashmi & Klassen, 2020), and multiple mini-interviews (Salingré & MacMath, 2021). While these new methods hold promise in improving the outcomes and evaluation of the teacher education admission process, their effectiveness requires further investigation over an extended period to assess their long-term efficacy.

The evaluation of teacher education candidates should consider both academic and non-academic criteria. While academic skills are important, candidates should also reflect on their interest for working with children, particularly when aspiring to become kindergarten or primary teachers. Romanticized notions of quiet, tidy classrooms may be shattered when confronted with the realities of the actual classrooms and unique children. Research emphasizes the significance of non-academic criteria, such as interpersonal skills, motivational tendencies, and personality traits, for effective classroom instruction (Heinz, 2008, 2013; Rimm-Kaufman & Hamre, 2010). Additionally, professional attitudes, values, and beliefs that support student learning and development are also crucial, as the admission process aims to foster academic and long-term professional success (Synder, 2021). The admission process should be seen as recruitment and gatekeeping which serves as an initial step in selecting passionate, dedicated, and inspirational candidates, with the goal of retaining teachers in the long run (Surya, 2016). High-performing countries have demonstrated how the careful selection and retention of candidates contribute to a more stable teaching profession. Therefore, selecting the right individuals, supported by a robust educational system, has the potential to reduce turnover rates and increase teacher retention.

The impact of the admission process on the quality of teacher candidates is a complex issue. A straightforward answer might not be possible considering it is influenced by various factors. A

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comparative analysis of admission approaches in Europe by Iucu et al. (2014) revealed that countries with more open admission processes tend to filter candidates after teaching post application, while countries with high-stakes selection procedures have more lenient entry requirements into the teaching profession. Lukas (2015) compared the admission process in developed (Finland, Japan, Korea, and Singapore) and developing countries (Croatia, India, Russia, and Turkey). He found the most striking differences lies in high-stakes selection, interviews, and specific criteria like personality traits, values, and motivation for pursuing a teaching career. This finding suggests that the impact of the admission process depends on the instruments used and their rigor, however, contextual factors must also be considered before drawing conclusions. It is important to note that in countries with available spaces in ITE institutions and where tuition fees are charged, implementing a rigorous selection process may pose challenges. Conversely, it might be easier for countries with a solid educational system and where teaching is regarded as a prestigious profession. ITE may employ a high-stakes selection process due to the high number of applicants (OECD, 2005).

In Indonesia, the admission process in ITE programs is considered low-stakes and relatively easy (World Bank, 2010). While public universities have a centralized admission process administered by the government, private ITE institutions have the autonomy to conduct their own admissions (Wicaksono & Friawan, 2011). Similar to international literature, studies conducted in Indonesia emphasize the need for an improved selection process to enhance the quality of student intake (Fahriany, 2014; Suralaga et al., 2020; Surya, 2016; World Bank, 2020). Despite these findings, there have been limited changes in practice, and concerns about the quality of ITE have persisted for decades (Mooney, 1962; Nielsen, 1998; World Bank, 2020). Therefore, it is crucial to gather the perspectives of ITE leaders, such as Deans of Faculty of Education and Heads of Department, as they play a vital role in ITE policy and influence the quality of student intake in their programs.

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While existing studies have primarily focused on student teachers' perceptions of the selection process (Peček & Macura-Milovanović, 2015; Turner & Turner, 1997), there is a dearth of published data regarding leaders' views in ITE. Consequently, this study aims to qualitatively explore the admission process from the perspectives of Deans and Heads of Department, seeking their insights on the current admission system and its impact on the quality of candidates. This valuable input from ITE leaders will contribute to improve teacher education quality.

Motivation. Motivation plays a significant role in student teachers' engagement during their time in ITE. However, understanding motivation can be challenging due to the lack of consensus on its conceptualization. Different researchers may have varying theories of motivation depending on their study focus. For instance, self-determination theory explores how student teachers make choices (Deci & Ryan, 2012), while expectancy-value theory examines their perceptions of the value and expectations associated with the teaching profession (Wigfield & Eccles, 2000). Despite these differences, many researchers agree that motivation comprises two essential elements: direction, which explains why individuals choose to engage in certain activities, and magnitude, which determines their endurance and persistence in pursuing those activities (Dörnyei & Ushioda, 2011). Additionally, Sinclair (2008) defines motivation in the context of teaching and teacher education as attraction (what draws individuals to teaching), retention (how long they stay in their initial teacher education and the teaching profession), and concentration (their level of commitment to their courses and teaching). This conceptualization of motivation is relevant to the focus of this study on teacher and teacher education.

Motivation plays a crucial role in professional success. However, assuming a direct causal relationship between motivation to join teacher education and motivation to become a teacher may oversimplify the issue. Previous studies on motivation in teacher education provide nuanced evidence on this topic. A literature review highlights three distinct categories of student

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motivations in teacher education. The first category explores the connection between students' motivation to join teacher education and their intention to become teachers. Within this category, several studies have investigated student teachers' motivation using the FIT scale, a measurement tool that assesses Factors Influencing Teaching Choice (Abonyi et al., 2021; Akpochafo, 2020; Fokkens-Bruinsma & Canrinus, 2012; Glutsch & König, 2019; Goller et al., 2019; Ivanec, 2020; Rosyid, 2017; Suryani, 2017; Watt et al., 2012; Watt & Richardson, 2007). Other studies within this category examine student teachers' motivation to become teachers by exploring intrinsic, extrinsic, or altruistic values (Abotsi et al., 2020; Brookhart & Freeman, 1992; Giersch, 2021; Karavas, 2010; Mukminin, Rohayati, et al., 2017; Ryan & Deci, 2000; Shak, 2022; Tang et al., 2016; Williams & Forgasz, 2009). In the second category, motivation is seen as a fluid concept influenced by various factors, including learning experiences during teacher education and practicum (Azkiyah & Mukminin, 2017; Kuswandono, 2014; Roness & Smith, 2010; Sinclair, 2008). Lastly, the third category highlights that some students may enter teacher education without the explicit intention of becoming teachers, but for other reasons such as pursuing higher education or parental influence (Masbirorotni et al., 2020; Savage et al., 2021; Suralaga et al., 2020). Bruinsma & Jansen (2010) suggest that students with external motivations to join teacher education show a negative correlation with their career intentions, indicating that not all student teachers entering teacher education programs have the primary goal of becoming teachers. Understanding these nuances is crucial for effective policymaking in the field of teacher education.

Motivation is a critical element in teacher education that should not be overlooked (Lamb & Wyatt, 2019). Therefore, it is crucial to consider students' motivation during the selection process as it can help identify suitable candidates for the teaching profession (Flores & Niklasson, 2014; R.Klassen et al., 2021; Rosyid, 2017). While some studies have explored motivation, the consistency between student teachers' initial motivation to join teacher education and their career

intentions after joining the program has received limited attention in the Indonesian context. Thus, this study aims to address this gap by investigating student teachers' motivation prior to joining teacher education and examining whether it remains consistent or changes throughout the program, ultimately impacting their career intentions post-graduation. Obtaining a deeper understanding of these factors is essential to determine the influence of the learning experience in ITE and if it makes any difference.

Career Intention. Teacher education serves the purpose of developing skills and knowledge of future teachers who can effectively contribute to the teaching profession. Extensive research has examined how intrinsic, extrinsic, and altruistic perspectives influence the motivation of student teachers in choosing teaching as their career intention (Abonyi et al., 2021) as outlined in the well-established Factors Influencing Teaching (FIT) Choice model (Watt & Richardson, 2007). According to Giersch (2021), males were influenced by extrinsic factors, while females responded more positively to intrinsic factors, and high achievers were driven by altruistic values. However, student teachers might experience a shift in their career intentions, ultimately deciding not to pursue a teaching career. According to social learning theory of career decision making, four factors could influence career choices including personal characteristics, environmental conditions, learning experiences, and performance skills (Krumboltz et al., 1976). These four factors could explain some reasons student teachers do not join the teaching profession.

For instance, learning experiences during practicum may influence student teachers' aspirations (Azkiyah & Mukminin, 2017; Kuswandono, 2014; Trent, 2019). Teacher identity development occurs after practicum, during which student teachers feel the tension between their personal and professional aspects (Anspal et al., 2019) as well as challenges with their emotions (Bullough & Young, 2002). Negative practicum experience have detrimental impact on student teachers' career intentions (Sinclair, 2008), as their initial idealistic perceptions of teaching may be

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shattered, leading to emotional burnout and a decreased desire to pursue teaching (Hong, 2010). Additionally, teacher education experiences (Darling-Hammond et al., 2002; DeAngelis et al., 2013; Rots et al., 2014) and teacher identity (Lutovac & Flores, 2021) also shape student teachers' thinking about entering the teaching profession. Furthermore, Rots et al. (2014) highlight the importance of distinguishing between student teachers' motivation to join teacher education and their career intentions. This distinction is crucial and forms the basis for investigating these two concepts separately in the present study.

Several studies conducted in the Indonesian context have raised concerns regarding the career intentions of student teachers. One study focused on student teachers' commitment to the teaching profession and found that only 44.2% were fully committed to becoming teachers, while 38.4% viewed teaching as an alternative, 7.3% saw it as a stepping stone, and 10.1% were not willing to become teachers (Suralaga et al., 2020). Another study by Suryani (2017, 2020) explored student teachers' career intentions and revealed that out of 657 students planning to become teachers, only a small group of 109 students (13.59%) intended to solely focus on teaching without pursuing a second job, while the majority considered teaching as a secondary career. Qualitative findings indicate that prior learning experiences and perceptions related to teacher salary, workload, social status, and career progression influence student teachers' decision not to choose a teaching career (Suryani & George, 2021). These findings raise concerns about the true interest of student teachers in the teaching profession. There appears to be a gap between student teachers' perspectives of being teachers and their actual intention to enter and remain in the teaching profession.

The issue of teaching as a priority is crucial and should not be overlooked, as teachers who have multiple jobs can potentially impact their effectiveness and the learning process of students (Muijs et al., 2014; OECD, 2005). Research by Darling-Hammond (2000) indicates a positive correlation

between years of teaching experience and teaching quality. Therefore, teachers who view teaching as a stepping stone to other careers may compromise their teaching performance and contribute to higher turnover rates. However, previous studies have not clarified whether those who consider teaching as a secondary option or stepping stone would prioritize teaching as their primary career intention when given a choice between teaching and other career paths. This study aims to address this gap by examining the proportion of student teachers who prioritize teaching as their primary career intention and those who do not. The findings will shed light on the role of teacher education in developing the skills, knowledge, and dedication of future teachers to the field of education. Furthermore, this study seeks to determine whether career intentions remain static or are influenced by the teacher education experience.

3.5.2 The Quality of the Program

The programme processes involve a combination of elements and activities implemented throughout the programme. These elements include vision, coherence, and opportunities to enact practice. Furthermore, educator quality, monitoring, and evaluation also play crucial roles in the programme.

Vision Coherence and Opportunities to Enact Practice. Inarguably, high quality ITE is crucial for adequately preparing teachers to address the challenges they face in schools. However, determining what constitutes high-quality teacher education has been a subject of longstanding debate. Although the issue of quality in teacher education is complex, this section will discuss three key features highlighted in the literature: vision, coherence, and opportunities to enact practice.

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The importance of a clear vision in teacher education programs, which connects to actual classroom practices, has been emphasized by various researchers (Darling-Hammond et al., 2005; Kennedy, 2006; Zeichner & Conklin, 2008). This is because vision plays a crucial role in shaping what and how new teachers learn by informing the curriculum and pedagogy design of the program. Singapore provides an exemplary case where teacher education is guided by standards aligned with the 21st-century competencies for students and the nation's new vision of teaching and learning (Darling-Hammond, 2017b). Singapore's education system, known for its international leadership, highlights the significance of integrating and understanding the vision within the curriculum and the overall teacher education system, including coursework and clinical experiences.

Coherence becomes crucial for developing well-designed ITE programs which long have struggled with fragmentation (Flores et al., 2014; Zeichner, 2010). To address this issue and foster the development of qualified teachers, it is crucial to establish coherence within ITE programs (Hammerness, 2013). Coherence refers to a consistent teaching and learning approach that extends across courses, between university and fieldwork, and within program components (Klette & Hammerness, 2016). It ensures alignment between core ideas, learning opportunities, coursework, clinical experiences (Grossman et al., 2008) and classroom teaching and placement (Smeby & Heggen, 2014). Vision and coherence are intertwined, as vision guides the definition and alignment of learning experiences, including coursework and clinical experiences, within a well-designed program (Darling-Hammond, 2006c). For instance, Finnish teacher education has embraced a vision of research-based academic teacher education since 1979, incorporating subject education followed by pedagogical education to bridge theory and practice (Tryggvason, 2009). This evidence points out the significance of linking vision into the curriculum that all the

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faculty staff and students understand to make it a coherent programme as everything falls into its place and goes in the same direction.

The role of practice in bridging the gap between theory and practice in ITE is crucial. Teacher education has long been critiqued for being overly theoretical (Sjølie, 2014), which can make it too abstract and disconnected from actual classroom practice (Darling-Hammond, 2010). To address this issue, opportunities to enact practice must be deepened and integrated, ensuring a connection between what is learned in university and what is experienced in schools (Darling-Hammond, 2014, 2017; Ken Zeichner, 2010). Different studies present conflicting findings on the best approach to linking theory and practice in teacher education. On one hand, school sites are perceived as best place because they offer valuable opportunities for learning about practice, going beyond studying artefacts such as student work or classroom teaching videos (Hammerness, 2013). On the other hand, other studies found that new teachers will have difficulties learning ambitious practices in school placements alone (McDonald, 2005). For that reason, McDonald et al. (2014) suggest ITE programs do more on content and curriculum, organisational structures and policies, and teacher education pedagogy before spending more time in clinical field placements. Curriculum changes are necessary to align teacher education with the demands of practical teaching. (Grossman et al., 2009).

Despite these contrasting beliefs, a growing body of research supports the idea that practices should be integrated into ITE courses rather than limited to practicum and clinical experiences in the field (Ball & Forzani, 2009; Janssen et al., 2015). In particular, Tatto (2021) stressed the importance of exploring nuanced opportunities to enact practice in ITE, such as leveraging innovative technologies and online learning in the classroom. Embracing teaching practice in ITE has been shown to enhance student teachers' competencies (Brouwer & Korthagen, 2005; Darling-Hammond et al., 2002) and enable them to effectively engage with students' ideas (Kang

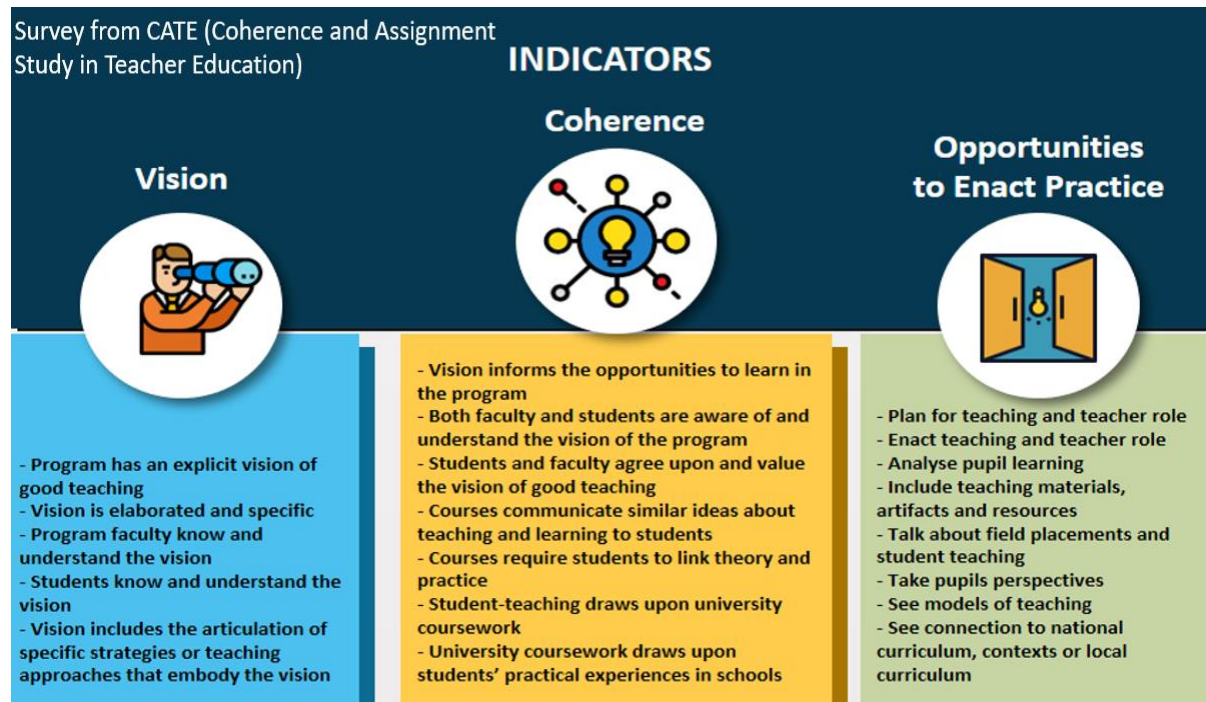
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& Windschitl, 2018). While direct causal links between teacher education programs and student learning are still challenging to establish (Cochran-Smith & Zeichner, 2005), high-quality student teaching experiences in ITE have been found to have positive effects on graduates' impact on student achievement (Boyd et al., 2009).

The previous discussion emphasizes that teacher education quality is determined by factors such as vision, coherence, and opportunities to enact practice. It is important to recognize that quality in ITE is a holistic concept, involving the overall experience of student teachers rather than simply meeting a checklist of indicators. A teacher education program with a clear vision, a coherent curriculum, and ample opportunities to engage in practical teaching is more likely to enhance the quality of student teachers' experiences. Building upon this perspective, the Coherent and Assignment Study in Teacher Education (CATE) project conducted by Hammerness & Klette (2015) identified a set of robust indicators to identify crucial elements of effective teacher education. According to Klette & Hammerness (2016, p.26), high-quality teacher education revolves around a shared vision of good teaching, a cohesive program that integrates theory with practice, and opportunities to learn that align with the vision of good teaching and enable its enactment. The CATE survey instrument captures these dimensions of vision, coherence, and opportunities to enact practice (Hammerness et al., 2014). Figure 3-4 illustrates the instrument indicators which can be applied to various types of teacher education programs.

Figure 3-4

Indicators of the CATE Survey



Note. Adapted From “Conceptual Framework for Analyzing Qualities in Teacher Education: Looking at Features of Teacher Education from an International Perspective,” by Klette, K., & Hammerness, K, 2016, *Acta Didactica Norge*, 10(2), p.32-34. <https://doi.org/10.5617/adno.2646>. BY-NC-ND 4.0.

The CATE survey indicators have a solid foundation in the existing and growing literature in the field (see the survey in Appendix E). Moreover, the CATE survey has undergone examination of national and contextual variations to ensure the transferability of these dimensions across different settings, given its potential for international commonalities and shared categories. Various countries have utilized the well-developed CATE survey instrument including Finland, Norway, the United States, Chile, Cuba, Malaysia, Lebanon, Qatar and China (Canrinus et al., 2017; Canrinus, Klette, & Hammerness, 2019; El-abd et al., 2021; Goh et al., 2020; Goh & Canrinus, 2019; Hammerness et al., 2020; Jensen et al., 2018, 2019; Klette & Hammerness, 2017). Nonetheless, little is known about vision, coherence, and opportunities to enact practice of ITE programs in Indonesia. As Goh et al., (2020 pp.380-381) suggested, further research is

needed in Asian teacher education” to compare and learn about successful effort to develop a coherent programme”. For that reason, as this study focuses on teacher education quality, these critical indicators for a strong teacher education programme need to be considered. Therefore, the CATE survey is adopted to measure the vision, coherence, and opportunities of ITE programs in this study.

Teacher Educators. Teacher educators, also known as educators, are the essence of teacher education quality because they significantly influence the quality of future teachers (Loughran, 2005). They enacted differing degrees of identity, which are multifaceted and complex roles such as teachers, scholars in teaching, collaborators, learners and leaders (Klecka et al., 2008). They also serve as practitioners, researchers (Cochran-Smith, 2005; Livingston et al., 2009), and role models (Izadinia, 2012; Khan et al., 2021; Lunenberg et al., 2007). Educators' responsibilities extend beyond teaching, supervision, curriculum design, collaboration with schools, and research (Murray et al., 2008). They must adapt their approaches to address the evolving needs of future teachers, including integrating technology into the curriculum (Uerz et al., 2018; Voithofer & Nelson, 2021). Teaching in the 21st century presents complexities due to the digital revolution and the dynamic demands of future teachers. Consequently, the simplistic notion of "teacher training for classroom readiness" is being questioned (Loughran & Menter, 2019). Teachers need to go beyond transmitting knowledge and raising pupils' test scores and actively contribute to policy-making and practice, surpassing the existing norms and status quo (Zeichner, 2006). These findings emphasize the importance of educators to prepare teachers beyond learning to teach, moving from preparing teachers as technicians and reflective practitioners into intellectuals. Teaching needs more than technical skills. It is a complex task that requires a decision-making process based on specialised knowledge.

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The research literature shows a growing interest in the needs of educators and their necessary knowledge and skills to perform their complex roles effectively. Educators must possess a deep understanding of various teaching domains, going beyond what is required for teachers and faculty members. This includes pedagogical, personal, contextual, social, and sociological knowledge (Goodwin & Kosnik, 2013). Additionally, educators should have opportunities for self-reflection, assessing their assumptions and involvement in school policies and practices, while also exploring opportunities to build their research skills (Cochran-Smith et al., 2020) and learn new ways to disseminate their research (White et al., 2020). In order to meet the high expectations placed on educators and recognize the significance of their roles, it is crucial to provide them with adequate support and professional development. Policymakers play a vital role in this regard, as they need to implement strategies that prioritize high-quality teacher educator preparation. This involves creating learning opportunities and professional development programs that align with current needs. Moreover, it includes facilitating mentorship programs, establishing new teacher roles, and fostering collaboration with key stakeholders such as teachers, leaders, school communities, and students. These collaborative efforts are essential for supporting the learning process and addressing the concerns of all involved parties (Darling-Hammond & Hylar, 2020; Kelchtermans et al., 2018; Loughran, 2014; MacPhail et al., 2019). By considering and implementing these elements, the development of educators' quality can be effectively developed.

In Indonesia, the qualities of educators are evaluated based on three components: teaching, research, and public services (Wibowo & Hastutiningsih, 2017). However, there is a growing concern regarding the university's emphasis on publishing in high-indexed journals, which is crucial for educators' career progression, program accreditation, and university rankings (Yulianti et al., 2020). Consequently, many educators are compelled to prioritize publications at all costs, which has become burdensome and detracted from their focus on teaching. However, these

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studies indicate that being a skilled researcher does not necessarily mean being a good educator who excels in teaching. Educators' concept of good teaching impacts their teaching principles and practices. This is vital because their teaching can shape student teachers' beliefs about teaching ideas, techniques, and learning.

Previous research has demonstrated that teacher education that integrate the concept of good teaching as a fundamental principle for guiding learning and assessing student teachers have a lasting impact on newly graduated teachers (Darling-Hammond, Bransford, et al., 2005; Klette & Hammerness, 2016; Tamir, 2020) and improve the learning outcome (Haycock, 1998b; McKeachie, 2007). Over the past three decades, extensive research has been conducted on the topic of good teaching (Coe et al., 2014; Goldhaber, 2002; Goodwin & Stevens, 1993; Haberman, 2010; Hengesteg et al., 2021; Palmer, 1993; Porter, 1989; Porter & Brophy, 1988; Pratt, 2002; Puttick & Wynn, 2021; Santoro, 2011). However, it is important to note that the notion of good teaching is not static and does not have a one-size-fits-all definition (Pratt, 2002). Several studies have explored the concept of good teaching from different points of view, such as educators (Akyeampong, 2017; Duarte, 2013), teacher education graduates (Tamir, 2020), teachers (Devine et al., 2013) and student teachers (Anderson et al., 2020; Entwistle et al., 2000; Garrouste & Le Saout, 2020; Nasser-Abu Alhija, 2017; Scarboro, 2012). These studies show the different conceptualizations and characteristics that are associated with the notion of good teaching.

While numerous studies have investigated the concept of good teaching in Western contexts, it is still unknown how educators in Indonesia perceive this concept. This research gap calls for further exploration. In addition, the need to explore educators' roles in ITE quality has been highlighted in previous studies, such as the work by Rauschenberger et al. (2017) and Goodwin et al.,(2014). Consequently, the present study aims to explore how educators in Indonesia perceive the vision of good teaching. Additionally, it expands the investigation by exploring

educators' practices in preparing students for the dynamic nature of the teaching profession. This two-fold approach is crucial for aligning educators' theories with their actual practices, ensuring coherence in their instructional approaches. In addition, the study also includes the viewpoints of student teachers towards their educators. This triangulation of perspectives will provide comprehensive data on educator quality as a crucial aspect of teacher education.

Monitoring and Evaluation. Monitoring and evaluation (M&E) are crucial for improving the quality of education (Nevo, 2011). While monitoring involves continuous and systematic assessment of program progress, evaluation provides a comprehensive appraisal to judge effectiveness, efficiency, and guide future decisions (Patton, 2002). Validity is the principal criterion for assessing program quality and reliability, as evaluation relies on evidence-based reasoning (Feur et al., 2013). Although evaluation alone cannot address all the complexities of ITE system, assessing teacher preparation programs can offer valuable insights for policy and practice improvement. However, Harvey (2002) criticized that external evaluation is often seen as a mere check on standards rather than providing support to enhance the student learning experience. To overcome this issue, it is suggested that higher education monitoring agencies adopt transforming quality evaluation which addresses the implications for student learning (Harvey & Newton, 2004). In addition, stakeholders' effective and proactive participation is necessary for monitoring and evaluation to improve teacher education management quality (Safaryan, 2020). M&E is vital since they ensures the ITE programs are going in the right direction, provides an early warning system to identify the problems and ideas for potential remedial actions, and a basis for decision-making for improvement.

To ensure the continuous improvement of teacher education quality, it is essential to thoroughly examine the role of monitoring and evaluation (M&E) within ITE programs. The perspectives and input of key stakeholders, such as the Dean of the Faculty of Education and the Head of the

English Department, are critical in establishing, assessing, and valuing M&E approaches within the program. Therefore, this study aims to explore their views on the monitoring and evaluation system implemented in their program. By gaining insights into how these stakeholders maintain and assess quality, valuable information can be obtained to inform successful approaches and identify areas for improvement of ITE in Indonesia.

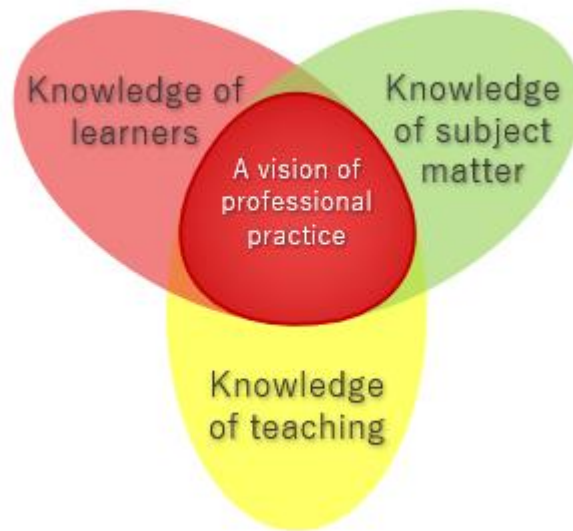
3.5.3 The Quality of Graduates

Outcomes refer to the consequences, benefits, or drawbacks resulting from the ITE program, specifically teacher competencies. Unlike outputs, which are immediate tangible results like teacher scores, this study focuses solely on outcomes, particularly the development of teacher competencies. By examining these outcomes, this study aims to provide insights into the program's quality and impact.

Teacher Competencies. Teacher education plays a crucial role in cultivating essential competencies for teachers, including professional, pedagogical, social, and personal skill (World Bank, 2020). ITE quality relies on the curriculum of ITE as it is designed to foster the necessary knowledge, skills, and abilities for the teaching profession (Coggshall et al., 2012). The ITE curriculum content for teaching standards is commonly organised into three areas: knowledge of the subject matter or content knowledge, teaching or pedagogical knowledge and knowledge of learners and their development in a social context. The framework is shown in Figure 3-5

Figure 3-5

Teacher Knowledge Framework



Note. Adapted From “Preparing Teachers for Changing World: What Teachers Should Learn and Be Able to Do by Darling-Hammond, L., Bransford, J., LePage, P., Hammerness, K., & Duffy, H, 2005, Copyright 2005 John Wiley & Sons

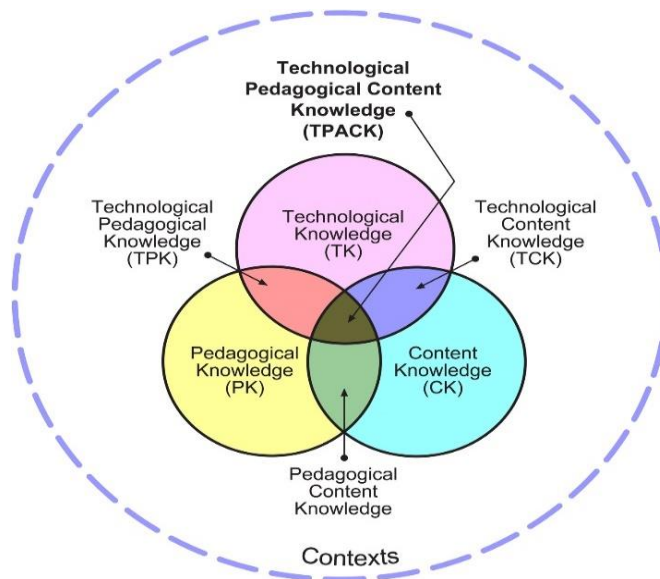
The question of which knowledge is essential for effective teaching sparks ongoing debate in the field. A key aspect of this discussion revolves around the relative importance of subject matter knowledge versus pedagogical knowledge. Some argued that subject matter knowledge is of primary importance than knowing how to teach as it can be learned on the job (Ball et al., 2008; Hee et al., 2008; Shulman, 1986). In comparison, the others argued that knowing how to teach is more important. This view holds that a good teacher can teach anything and those with more pedagogical knowledge tend to stay longer in the profession (Ingersoll et al., 2014). However, alternative studies propose that knowledge of learners is the most crucial aspect, as it informs both subject matter knowledge and pedagogical knowledge (Le, 2020; Richards, 2017). Contemporary issues in ITE such as diversity, inclusivity, and social justice, emphasize the importance of teachers understanding their students before determining what and how to teach. Thus, knowledge of learners emerges as a primary consideration in effective teaching practices.

Nonetheless, instead of viewing knowledge as separate entities, teachers should recognize the interconnectedness and shift their focus from debating the importance of different types of knowledge to considering how their existing knowledge can be effectively applied to transform their teaching and positively impact student outcomes.

Various theoretical frameworks have emerged to conceptualize teacher knowledge over time. One notable framework is Shulman's (1987) pedagogical content knowledge, which emphasizes the integration of subject matter expertise and pedagogical practices. Another significant framework is Mishra & Koehler's (2006) technological pedagogical content knowledge, highlighting the effective use of technology in teaching specific content areas, as illustrated in Figure 3-6.

Figure 3-6

Technological Pedagogical Content Knowledge



Note. From "Technological Pedagogical Content Knowledge : A Framework for Teacher Knowledge," Mishra, P., & Koehler, M. J, 2006, *Teachers College Record*, 108(6), p.1025. Copyright 2006 by Sage Publication

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During COVID-19 pandemic, teachers' technological pedagogical content knowledge (TPACK) has played a crucial role in transitioning to online teaching (König et al., 2020). This highlights the importance of prioritizing digital competence in teacher education curricula. Therefore, it is essential to ensure the inclusion of ICT-related teaching and learning, as well as the development of TPACK and the necessary cognitive skills in ITE programs.

The effectiveness of model approach of ITE programs has been a subject of inquiry, particularly in relation to concurrent (disciplinary study followed by pedagogy) and consecutive (simultaneous teaching of pedagogy and disciplinary study) approaches. A study in Israel found that graduates of the consecutive model demonstrated better performance in various measures compared to graduates of the concurrent model (Zuzovsky & Donitsa-Schmidt, 2017). This suggests that while the consecutive model may seem fragmented, a strong foundation in content knowledge at the initial stage enhances student teachers' confidence in teaching and handling pedagogical challenges. In contrast, the concurrent model, despite its integrated structure, may pose difficulties for student teachers who struggle to master content knowledge necessary for addressing pedagogical issues. This is particularly evident in Indonesia's university based ITE program, which follows a concurrent model, as concerns arise regarding the low English proficiency within the English department. These concerns pose challenges for educators who must teach English to student teachers grappling with their own language skills, ultimately impacting their confidence in teaching.

Besides the effectiveness of concurrent and consecutive approach, the different models in ITE also remains a topic of ongoing debate. These models include university-based, school-based, and alternative pathways (Musset, 2010). For instance, the significance of school-based teacher education is strongly supported by various studies (Buitink, 2009; Gallimore et al., 2009; Grossman & McDonald, 2008; Jones & White, 2014). Ingvarson, Meiers, & Beavis (2005) highlight

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the crucial role of subject matter knowledge, understanding student learning, and school support in ensuring the effectiveness of ITE programs. They emphasize that theoretical perspectives alone are inadequate for developing expertise in classroom teaching. Hagger & McIntyre (2006) further argue that practical experience in school settings is essential for novice teachers to bridge the gap between theory and practice effectively. By engaging in real classroom situations, teachers can develop the necessary skills and competencies to deliver effective instruction. Additionally, the Institute for Fiscal Studies in the UK found that schools perceive greater benefits from school-based teacher training (Allen et al., 2014). Meanwhile, alternative pathways like Teach First (UK) and Teach for America (USA) are also considered effective and cost-efficient when carefully designed and assessed (Musset, 2010).

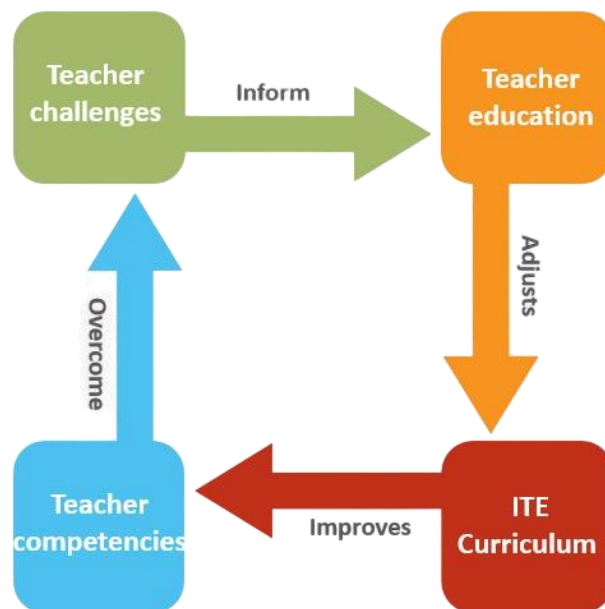
Classroom teaching is a complex task that requires teachers to possess specific competencies. Various pathways, models, and approaches for teacher preparation have been employed to adequately equip students with the necessary skills, knowledge, and competencies for their first teaching job. While previous studies have focused on identifying how ITE programmes develop the necessary competencies in teachers, the actual impact of these programmes on teacher competencies remains unclear. Therefore, further investigation is necessary to understand how teacher graduates perceive their own competencies after completing the ITE programme. Additionally, limited research has explored the impact of ITE on the four standard teacher competencies in Indonesia, highlighting the need for inclusion of this aspect in the study. The graduates' insights could help assess the extent to which ITE has successfully facilitated the development of these competencies, as well as identifying areas that require improvement.

Teacher Challenges. Teachers encounter challenges at every stage throughout their career journey, from being beginning teachers to in-service teachers. Examining teacher challenges is a crucial aspect in assessing the quality of teacher education. By identifying the struggles faced by

teachers, valuable insights can be gained to enhance the ITE curriculum and align it with current needs. Considering the dynamic nature of the teaching profession, an adapted curriculum is anticipated to strengthen teacher competencies and better prepare them to address these challenges. Figure 3-7 highlights the significance of feedback regarding teacher challenges and its potential impact on the development of teacher competencies.

Figure 3-7

The Importance of Feedback on Teacher Challenges



Challenges faced by beginning teachers have been extensively studied in teacher education, and these challenges also apply to experienced teachers (Caena & Redecker, 2019a; Songbatumis, 2017). In the literature, "beginner teachers," also known as novice or newly qualified teachers, typically refer to those with three years of teaching experience (Farrell, 2012). During this phase, beginner teachers experience reality shock, "bumpy roads", or "survival mode" as they strive to adapt to unfamiliar professional communities. Their belief is contested, whether potentially

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becoming competent teachers or leaving the profession (Tschannen-moran & Hoy, 2007). Classroom management consistently emerges as the most challenging task for beginner teachers (Shank & Santiago, 2022). They also face difficulties in delivering effective lessons, managing student behaviour, engaging unmotivated students, and addressing the needs of students with learning disabilities (Akcan, 2016). One key reason for the initial years being particularly difficult is the misalignment between their teacher preparation and the actual classroom conditions they encounter (Elliott et al., 2019). Criticisms have been directed at ITE for prioritizing theory over practical experiences.

Teachers consistently encounter new challenges in the real world, such as the ones brought about by the COVID-19 pandemic. Novice and experienced teachers worldwide have faced difficulties related to technology, pedagogy, and navigating the educational system during this crisis (Dvir & Schatz-Oppenheimer, 2020). The literature highlights several universal challenges, including a lack of online resources, inadequate facilities (connectivity and accessibility), ineffective teaching and learning methods, parental cooperation, and issues related to well-being (Castroverde & Acala, 2021; Hamsan, 2021; Lukas & Yunus, 2021; Mandapat & Farin, 2021; Ocampo & Solina, 2021; Rosalina et al., 2020; Shaheen & Hoque, 2021). Additionally, socio-economic constraints have made it difficult for many parents to afford internet data to support online learning (Lestiyawati & Widyantoro, 2020; Putu et al., 2021). Although the COVID-19 pandemic has impacted teaching and learning, communication has been less affected as online communication platforms are widely used. However, different countries adopt different methods of online communication. For instance, in the UK, emails are typically utilized, whereas in Indonesia, WhatsApp is the primary medium for online communication among teachers, parents, and students, both before and during lockdown. Each class usually has a WhatsApp group to share announcements and school activities with parents. Despite the disruption and challenges posed

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by online learning, most teachers have shown active efforts to adapt their teaching approaches. They seek online resources, join social media groups or associations to support and learn from one another. The challenges faced by teachers during the pandemic have further emphasized the need for autonomous professional development and growth mindset (Dweck, 2017; Song, 2018). As the famous saying goes, "Good teachers never stop learning."

The challenges faced by teachers during the COVID-19 pandemic have provided valuable lessons. Firstly, it has become apparent that teachers need to enhance their technological pedagogical content knowledge and ICT skills to effectively navigate online teaching (König et al., 2020). Secondly, the pandemic has challenged traditional assumptions in education, expanding the concept of effective teaching beyond student achievement to considers caring for well-being and managing uncertainty (Kim et al., 2021). These findings highlight the importance of continuous professional development (CPD). As Albert Einstein once said, "In the middle of difficulty lies opportunity." Despite the disruptions caused by the pandemic, it has also accelerated the adoption of online learning and educational technology as educators sought alternative ways to overcome challenges. Likewise, teacher education has inevitably undergone reflection and made necessary adjustments in response to the pandemic's impact. For instance, various studies have addressed the effects of the COVID-19 pandemic on ITE and called for improvements in the face of its challenges (Flores & Gago, 2020; Kidd & Murray, 2020; Mohamad Nasri et al., 2020; Panther et al., 2021; Quezada et al., 2020; Vancell, 2020). These studies underscore the need for an explorative and adaptive approach in teacher education to ensure high quality. One crucial aspect to consider in this pursuit is the input from teacher graduates regarding their challenges, that is why it is included in this study. By actively listening to the voices emerging from the field, teacher education can better address the realities of the profession. This not only enhances the

quality of ITE but also cultivates a deeper understanding among student teachers about the demands and complexities they may face.

Teacher preparedness. Teacher education is essential in fostering a sense of readiness among student teachers, as teacher preparedness has a significant impact on teacher retention, quality, satisfaction (Buchanan et al., 2013) and teacher education effectiveness (Ingvarson et al., 2007). Research indicates that feeling prepared is positively linked to self-efficacy, as it impacts a teacher's professional capabilities in the classroom (Giallo & Little, 2003; Kim et al., 2021). However, studies suggest that teacher preparedness does not necessarily mean possessing all teaching competencies but rather pertains to specific tasks. For example, a study by Turner et al. (2004) discovered that student teachers feel more prepared to handle class practices than to engage with other members of the school community. Meanwhile, (Rowan & Townend, 2016) found that new graduate teachers feel less prepared to teach students with diverse abilities, communicate sensitively with parents, and support students with disabilities. The challenges in addressing students with disabilities may stem from student teachers' limited foundation for assessing their preparedness for inclusive programs (Stites et al., 2018). Accordingly, ITE needs to reform into a more coherent programme between courses and field experiences for inclusive practices (Forlin, 2010; Stites et al., 2018). These studies illustrate the importance yet complexities of teacher preparation in preparing teachers for the profession.

Studies comparing different routes and context of ITE have also been undertaken to determine the most effective pathway for preparing teachers. A comparison study conducted in the UK between school and university-led teacher education routes found no significant difference in reported satisfaction, indicating that there is no compelling reason to favour one route over another (Gorard, 2017). Similarly, Li (1999) found that the preparedness of consecutive education students is comparable to that of concurrent students in Canada. On the other hand, Kee (2012)

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conducted a study comparing alternative and traditional certification programs in the USA, which revealed that traditionally certified teachers and those with comprehensive pedagogical preparation felt better prepared compared to alternatively certified teachers with limited education coursework and field experiences. Additionally, Siwatu, (2011) found that student teachers in the USA perceived greater readiness and confidence to teach in suburban schools than in urban schools. These findings highlight the significance of addressing context-specific challenges faced by student teachers and the need for ITE to provide appropriate support for teachers to be ready for teaching profession.

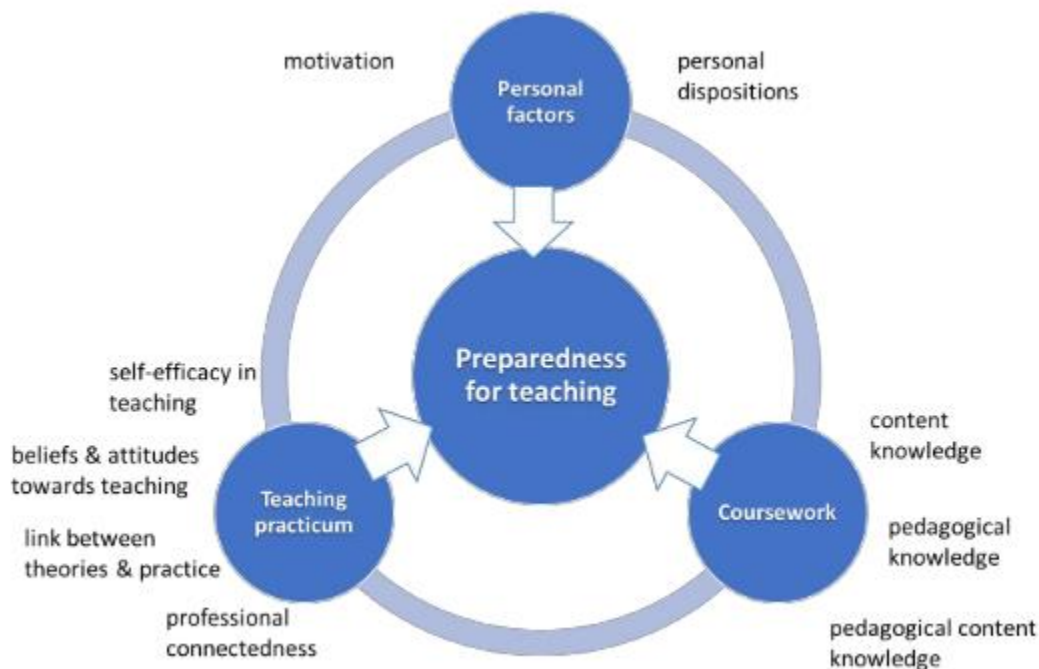
Debate persists regarding the essential knowledge and field experiences for teacher preparedness. Scholars propose incorporating theories on stress management (Onchwari, 2010) and trauma-sensitive education (Mcclain, 2021) as essential components of teacher preparedness. In an Indonesian study, student teachers expressed feeling inadequate in subject matter and pedagogical knowledge due to difficulties in classroom management and understanding students' characteristics (Abdullah, 2017). This aligns with numerous studies highlighting classroom management as a significant challenge for both new and experienced teachers (Stahnke & Blomeke, 2021). However, it would be naive to assume that classroom management coursework alone can solve all these issues. Neill & Stephenson, (2012) discovered that while completing such coursework improves preparedness, student teachers only felt moderately confident in applying the learned management strategies. Thus, while initial teacher education (ITE) plays a vital role in developing knowledge and skills, it cannot provide all the solutions to teachers' challenges. Consequently, teachers should be encouraged to embrace lifelong learning (Iredale, 2018). Teachers as a lifelong learning is vital to adapt for the changing needs of teaching and learning. It fosters intellectual curiosity to stay abreast of the latest knowledge and skills for their personal growth. Intellectual stimulation will make teachers explore

new ideas and incorporate them into their teaching practice to provide the best possible education to their students.

Tutyandari's (2020) study on teacher preparedness in initial teacher education (ITE), addressing the ongoing debate regarding the significance of theories versus practices. The study revealed that a combination of theories, practices, and personal elements plays a crucial role in shaping teacher preparedness. Her research suggests that teaching preparedness is influenced by both personal factors, including motivation, beliefs, attitudes, perseverance, and resilience, as well as academic components such as coursework and teaching practicum. The interrelationship among these elements is illustrated in Figure 3-8.

Figure 3-8

The Connectedness of Contributing Factors of Teacher Preparedness



Note. From "Exploring Pre-Service Teachers' Perceptions of Preparedness for Teaching in Indonesia," Tutyandari, 2020, *Doctoral dissertation, University of Melbourne*, p.180. In the Public Domain.

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The preparedness of teachers has a significant impact on the quality of graduates and their prospects for employment. Principals as gatekeepers for hiring teachers in schools play a strategic role in selecting, hiring, and integrating new teachers into the profession. Therefore, understanding principals' preferences and practices in the hiring process is crucial. Based on the literature, principals have specific preferences when hiring teachers that can be categorized as personal characteristics, professional practice skills and dispositions, and certain qualifications. When considering personal characteristics, professional practice skills and dispositions, principals look for teachers who possess qualities that facilitate positive interactions with students and contribute to a positive school culture which may include strong communication skills, empathy, adaptability, and a passion for teaching and learning (Engel, 2013; Harris et al., 2010; Rutledge et al., 2010; Tamir, 2021).

In terms of professional practice skills and dispositions. Principals also value teachers who demonstrate effective classroom management, utilize instructional strategies that engage students, and show a commitment to ongoing professional development, going beyond their contractual obligations (Giersch & Dong, 2018). They also look for teachers who can differentiate instruction to meet the diverse needs of their students (Ingle et al., 2021) have valuable experience in the field (Harris & Sass, 2011; Kersting et al., 2013) and work values (Winter et al., 1998). In addition, certain qualifications play a significant role in the hiring process. Principals have a preference for hiring four-year teacher preparation graduates (Diamond et al., 2021) with subject matter specialization as an important qualification, as teachers with in-depth knowledge of their subject areas can provide high-quality instruction (Hill et al., 2005; Piasta et al., 2009). Principals consider academic performance and ratings from teacher education programs as indicators of a candidate's potential for success in the classroom (Wayne & Youngs, 2002), while also placing preference on teacher credentials such as a degree from a highly competitive

university and certification (Clotfelter et al., 2007, 2010; Goldhaber, 2007; Goldhaber & Anthony, 2007). These qualifications collectively contribute to the hiring decisions made by principals.

However, it is important to note that the hiring process is not solely based on objective criteria. Contextual factors, such as the principal's own beliefs, background, and experiences, can also influence their decision-making (Ingle et al., 2011). The hiring process can become transactional as principals assess risks and adapt strategic behaviours to meet the internal staffing needs of schools (Castro, 2020). This can lead to subjective considerations and a reliance on instinct and personal experiences when evaluating candidates (Howard Jr & Mayes, 2020). Despite this, their perspectives are valuable. However, limited published data exists on how principals perceive teacher preparedness in Indonesia, as most studies in the field have focused on student teachers' and teachers' perspectives on their preparedness (Irianti et al., 2017; Tutyandari, 2020). This study aims to address this gap by exploring the characteristics that principals look for in teacher candidates and how they assess their preparedness for the teaching profession. By examining the expectations and practices of principals, the findings will contribute to understanding the expectations of teacher education graduates. Teacher preparedness plays a vital role in the hiring process and serves as an initial stage for entering the teaching profession and highlighting the significance of ITE. To present a more comprehensive understanding on the impact of ITE, the subsequent section will present another anticipated effect: The professional satisfaction of principals on the job performance of teacher graduates. This will shed light on the broader implications and outcomes of ITE beyond the initial hiring stage.

Professional Satisfaction of Employers. Principals play a crucial role in enhancing the quality of teacher education. Since they have primary roles in hiring prospective teachers (Castro, 2022), monitoring and evaluating teachers in their profession, they can provide feedback for the development of future teachers (Hadriana et al., 2020; Supadi et al., 2021). Their involvement is

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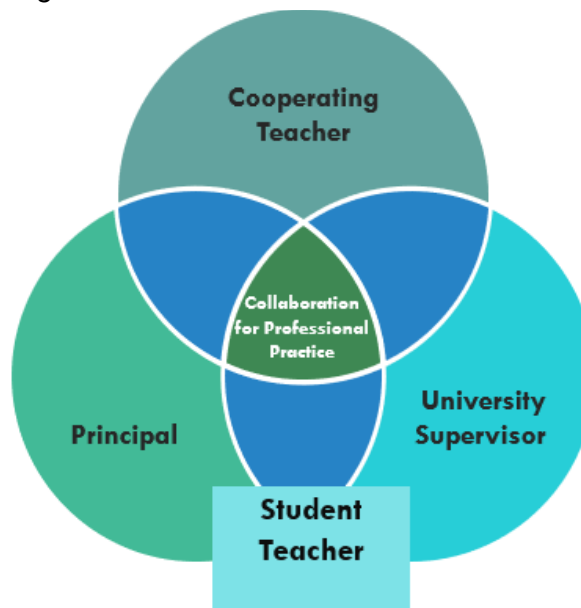
also essential supporting student teachers during fieldwork and induction (Zhang et al., 2019). To bridge the gap between theory and practice in ITE, collaboration with schools has been widely proposed, necessitating the active participation of principals (Khin & Sin, 2021). However, there is often a mismatch between the expectations of ITE and the capacity of principals due to their demanding responsibilities, time constraints, and competing priorities. A study revealed that principals desired a more active and prescriptive role in teacher preparation, but practical constraints hindered their full engagement (Varrati et al., 2009). To address this challenge, a conceptual model was developed, outlining specific activities for principal engagement to complement the roles of university supervisors and cooperating teachers. This model, shown in Figure 3-9, aims to facilitate effective collaboration between principals and teacher education programs.

Figure 3-9

Role of Principals in Supporting Pre-service Teachers in the Field Work

A cooperating teacher supports authentic practices through a variety of rich opportunities for preservice teachers to build a context for understanding and facilitating the complex relationship between teaching and learning

A principal provides the connection between teacher preparation and coursework and the educational context that includes how classroom practices interact with school mission and goals, the conditions and dynamics of a diverse community, and the global issues and forces affecting teaching and learning.



A university supervisor ensures that the teacher preparation program philosophy is met while creating balance and support for the preservice teacher, cooperating teacher and school principal

A student teacher builds knowledge of students and teaching, constructing personal identity as a teacher, and developing standard procedural routines for class management and effective instruction

Note. Adapted From "A New Conceptual Model for Principal Involvement and Professional Collaboration in Teacher Education," by Varrati, A., Lavine, M. E., & Turner, S. L., 2009, *Teachers College Record*, 111(2), 480–510. p. 501. Copyright 2009 by Teachers College Columbia University

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Principals' perception of teacher graduates' professional competence is of growing concern in ITE programs because when principals are satisfied with teacher graduates' performance, it is an indication that the education that they had of high quality. Previous studies have explored principals' views on teacher competencies. One study found that novice teachers and principals had similar perceptions, with novices rating higher overall, but principals identified areas for improvement, such as classroom management and assessing student learning (Cheng & Cheung, 2004). Another study by Shepherd & Devers (2017) revealed that principals were satisfied with new teachers' affective attitudinal approaches but less satisfied with classroom management, differentiated instruction, professional development, parent communication, and effective assessment. Classroom management emerged as a critical issue in various aspects, including teacher challenges, preparedness, and principals' perception of teacher graduates' competence. These findings suggest a need for ITE programs to pay more attention to classroom management in teacher preparation. However, principals' expectations extend beyond professional competence. For example, Fitzgerald (2021), discovered that principals prioritize relationship-building, contemporary understanding of teaching, a range of competencies and attributes, teamwork, technology integration, interdisciplinary curriculum approaches, and personal well-being. These diverse expectations highlight the complexities of teacher preparation in aligning with school demands and the teaching profession.

Ensuring ITE graduates meet the expectations of the principals as future employers have become such a pressing concern for teacher education. While the programme has conceptualised what might be needed to prepare student teachers for the teaching profession, research is needed to examine the actual performance of teacher graduates and identify areas for improvement within ITE programs. Thus, this study includes the professional satisfaction of principals with teacher graduates in its investigation. The principals' satisfaction could serve as an impact and indicator

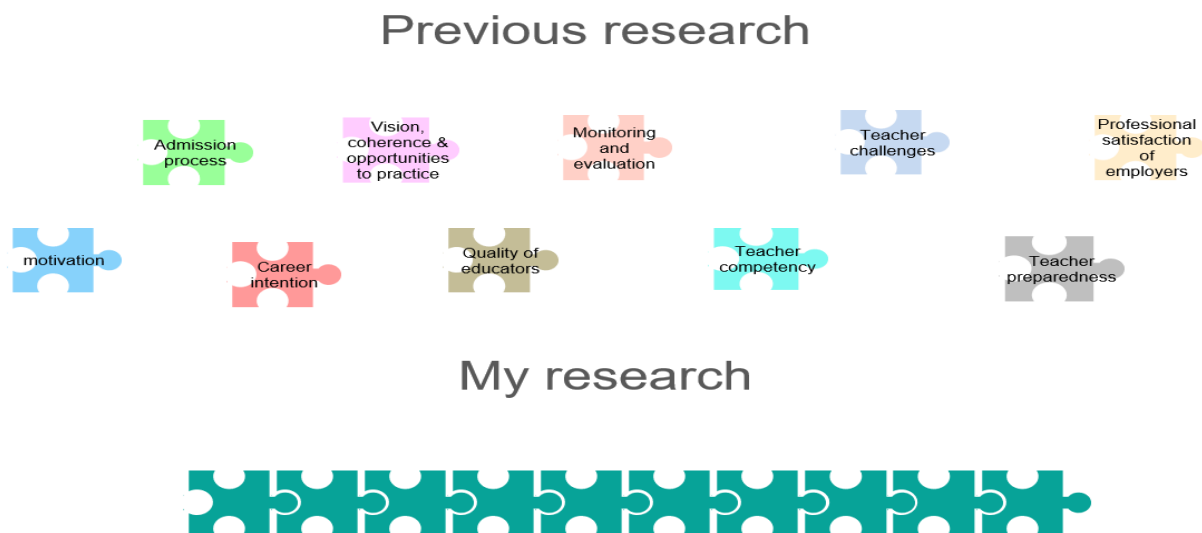
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of the quality of teacher education. Incorporating principals' voices as contributors to teacher education research is an excellent value for ITE to better understand if the programs effectively meet the school's needs. The principals' strategic role and the importance of their feedback on ITE have become the last point of the lengthy discussion of the influential aspects of teacher education.

Research Gap. In the previous sections, the importance of these influential aspects in determining the quality of ITE programs has been emphasized, along with the justifications for their inclusion in this study. Previous research has examined these aspects separately in different studies and contexts, resulting in a fragmented and disconnected understanding of the overall quality of ITE programs. To address this issue, this study integrates all these influential aspects, providing a comprehensive and cohesive picture of the quality of teacher education programs, as illustrated in Figure 3-10.

Figure 3-10

Influential Aspects of ITE in the Study



Nonetheless, Wholey et al. (2012) suggest that besides the theoretical framework, the contextual factors that affect a programme are also critical in programme evaluation. In light of the input from the pilot study and literature review regarding the external factors on the quality of ITE, this study considers the contextual factor aspect as part of the conceptual framework. The subsequent section will discuss the selection of a suitable theory to explain the phenomenon and explore the interrelationships between the influential aspects discussed earlier and teacher education quality as the research topic.

3.6 Programme Theory and Logic Model

Theories are essential in education research as they provide predictions and explanations for a particular phenomenon. For example, reductionist theory isolates individual programme components to determine association with outcome (Stufflebeam & Coryn, 2014). This study argues that the intended outcome is not determined by a single component but affected by to some extent by various aspects from the input, process, output, and outcome. The study explores how stakeholders perceive teacher education quality regarding the influential aspects, strengths, weaknesses, and possibilities for improvement in ITE. In order to explain why and how specific aspects of teacher education influence the desired outcome, it is necessary to identify a theory that is well-suited for this purpose. Programme theory fits into the frame as it comprises a set of statements describing a particular program. Historical examples of programme theory include Don Kirkpatrick's evaluation of training in the 1960s and Edward Suchman's broad application in 1967. In the same year, Daniel Stufflebeam introduced the concept of CIPP (context, input, processes, and product) as a generic programme theory, although it was not explicitly labelled as such (for a historical overview, refer to Funnell & Rogers, 2011, pp. 15-22).

Programme theory, informed by theory-based evaluation, includes various components such as inputs, activities, outputs or outcomes, and impact (Rogers, 2007; Rogers et al., 2000; Sharpe &

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Bay, 2011; Weiss, 1997). It serves multiple functions, including explaining the reasons, mechanisms, and contextual conditions under which program effects occur, predicting program outcomes, and specifying the necessary requirements for achieving the desired program effects (Sidani & Sechrest, 1999). By employing programme theory, the previous discussions on influential aspects in ITE quality can be explained and linked to the input, context, process, and outcomes model of ITE quality. Programme theory offers a conceptual foundation for refining and enhancing existing programs, as well as for applying similar concepts to other relevant programs (Bickman, 1987; Lipsey, 1993). This information is invaluable to stakeholders in teacher education, such as faculty staff, students, graduates, users, and policymakers, as it provides insights into what works, what doesn't, and why. Moreover, it helps identify the strengths, weaknesses, and areas for improvement within the program, which has been the primary aim of this study. Programme theory has been extensively applied in evaluation studies across various fields, including teacher education, such as evaluating teacher professional development programs (Lin & Wu, 2016), understanding participation in hackathons (Falk et al., 2021), and examining programs like the New York City Teaching Fellows (Brantlinger et al., 2020).

In the context of this study, program theory provides both theoretical and practical information for conceptualizing the framework used to explore the quality of teacher education. Drawing from the concepts and mechanisms employed in program theory, this study proposes that several crucial components in each phase of the program (input, process, outcome, and impact) influence the attainment of the program's intended outcome, which is the quality of teacher education. Consequently, a thorough exploration of these components is necessary to generate reliable, valid, meaningful, and interpretable findings that elucidate the program's quality and underlying assumptions (Weiss, 2000). To comprehensively understand the suitability and transformative nature of the ITE program in terms of its quality, a literature review is conducted to identify vital

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components in each phase of the program. Additionally, a logic model framework is developed to categorize and comprehend the relationship between these crucial components, which are referred to as influential aspects.

The presentation of programme theory is effectively explained and visualized through logic models, which illustrate the connection between critical elements of the program and expected outcomes (Bickman, 1987; Savaya & Waysman, 2005). Logic models depict the hypothetical components of a program in a linear series of labelled boxes, including inputs, processes, outcomes, and impacts (Funnell & Rogers, 2011). These models allow for the development of a program's performance narrative, showcasing the logical flow from activities to outcomes and impacts (McLaughlin & Jordan, 1999). Given the complexity of a program and its interconnected components, logic models provide a visual representation that allows the audience to understand the relationships between activities and their corresponding outcomes and impacts. Once the model is constructed, specific issues of interest to stakeholders can be selected for further detailed exploration (Brousselle & Champagne, 2011). For example, logic models have been employed in teacher education to evaluate critical thinking (Angelico, 2021) or examine the process and impact of mathematics and science teacher education (Newton et al., 2013)

The framework for this study is informed by the literature review, which identifies the influential aspects impacting teacher education quality. The context analysis in Indonesia reveals three main problems: the quality of student intake, the quality of the program, and the quality of graduates. The literature review explores various aspects that influence these issues, such as motivation, career intention, admission process, vision, coherence, opportunities to enact practice, educator quality, teacher competencies, teacher challenges, teacher preparedness, and the professional satisfaction of principals. Additionally, the literature review identifies gaps and justifies their inclusion in this study. To explain how these aspects relate to the quality of ITE, programme theory

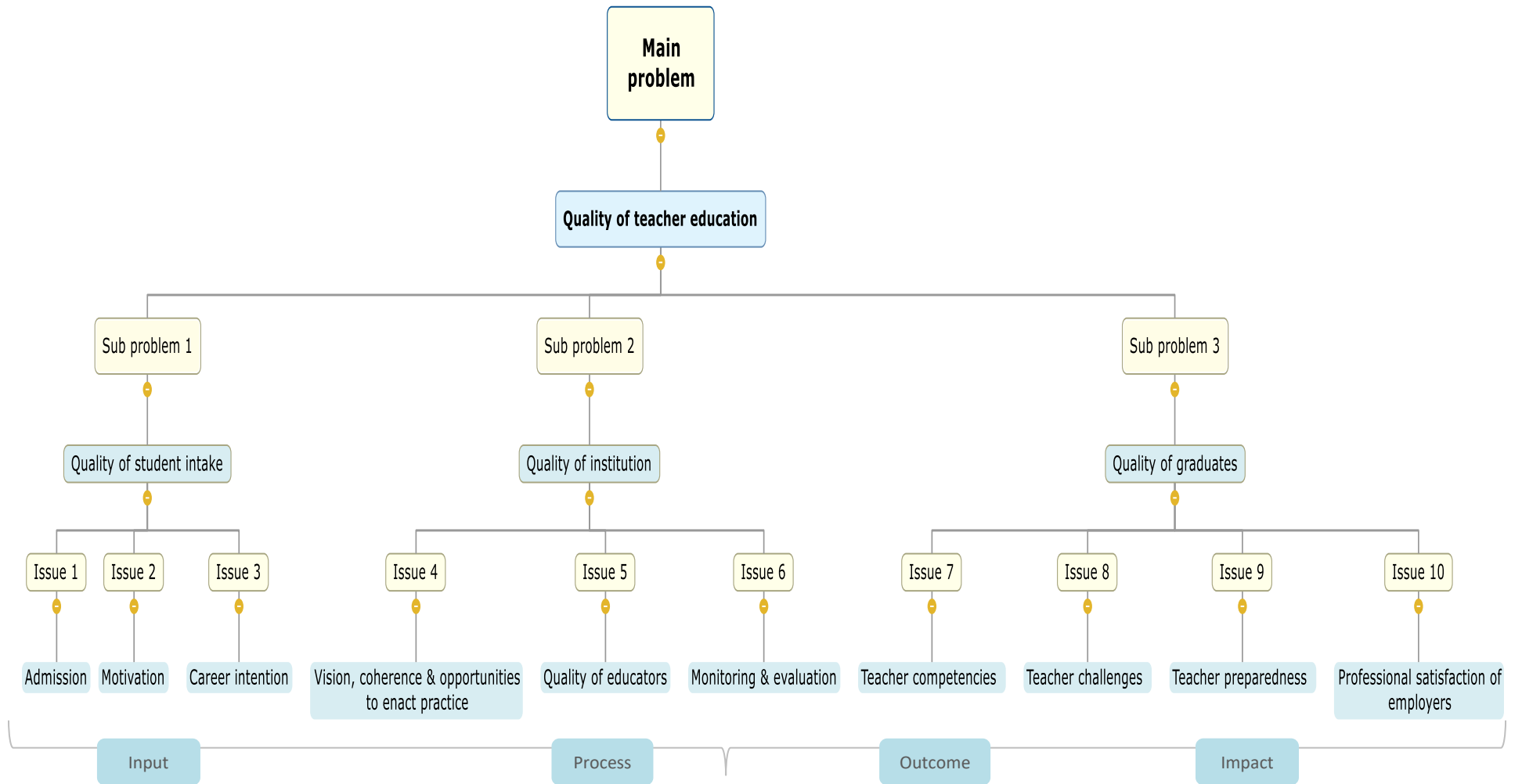
Chapter 3 Literature Review

is adopted, categorizing them into the dimensions of input, process, outcome, and impact. The connections between these dimensions are visualized using a logic model. Newton et al. (2013) emphasize the advantages of employing logic modelling in teacher education research. This approach enables clear articulation of program hypotheses, serves as a foundation for research design, and necessitates a mixed-method, multistage approach to assess program activities and their intended outcomes. Furthermore, Darling-Hammond (2006) argues the importance of multiple measures in program evaluation to gain a comprehensive understanding of candidates' learning and the program's contribution to their performance. These considerations support the adoption of a mixed-method approach in this study.

The model for this study is built by carefully considering the research problem, theoretical framework, theoretical stance, and alignment with the study's aim. Figure 3.11 illustrates the development of the conceptual framework, which draws upon the context analysis, literature review, and theoretical framework of the study.

Figure 3-11

Integrating Influential Aspects of ITE into Logic Model



3.7 Conceptual Framework

A conceptual framework is of great significance in research because it shapes the research design and directs the study's development. It can be defined as an integrated way of looking at the problem (Liehr & Smith, 1999) or combination related concepts to predict, explain, gain a broader understanding of the phenomenon or a research problem (Imenda, 2014). A conceptual framework can take the form of graphic or narrative, capturing the key elements to be studied, such as factors, variables or constructs and their presumed relationship (Miles et al., 2014). According to Ravitch & Riggan (2017), a conceptual framework is a series of sequenced, logical propositions that link to the study's purpose and convince readers of the study's importance and rigour. They further highlight that an appropriate and rigorous conceptual framework should include relevant research questions aligned with the argument, a research design that maps out the aim, questions, and context, and a clear plan for data collection and analysis to address the research questions. In line with these conceptions, the conceptual framework of this study is developed by drawing on relevant literature and incorporating these key elements. It serves as a foundation for the study, ensuring a comprehensive and systematic approach to addressing the research problem.

The development of the conceptual framework in this study is driven by the concern for the quality of teacher education in Indonesia, which holds significant implications for the overall quality of education and teachers in the country. However, existing research has often focused on specific aspects from limited perspectives, resulting in fragmented understanding of teacher education. To address this gap, this study adopts a holistic approach by incorporating multiple perspectives, concepts, and contexts, comparing private and state universities as representative institutions in Indonesia. Through an investigation of teacher education quality in Indonesia, the research problem is identified, including the issues related to student intake, program quality, and graduate

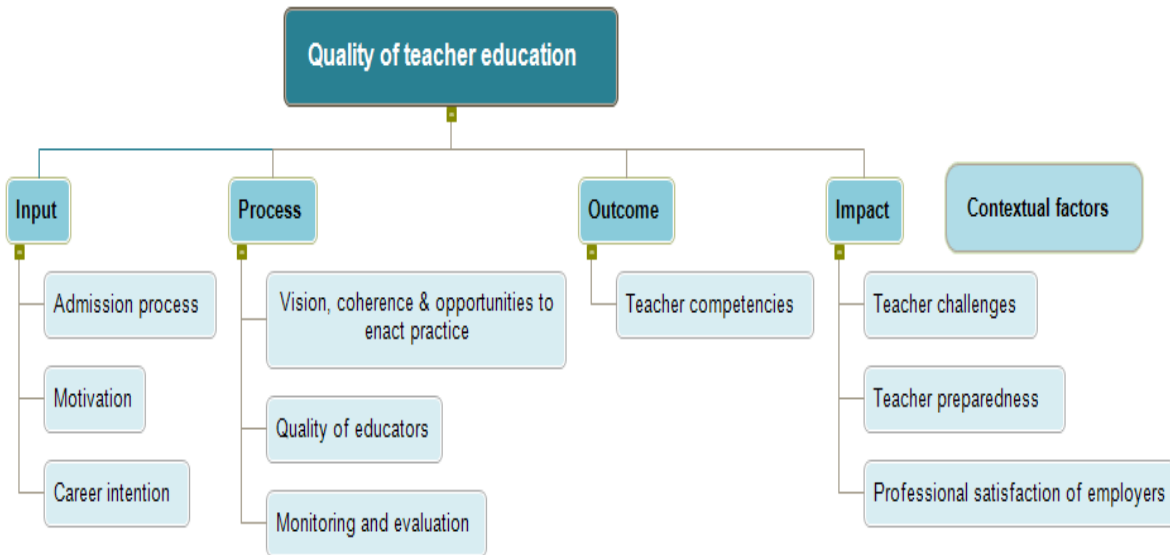
quality. A thorough review of literature, both in the Indonesian and international contexts, establishes the theoretical framework and identifies influential aspects that impact these issues.

The quality of student intake is influenced by factors such as the admission process, student teachers' motivation, and career intentions. Program quality is affected by the program's vision coherence, opportunities to enact practice, educator quality, and monitoring and evaluation. The quality of graduates is influenced by their competencies, ability to overcome professional challenges, teacher preparedness, and the professional satisfaction of employers. Additionally, the study acknowledges the impact of external factors on teacher education quality and incorporates contextual factors within the framework. Drawing upon programme theory, the influential aspects are categorized into input, process, outcome, and impact, while the logic model framework visually represents the relationships between these aspects. Based on this conceptual framework, it is presumed that teacher competence serves as the outcome, with teacher preparedness, professional satisfaction of employers, and the ability to address teacher challenges serving as the impact. It is anticipated that influential aspects in the input and process phases will significantly affect the outcome and impact.

This study aims to investigate the influential aspects of teacher education from stakeholders' perspectives, with the findings informing strengths, weaknesses, and possibilities for improvement in teacher education in Indonesia. The conceptual framework is visually presented in Figure 3-12.

Figure 3-12

Conceptual Framework



Previous studies have established various conceptual models for assessing the quality of teacher education. For instance, Blömeke, Suhl, & Kaiser (2011) examined ITE effectiveness by considering student teachers' mean achievement and the variability of teacher achievement as indicators of quality and equity, respectively. They developed a model incorporating individual, institutional, and systemic factors that could potentially influence ITE. Avalos & Tellez (2010), on the other hand, assessed ITE effectiveness through the concept of opportunity to learn to teach, focusing on the quality of content and pedagogic knowledge, as well as changes in beliefs about teaching. While these frameworks have been valuable in evaluating ITE quality within their specific contexts, they are not suitable for the holistic approach, multiple perspectives, and mixed methods employed in this study. Moreover, they are closely tied to the Indonesian context. Additionally, as this study is exploratory rather than effectiveness research, which typically involves output measurements such as student teachers' scores, these frameworks were not adopted. Instead, a new conceptual framework aligned with the study's purpose and informed by

relevant literature has been constructed. It is important to note that this conceptual framework not only serves the study's specific aims but also aims to contribute to the field by tentatively proposing a novel framework for exploring and evaluating ITE quality⁵

3.8 Refined Research Questions

The literature review helps justify and refine the research questions. Accordingly, the study aims to address the following research questions:

Research Question 1: What are student teachers' perceptions regarding a) motivation entering teacher education, b) the quality of educators, c) vision, coherence, and opportunities to enact practice d) career intention? Are there any differences in participants' views between private and state universities?

Research Question 2: What are educators' perceptions regarding a) the vision of good teaching and b) teaching practices to prepare student teachers in the dynamic of the teaching profession? Are there any differences in participants' views between private and state universities?

Research Question 3: What are the perceptions of Deans and Heads of the English Department regarding a) the admission process and b) monitoring and evaluation strategies to maintain the quality? Are there any differences in participants' views between private and state universities?

Research Question 4: What are teacher graduates' perceptions regarding a) their teacher competencies and b) challenges in teaching? Are there any differences in participants' views between private and state universities?

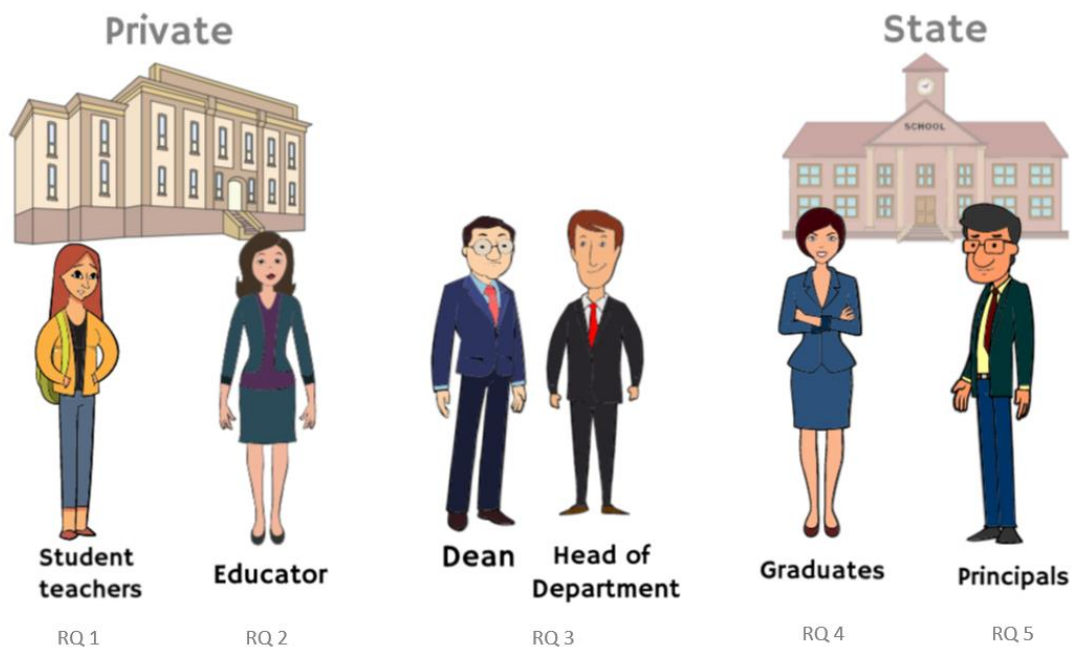
⁵ The earlier version of the conceptual framework is published in Novita, P. (2021). A conceptual framework for analysing a teacher education program: A pursuit of quality. *IPEM Journal for Innovations in Teacher Education*, 6(July 2021), 1–12. <https://www.ipemgzb.ac.in/educational-journal.php>

Research Question 5: What are principals' perceptions regarding a) their professional satisfaction with teacher graduates and b) teacher preparedness? Are there any differences in participants' views between private and state universities?

Figure 3-13 illustrates the different types of stakeholders involved in the study and the research questions associated with each stakeholder.

Figure 3-13

Research Questions and the Corresponding Stakeholders



3.9 Summary of the Chapter

This literature review chapter has discussed relevant concepts and empirical evidence related to teacher education quality. The literature has shown the interconnectedness of the quality of teacher education, the quality of teachers and the quality of education, emphasising that the improvement in teacher education is one of the most effective ways to improve education quality. However, contemporary studies showcase diverse findings in different context. Hence, reaching a universal valid conclusion about the quality of the ITE programme remains an elusive goal,

highlighting the need for new evidence in specific country contexts such as Indonesia. The literature points out the limited focus of previous research on particular type of stakeholders to perceive the quality of ITE which rarely involving the faculty staff and the lack of connection between stakeholders in ITE and stakeholders in the school. The literature also overlooks the link between influential aspects in the input, process, outcome, and impact of ITE that contribute to ITE overall quality. Another limitation of prior studies is the inapplicability and irrelevance findings between two types of institutions in Indonesia since much of the literature focused the study in one type of institution. Consequently, there has been a dearth of literature which combines and compare findings between these two types of institution.

This chapter has presented an analytical review of the influential aspects of ITE quality, identifying the limitations in research on each aspect, and informs the areas to be explored in this study. It explains how addressing these concerns contributes to the overall improvement of teacher education quality. Additionally, the chapter discusses the observed gaps in investigating teacher education quality in the field and outlines how this study intends to bridge those gaps. Considering the limited scope of a PhD study, a holistic approach will be adopted to provide a comprehensive understanding of ITE program quality by exploring influential aspects from multiple perspectives and different types of institutions. An account of various influential aspects of ITE quality has been provided to establish a conceptual framework guided by the programme theory and logic model framework, connecting the program's components, including inputs, processes, outcomes, and impacts. Five research questions have also been developed to explore how stakeholders perceive the quality of teacher education regarding the influential aspects, strengths, weaknesses, and possibilities for improvement in highly rated English teacher education programs in a state and private ITE. The detail of how these research questions investigated will be discussed in the Methodology Chapter.

Chapter 4 Methodology

Every researcher carries an assumption about the world that affects the approaches and how the study is conducted. Thus, this chapter delves into the philosophical underpinnings that shape the current research. Building upon the Research Context Chapter, which provided an overview of the background and identified challenging issues in ITE quality in Indonesia, and the Literature Review Chapter, which explored these issues from international perspectives, this chapter refines the research questions by incorporating the influential aspects of ITE. Additionally, a conceptual framework has been developed to illustrate the key concepts and relationships in the study. The Methodology Chapter will discuss the researcher's pragmatist philosophical stance, wherein the central concern is addressing the research problem. The study prioritizes producing knowledge that stakeholders can use to make informed decisions regarding ITE program quality. This approach is reflected in the research design, which employs a mixed-methods complex design. The chapter explains the rationale behind the choices and decisions made in selecting samples, instruments, and data collection procedures for the main study. Furthermore, the chapter addresses concerns regarding validity, reliability, and trustworthiness of the research findings. Ethical considerations and methodological limitations are also reviewed before concluding the chapter.

4.1 Research Aims and Research Questions

This study explores how stakeholders perceive the quality of teacher education regarding influential aspects, strengths, weaknesses, and possibilities for improving teacher education in Indonesia. The aim of the study is translated into five research questions:

Research Question 1: What are student teachers' perceptions regarding a) motivation entering teacher education, b) the quality of educators, c) vision, coherence, and opportunities to enact

practice d) career intention? Are there any differences in participants' views between private and state universities?

Research Question 2: What are educators' perceptions regarding a) the vision of good teaching and b) teaching practices to prepare student teachers in the dynamic of the teaching profession? Are there any differences in participants' views between private and state universities?

Research Question 3: What are the perceptions of Deans and Heads of the English Department regarding a) the admission process and b) monitoring and evaluation strategies to maintain the quality? Are there any differences in participants' views between private and state universities?

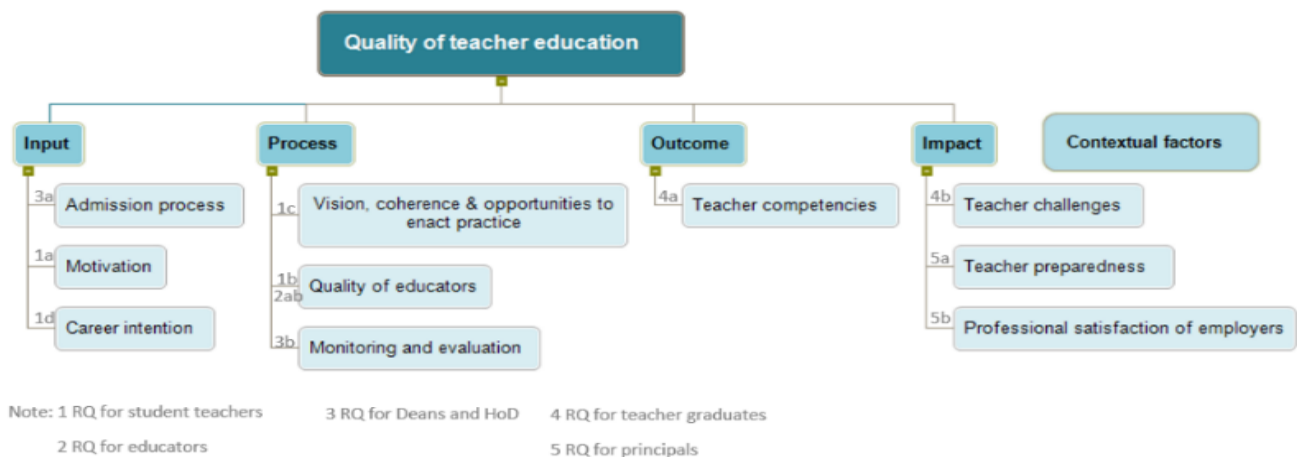
Research Question 4: What are the teacher graduates' perceptions regarding a) their teacher competencies and b) challenges in teaching? Are there any differences in participants' views between private and state universities?

Research Question 5: What are principals' perceptions regarding a) their professional satisfaction with teacher graduates and b) teacher preparedness? Are there any differences in participants' views between private and state universities?

Figure 4-1 visually depicts the associations between the concepts presented in the conceptual framework and the research questions.

Figure 4-1

Research Questions in the Conceptual Framework



4.2 Philosophical Stance of the Study

A researcher's worldview is shaped by their assumptions about the nature of knowledge and reality (Morgan, 2007). Recognizing and understanding these assumptions is crucial to avoid confusion regarding the meaning of knowledge and to make fundamental choices in the research process (Crotty, 1998). In this study, the researcher's assumptions and beliefs inform their philosophical stance, with pragmatism being adopted as a coherent paradigm. This choice aligns with the researcher's deep concern about teacher education, which gives rise to the ontological question of "What is the quality of teacher education?". The focus of the inquiry revolves around beliefs and actions that guide the search for knowledge rather than questioning the nature of reality in singular or multiple forms. Pragmatists have been criticized for not explicitly addressing their ontology or epistemology (Lincoln, 2010), as pragmatism emphasizes practicality rather than a strict philosophical basis (Morgan, 2014b). The researcher's passion for the research topic leads to the epistemological and methodological question of "how do we understand the quality of teacher education?" The researcher considers both quantitative and qualitative data as valid, legitimate, and valuable forms of knowledge. In other words, knowledge is deemed true if it is practical and has an impact on real-life contexts. The literature review has emphasized the importance of considering multiple perspectives and aspects to grasp the complexity of teacher education quality. Consequently, the research design is based on the conceptual framework derived from the literature review and the theorization of stakeholders' concepts related to quality.

The assumption underlying the research is that the quality of teacher education is influenced by various factors. Therefore, gathering stakeholders' perspectives on these influential aspects is crucial for improving teacher education, without specifying a particular research method (reflecting the concept of pragmatism). Measurable facts, stories, and narratives serve as means to communicate the findings and provide valuable insights into the study. Additionally, an axiological question concerns the researcher: "How can this research be utilised?" The context analysis has

provided evidence of the longstanding issue of teacher education quality in Indonesia, and the researcher firmly believes that this study addressing the problem holds significance.

Research on the quality of teacher education is valuable, as it can contribute to theory and have practical implications for addressing quality issues in Indonesia and gaining insights into similar contexts. However, the researcher recognizes the need to approach pragmatism in a broader sense, moving beyond a mere investigation of what works, as the context plays a crucial role. This research not only focuses on the "how-to" aspects but also seeks to justify why it is conducted in a specific manner. Emphasizing the "what works" perspective can limit the choices regarding the goals to be pursued and the means to achieve those goals (Morgan, 2014b). Pragmatists, on the other hand, prioritize examining the consequences of actions rather than merely combining methods (Denzin, 2012). Therefore, the subsequent sections of this chapter will explore the key concepts of pragmatism, their relevance to this study, and the rationale for adopting a mixed-methods approach.

4.2.1 Pragmatism in This Study

A pragmatic philosophical approach is considered most suitable for addressing the research aims and investigating the specific research questions pertaining to teacher education quality in Indonesia. Pragmatism traces its origins back to the work of philosophers Charles Pierce, William James, and John Dewey in the late nineteenth century (for a comprehensive overview of pragmatism varieties, see Lawhead, 2019, p. 272). As a philosophy, pragmatism broadly defines the meaning of actions and beliefs in terms of their consequences (Morgan, 2014a). In pragmatism, the research problem takes centre stage, prioritizing its resolution (Creswell, 2014). Rather than constructing rigid systems, pragmatism engages in philosophical activities to address problems (Biesta, 2009). Consequently, the chosen data collection methods are expected to provide deep insights into the research problem (Mackenzie & Knipe, 2006).

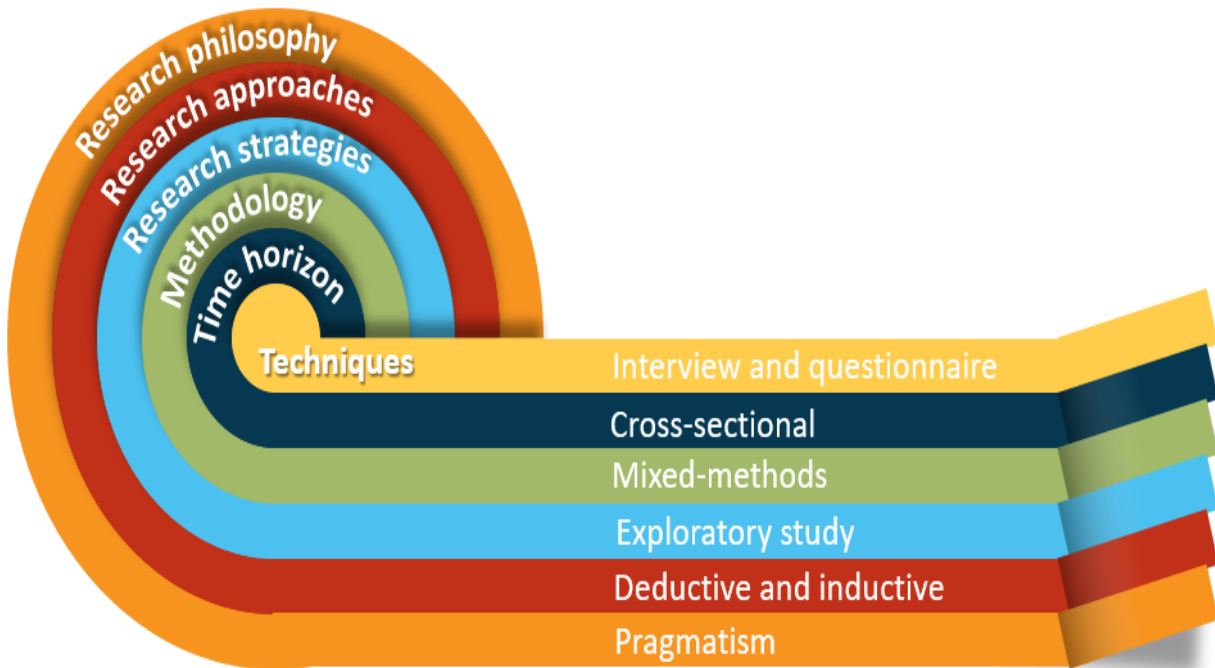
While truth is traditionally conceived as representative of reality, pragmatism focuses on what works best to address the specific research questions. Therefore, the researcher should select the combination of methods that best addresses those questions (Johnson & Onwuegbuzie, 2004). Considering the complexity of the study, the researcher finds it appropriate to adopt an approach that transcends pure quantitative or qualitative methodologies. This study acknowledges the need for a survey to measure elements such as vision, coherence, opportunities for enacting practice within the program, and the prioritization of teaching among students. Additionally, interviews are recognized as necessary for constructing knowledge by exploring stakeholders' experiences and gaining in-depth understanding of the phenomenon. Pragmatism, which views inquiry as a problem-solving approach, appears suitable as it allows the researcher flexibility in selecting methodologies to address the research questions (Maarouf, 2019).

Hence, the mixed-methods approach is chosen to incorporate both the subjective lived experiences of stakeholders and the potentially more objective quantitative evidence to comprehensively understand the topic. However, it should be noted that this study does not aim to make claims about generalization or the representativeness of the data, given the non-random sampling used. The research design is guided by a thorough review of the literature and the development of quality-related theories. The analysis process is iterative, allowing for refinement throughout the research. Nonetheless, the researcher acknowledges a conflict between her interest in stakeholder perceptions of quality and the conceptual framework developed based on tools and frameworks from previous studies. To address this, the researcher mitigates potential bias by conducting member checking with participants and thoroughly reviewing relevant literature.

In order to investigate the research problem, a pragmatic approach was deemed suitable among the various philosophical stances reviewed. Post-positivism, for instance, advocates for the use of both quantitative and qualitative methods, but it is an extension of positivism and shares the same methodological assumptions (Onwuegbuzie et al., 2009). This alignment, known as "methodological mirroring," does not align with the mixed-methods research employed in this study, despite the agreement with post-positivism at the ontological and epistemological levels. Given the small number of samples from stakeholders such as Deans and Heads of English Departments, qualitative methods will also be employed from an interpretivist perspective, in addition to collecting survey data from student teachers. The qualitative component will offer in-depth insights into their perspectives on teacher education quality. Another alternative, critical realism, emphasizes the contextual influence on truth and can utilize various types of data (quantitative, qualitative, or both) to shed light on power disparities. However, the research's purpose does not align with the critical realist ontology, which focuses on critiquing and transforming existing power structures (Giroux, 1986). Rather, this exploratory study aims to understand stakeholders' perspectives on the strengths, weaknesses, and possibilities for improving teacher education in Indonesia. The research philosophy of this study is depicted in Figure 4-2 (adapted from the 'research onion' of Saunders et al., 2019, p.130).

Figure 4-2

Research Philosophy



Note. Adapted From *Research Methods for Business Student* (p.130) by Saunders, M. N. K., Lewis, P., & Thornhill, A., 2019., Pearson Copyright 2019 by Mark N.K. Saunders, Philip Lewis and Adrian Thornhill

4.2.2 Limitation of Pragmatism

Pragmatism, despite being commonly associated with practicality and realism, encompasses an entire philosophical school of thought rather than solely representing an approach that prioritizes practical concerns over theoretical ones. This perception can lead to problems as pragmatism is criticized for not adequately addressing the ontological and epistemological aspects of both quantitative and qualitative paradigms, especially as it is generally criticised a “philosophical champion” to the mixed methods approach (Greene, 2008). Morgan (2007) suggests that pragmatic research is intersubjective, acknowledging the coexistence of objective and subjective elements, as well as the existence of both a singular reality and multiple realities. Consequently, pragmatism has been criticized as ambiguous (Raatzsch, 2004), a simplistic version of post-positivism (Denzin, 2012), and lacking a solid ontological foundation due to its emphasis on outcomes rather than a deeper understanding of the universe (Pratt, 2016). In light of these

critiques, the researcher engaged in reflective practices throughout the research process to address the concerns related to the philosophical beliefs of this study. Furthermore, the specific research questions were formulated, and justifications were provided for all methodological choices, including research design, data collection, and analysis.

4.3 Research Design

The research design encompasses the overall strategy implemented to effectively integrate the various components of the study in a coherent and logical manner, addressing the research problem. It is also referred to as research consideration (Wright et al., 2016) or inquiry strategies (Denzin & Lincoln, 2011). The research design entails a comprehensive plan for data collection, measurement, and analysis. In this exploratory study, the aim is to gain insights from different stakeholders regarding the factors that contribute to teacher education quality. The conceptual framework elucidates the key concepts under investigation in this study. These key concepts are further developed into five research questions that are assigned to the relevant stakeholders, who are considered to be in the best position to provide answers, based on supporting literature (refer to section 3.8 in the Literature Review Chapter). To ensure the appropriateness and effectiveness of the research instruments, a pilot study was conducted, the findings of which informed the refinement of this research design (refer to Appendix H).

4.3.1 Mixed-Methods

Mixed methods research involves the integration of qualitative and quantitative research techniques, approaches, methods, and concepts (Johnson & Onwuegbuzie, 2004). The selection of mixed methods should be guided by the research objectives, purposes, and questions (Leech & Onwuegbuzie, 2009). In line with Darling-Hammond's perspective (2006), utilizing multiple measures to evaluate teacher education enables a comprehensive understanding of program quality and graduate outcomes. Thus, a mixed methods complex design is employed in this study

to gather comprehensive data from the participants. This approach differs from a mixed-method core design, as the latter combines qualitative and quantitative methods directly to address the research aim (see Creswell & Plano Clark, 2007). In contrast, the mixed-method complex design employs one core design as a phase of the study, which is combined with another method to address the research aim (Creswell & Plano Clark, 2018). The research questions and their corresponding methods are depicted in Figure 4-3.

Figure 4-3
Research Questions and Methods

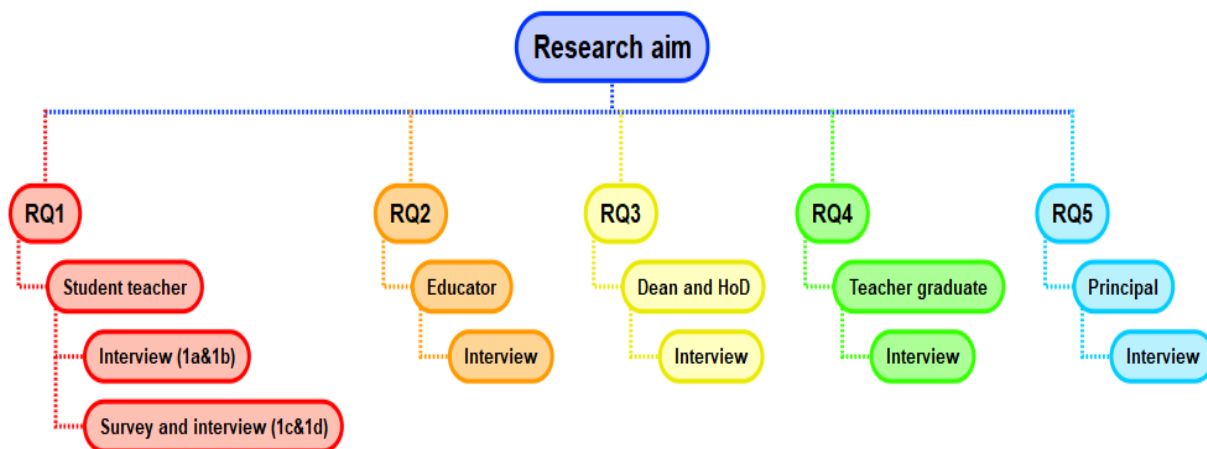
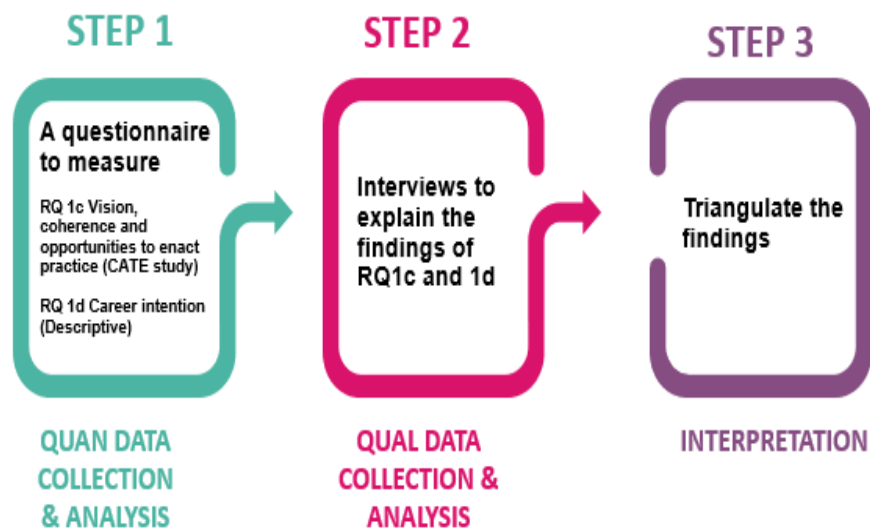


Figure 4-3 illustrates the utilization of a mixed-methods explanatory sequential design to address RQ 1c (vision, coherence, and opportunities to enact practice) and RQ 1d (career intention). This design is viewed the most suitable approach for measuring vision, coherence, and opportunities to enact practice as indicators of the robust quality of ITE. The use of existing survey instruments from the Coherence and Assignment Study in Teacher Education (CATE) in conjunction with interviews is both feasible and appropriate for this purpose. Additionally, as ITE serves as a preparatory institution for future teachers, it is crucial to quantitatively assess the proportion of student teachers who prioritize teaching as their intended career after studying in ITE. This analysis aims to determine if the program significantly influences student teachers' career

choices. To address RQ 1c and 1d, surveys and semi-structured interviews are employed. Relying solely on survey results may yield an incomplete understanding; hence, the inclusion of semi-structured interviews is necessary to further explain the findings from the student survey and to capture potential concerns or perspectives from student teachers that may not be adequately addressed in the survey alone. Figure 4-4 provides a detailed representation of the mixed methods explanatory sequential design phase.

Figure 4-4

Sequential Phase of RQ 1c and RQ 1d



However, the assessment of vision, coherence, opportunities to enact practice, and career intention represents only a subset of the research aim concerning the quality of teacher education. The sequential phase discussed here serves as the initial part of the project, which necessitates the inclusion of other stakeholder perspectives to gain a more comprehensive understanding of the ITE program's quality. In the subsequent phase, these aspects will be further explored using qualitative methods. This choice is driven by the limited sample size of other stakeholder groups and the need for in-depth insights into these specific aspects. By employing both quantitative and qualitative approaches, a more comprehensive and holistic view can be obtained from diverse

stakeholders. As a pragmatist, the researcher believes that combining the results of both approaches will enhance the data and provide a deeper understanding to address the study's aim. Figure 4-5 presents an overview of the research design, followed by the justification for its development.

Figure 4-5

Research Design

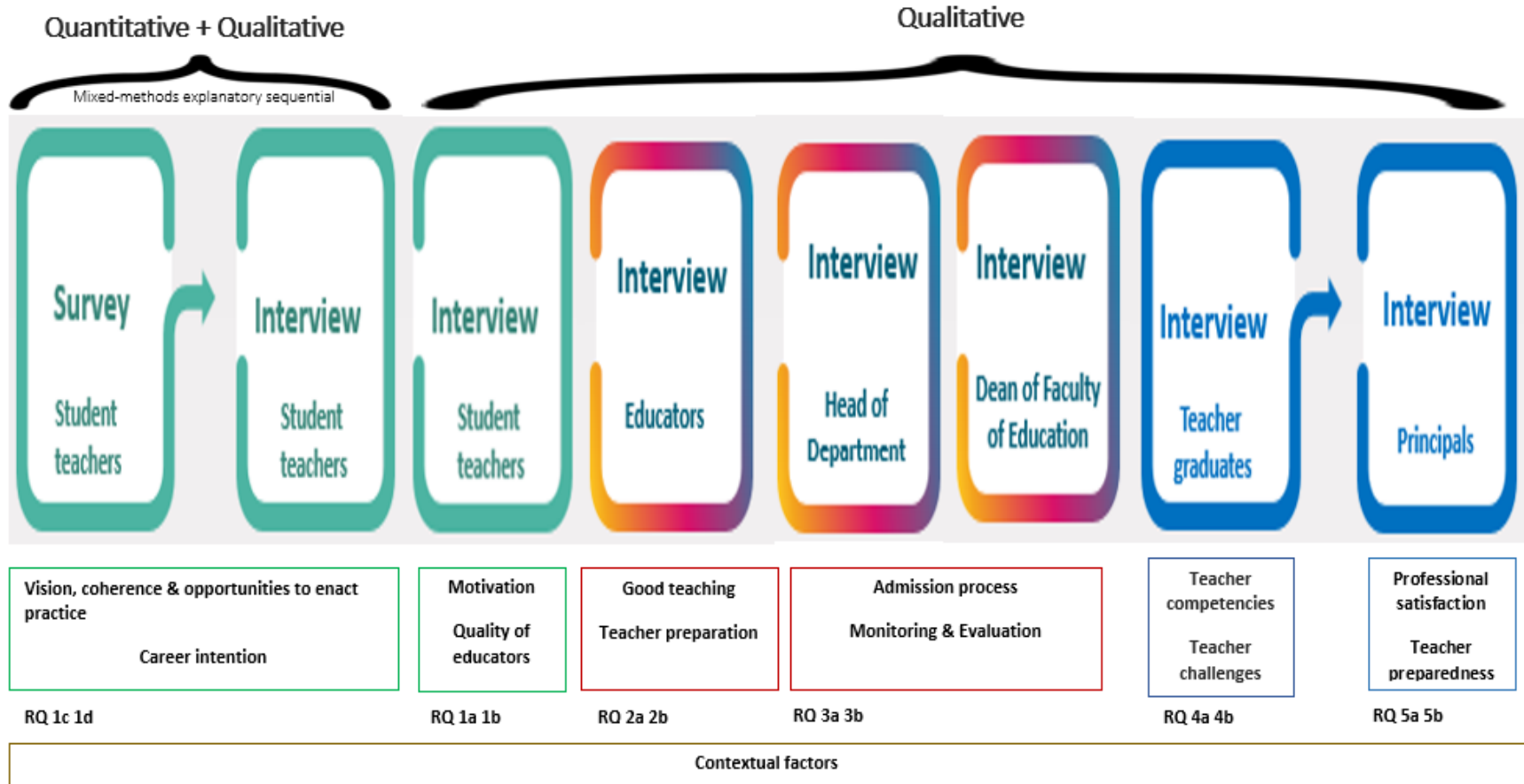


Figure 4-5 visually represents the research design, outlining the investigation of each aspect involving different stakeholder groups across both phases (the mixed-method explanatory sequential core design and the qualitative phase). The research design demonstrates a chronological arrangement of data collection methods. Initially, data is collected from student teachers, followed by educators, Deans, and Heads of Departments (HoDs) to allow confirmation and elaboration on any concerns raised by student teachers and educators. This approach facilitates cross-checking of facts and identification of diverse views and expectations among program stakeholders. Similarly, data is first collected from graduates and then from school principals, enabling a comparison between graduates' self-perceptions and their principals' perceptions of their teaching performance. The mixed methods sequential phase is conducted at the outset to gather data from student teachers for addressing RQ 1c and RQ 1d. Subsequently, after the survey, semi-structured interviews are conducted to provide further explanation of the findings for both RQs. These interviews also yield data pertaining to student teachers' motivations for entering ITE (RQ 1a) and the quality of their educators (RQ 1b). Following the collection of data from student teachers, qualitative data is gathered from other stakeholders to address RQ 2 through RQ 5.

Given the limited sample size of various stakeholder groups, this research design prioritized the qualitative method. It recognized the need for in-depth data to capture the stakeholders' experiences and tailored the investigation of concepts to align with their specific roles. For example, the inclusion of Deans and Heads of Departments (HoDs) is particularly relevant as they are involved in the admission process and can provide valuable insights in that regard. Overall, this study adopted a mixed-methods complex design, combining a mixed-method core design (explanatory) with an additional qualitative method within a single project (Creswell & Plano Clark, 2018). The quantitative and qualitative data collected during the explanatory sequential phase

were integrated, and their findings complemented the qualitative findings within the broader research process.

The research design employed in this study significantly diverges from previous mixed-methods research conducted on teacher education programs in Indonesia, particularly in terms of the aspects covered, scale, and methods used. For example, Sulistiyo (2015) conducted a case study in a state-owned university, focusing on teacher graduates, beginner teachers, school principals, and teacher educators to explore language proficiency and teaching skills. The study utilized a small-scale survey (N=78) to gauge graduates' preparedness to become English teachers. Semi-structured interviews (N=20) and document analysis were also conducted to examine the ITE curriculum. Sulistiyo's study provided insights into the program's impact on preparedness but did not delve into other potential contributing factors, such as the quality of educators. Therefore, future research with a larger participant pool was suggested to explore more significant aspects of improving ITE quality. Similarly, Tutyandari (2020) investigated teacher preparedness, collecting data from final-year students using a convergent mixed-methods design. The study was conducted in one private university, involving 106 survey respondents and 31 interview participants. Tutyandari also acknowledged the limited scope of her study, which focused on a specific cohort of final-year students in one ITE and recommended examining multiple dimensions for more comprehensive findings in future research. In response to these previous studies, the present study addresses the calls for incorporating influential aspects from multiple dimensions in ITE (input, process, outcome, and impact). Moreover, this study involves a broader range of ITE stakeholders in both private and state institutions, utilizing a more robust research design by combining a core design with the qualitative method. This approach aims to obtain comprehensive insights and a complete understanding of the quality of ITE programs.

The rationale behind the chosen research design stems from the researcher's assumptions regarding the definition and measurement of quality in teacher education (ITE). The selection of specific types of evidence prioritizes addressing the stated research questions (RQs) and gaining a comprehensive understanding of ITE quality. The decision to employ different methods is based on practical considerations, including the limited scope of the PhD project and participant accessibility. For example, despite the drawbacks of online surveys, such as technical limitations and the need for a sampling frame, they are cost-effective, efficient, convenient, and straightforward (Sue & Ritter, 2016). Likewise, despite the extensive resources required to construct literature-informed questions, conducting semi-structured interviews proved beneficial in guiding conversations and ensuring respondents stayed focused on the topic. Face-to-face interviews were preferred as they allowed the researcher to capture additional information through social cues, including voice, intonation, body language, and facial expressions provided by the interviewees (Opdenakker, 2006). This approach was feasible as data collection occurred prior to the COVID-19 pandemic, between late 2019 and early 2020. However, certain methods were not chosen for this study due to various reasons. The observation method was excluded due to time constraints and its time-consuming nature, which made it impractical for this PhD project. Additionally, drawing conclusions about candidates' overall skill levels based on limited observations may not yield accurate results (Hong & Lawrence, 2011). It means that direct observation of student teaching may not accurately reflect candidates' ability to apply learned content and skills. Furthermore, since researchers who observe teachers do not typically assess student achievement, there is no direct measure of the impact of teacher education on student achievement. While a focus discussion group was initially considered, it was ultimately excluded due to time constraints and challenges in managing participants' schedules. Document analysis, such as syllabi, was not employed to measure teacher education quality, as these documents may not fully capture the actual content taught in the courses. Consequently, interviews and surveys were regarded the most appropriate methods for this study.

4.3.2 Limitations of Mixed-Methods

The implementation of the mixed-methods research approach encountered several challenges. Firstly, this approach requires more time, effort, and financial resources due to its two-phased nature. Secondly, the researcher needed to acquire new research methods and techniques to conduct both quantitative and qualitative research, thereby expanding her research skills and experiences (Molina-Azorin, 2016). Despite these challenges, the researcher viewed it as an opportunity for growth and to enhance her research capabilities. However, it should be noted that the mixed methods explanatory sequential design can be time-consuming and may yield contradictory findings (DeCuir-Gunby & Schutz, 2017). Addressing these challenges, recommendations were considered in this study. Minimizing the time interval between the quantitative phase and interviews was suggested to maintain the validity of subsequent qualitative data, enabling context cues during interviews McCrudden & Sparks (2018). Additionally, integration approaches such as narrative, data transformation, and joint display were recommended to visually represent the combination of quantitative and qualitative phases (Fetters & Freshwater, 2015). To facilitate understanding, a joint display was utilized in this study to visually present the integration of findings, as suggested by Guetterman, Creswell, & Kuckartz, (2015) and Plano Clark & Sanders (2015).

4.4 Research Instruments

Two research instruments were specifically designed to align with the aim, objectives, and research questions of this study. The first instrument was a questionnaire developed to collect quantitative data from ITE English student teachers. It consisted of two sections: (a) investigating vision, coherence, and opportunities to enact practice (using CATE survey) and (b) assessing interest in the teaching profession. The questionnaire served as a means to gather comprehensive survey data from the student teachers. The second instrument was an interview

guideline developed for the purpose of collecting qualitative data from various stakeholders involved in the teacher education program. This guideline was employed to conduct interviews with Deans, Heads of Departments (HoDs), educators, student teachers, graduates, and their respective principals. Through the interviews, valuable insights and perspectives were obtained, enabling a deeper understanding of the research phenomenon from the diverse range of stakeholders involved.

4.4.1 Survey Instrument

A questionnaire was designed to address Research Questions (RQ) 1c and 1d. The questionnaire for RQ 1c was adopted from the instrument utilized in the Coherence and Assessment Study in Teacher Education (CATE) project, which was conducted across five countries (Hammerness et al., 2014). This instrument has been widely recognized as a high-quality analytical tool for examining the quality of teacher education from students' perspectives. It provides a valid measure to assess key dimensions such as vision, coherence, and opportunities to enact practice in teacher education programs. In addition to exploring RQ 1c, the questionnaire also incorporated a question specifically focused on student teachers' career intentions after graduation (RQ 1d). The career options presented in the questionnaire were derived from profiles of teacher graduates. By including this question, the questionnaire aimed to capture insights into the future career paths envisioned by student teachers.

The adoption of the CATE survey instrument is particularly advantageous as it has been extensively tested, validated, and widely used in various international contexts, including Finland, Norway, Chile, Cuba, the USA (Carrinus, Klette, & Hammerness, 2019) Malaysia (Goh et al., 2020; Goh & Carrinus, 2019) Lebanon, Qatar and China ((El-abd et al., 2021). This measure conceptualizes good quality teacher education as a program characterized by a clear vision of good teaching, a coherent curriculum that effectively links theory and practice, and ample

opportunities for enacting pedagogical practice (Klette & Hammerness, 2016). By employing these well-designed indicators, the study aims to provide empirical evidence on the quality of the ITE program in Indonesia. Furthermore, the investigation of the Indonesian context using this measure has the potential to contribute to the broader conversation on the quality of teacher education. By exploring similarities and differences between Indonesia's findings and those of other countries, the study seeks to shed light on the unique aspects and challenges of teacher education in Indonesia within a global context.

The study employed a set of 32 items from the CATE survey, which were classified into four scales: opportunities to enact practice, opportunities to connect various parts of the program, perceived coherence between courses and perceived coherence between field experience and courses. To assess the extent of opportunities for practice (Scales 1 and 2), a Likert scale ranging from 1 to 4 was utilised. A rating of one referred a lack of opportunities, while a rating of two indicated only a brief touch upon the subject matter. Ratings of three and four signified a deeper exploration and extensive opportunities, respectively. On the other hand, coherence (Scales 3 and 4) was assessed using a similar Likert scale ranging from 1 to 4, where a rating of one reflected strong disagreement, two meant disagreement, three indicated agreement, and four represented strong agreement. Further details regarding these measurement scales can be found in Figure 4-6.

Figure 4-6

Scales of CATE Survey



The questionnaire consisted of five sections: (1) research information including the purpose, ethics and the researcher's contacts to ensure transparency and facilitate informed participation (2) consent form as an agreement from the respondents, indicating their willingness to contribute to the research, and (3) demographic data to collect participants' characteristic such as age and gender; (4) CATE (Coherence and Assignment Teacher Education) survey to explore student teachers' views on vision, coherence and opportunities to enact practice (32 items), drawing from the work of Hammerness et al., (2014) and (5) one question about student teachers' profession interest following their graduation from teacher education (1 item) with options aligned with the graduate profiles of the English department, including career paths such as teacher, practitioner, entrepreneur, researcher, and others. Additionally, space was provided to allow participants to specify their career intentions if they were not covered by the provided options. The complete survey can be found in Appendix E.

4.4.2 Interview Guideline

The literature review chapter presented a conceptual framework for defining and assessing the quality of ITE programs. To operationalize this framework, an interview guideline was developed based on the conceptual framework, with the aim of exploring the quality of the ITE program (see Chapter 3 Literature Review for details). In this study, ITE quality was defined as both fitness for purpose and transformative. Fitness for purpose implies that the ITE program meets the needs of the Indonesian government for well-trained teachers, as well as the needs of students who aspire to become future teachers, aligning with the standards for beginning teachers' knowledge and skills (Negara & Benveniste, 2014b). Transformative quality refers to the program's ability to bring about a fundamental change in enhancing student teachers' professionalism, transforming them into professional teachers (Harvey & Green, 1993). The interview instruments were designed to gather evidence from stakeholders about the extent to which ITE programs meet these expectations by exploring various influential aspects of ITE quality. Semi-structured interviews were chosen as the data collection method due to their flexibility (Klandermans & Staggenborg, 2002). On one hand, the interview guideline provided a framework for the researcher to ask questions relevant to the research question. On the other hand, the researcher had the flexibility to adjust the sequence and content of the questions based on participants' responses, allowing for important messages to be conveyed.

The literature review and conceptual framework on ITE quality have provided valuable insights into the areas that the researcher should explore during the interviews, as well as ideas for relevant questions. One such area is the importance of motivation for students' success and its contribution to ITE quality. However, recent studies conducted in Indonesia have revealed a discrepancy between the number of students entering ITE and their motivation to become teachers (Masbirorotni et al., 2020; Suralaga et al., 2020; Suryani & George, 2021). Consequently, this study aims to investigate the factors that motivate student teachers to pursue

ITE and how these motivations influence their interest in the learning process and career intentions. The study developed an interview instrument that bridged the existing literature and identified the research gap, providing the necessary information to answer the research questions. Table 4-1 outlines the specific aspects explored for each research question and provides a sample question for each aspect. Furthermore, the complete interview guidelines tailored for different stakeholders can be found in Appendix E.

Table 4-1*Aspects of the Interview Guideline*

Interview Participants	Aspects to be explored in the interview		
	RQ		Sample questions
Student teachers	1a	Motivation	Why did you join ITE?
	1b	Quality of educators	What are the positive and negative characteristics of your educators?
	1c	Vision, coherence and opportunities to enact practice	What do you know about national curriculum?
	1d	Career intention	What profession are you interested in after graduating?
Deans and HoDs	2a	Admission process	How do you vet the quality of entrants?
	2b	Monitoring and evaluation	What internal provision do you have for evaluating this program?
Educators	3a	Good teaching	How do you define good teaching?
	3b	Teacher preparation	How do you connect theory into practice?
Teacher graduates	4a	Teacher competencies	Which teacher competency do you feel most confident?
	4b	Teacher challenges	What were the difficulties you had when you started teaching?
Principals	5a	Professional satisfaction	What do you think need to be improved from your English teacher?
	5b	Teacher preparedness	How do you assess candidates' preparedness?

In contrast to other research questions aimed at exploring into the influential aspects of ITE in depth, the interview questions for RQ 1c and 1d were designed to provide explanations for the survey findings. These questions were part of a sequential explanatory design, which aimed to enrich significant quantitative results by building upon earlier quantitative analysis (Liem, 2018).

In preparation for the main data collection, the interviews underwent a pilot study to ensure their effectiveness, with improvements made based on participant feedback (see Appendix H). As a result, the questions were refined for clarity and understanding. Notably, as raised by the interview participants, the pilot study revealed significant contextual factors affecting ITE quality that were not initially included in the conceptual framework. Consequently, contextual issues were integrated into the framework, and an open-ended question was added to explore them further at the end of the interview. This question aimed to elicit relevant contextual concerns at the institutional or national level, allowing participants to express their concerns without being constrained by specific prompt questions. A summary of the responses to this open-ended question can be found in Appendix S.

4.5 Sampling

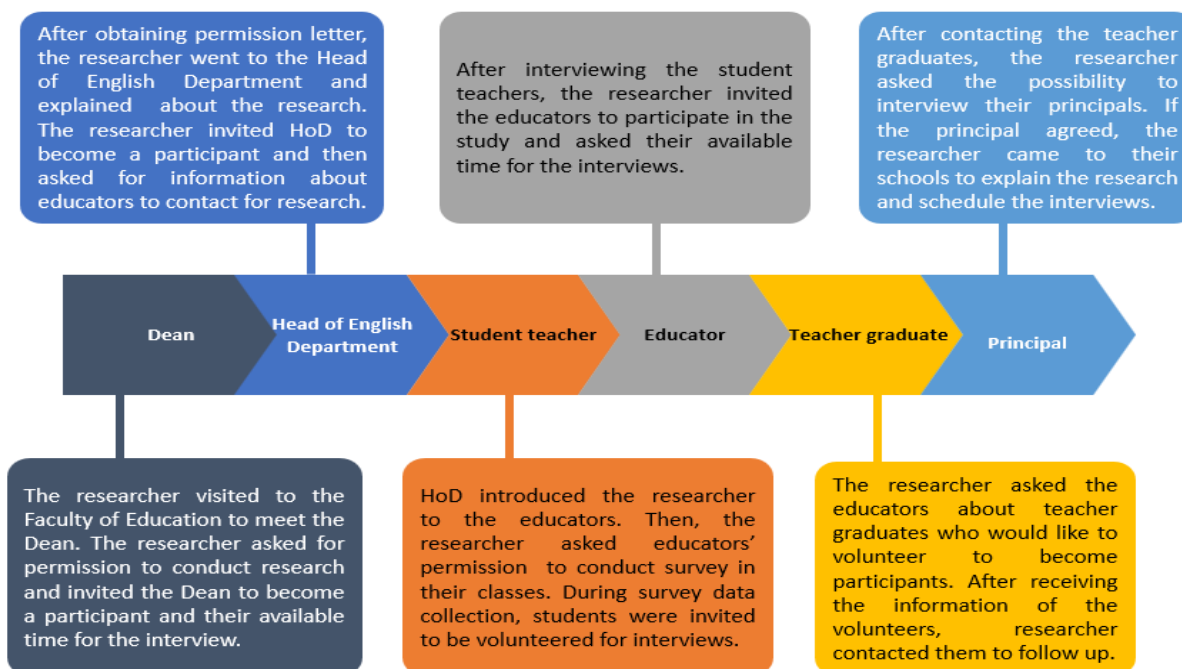
The study employed non-probability purposive sampling to recruit participants from highly rated ITE programs in one state and one private universities. A gatekeeper facilitated the participation of relevant stakeholders. Purposive sampling involves selecting what is believed to be a representative sample (Black, 2002). In the explanatory sequential phase (RQ1c and RQ1d), a nested sampling technique was employed, where participants from one method were selected to participate in the other method (Onwuegbuzie & Collins, 2007). The study included six types of stakeholders: Deans of the Faculty of Education, Head of the English Department, educators (permanent lecturers in ITE), student teachers, ITE graduates, and their principals. These stakeholders represent individuals from the institution, output, and employers (for stakeholder analysis in HE, refer to Chapleo & Simms, 2010). Deans, Heads of Departments, and educators hold significance as they influence strategies, policies, and the overall strategic direction. Student teachers, ITE graduates, and principals are crucial stakeholders as ITE quality directly impacts their competencies and the satisfaction of principals as potential future employers. The inclusion of diverse stakeholders provides comprehensive and balanced perspectives on ITE quality.

Moreover, through triangulating the findings, the alignment of the ITE program with the targeted concept of quality can be evaluated, specifically in terms of fitness for purpose and transformation (refer to section 3.1).

The selection of sampling procedures was carefully determined based on the research context. Given the cultural norms in Indonesia, face-to-face meetings were deemed more appropriate and formal compared to email correspondence. Therefore, it was crucial to follow up initial contact with in-person visits whenever possible, as emails are not widely used for daily communication and often receive delayed responses. The Dean of the Faculty of Education and the Head of the Department served as gatekeepers and were the initial contacts for the study. During the initial meeting, the researcher explained the research objectives and sought permission to collect data (see Appendix L for the researcher's permission letter). Once permission was granted (see Appendix M for the granted permission letter), the researcher inquired about the willingness of the Dean and the Head of the Department to participate and proceeded to recruit other participants. Figure 4-7 outlines the sampling selection process for each research participant, providing steps taken to choose participants for the study.

Figure 4-7

The procedure of Sample Collection



4.5.1 Institution Sample

The study samples included a highly rated private university and a highly rated state university, representing the two main categories of higher education institutions in Indonesia. Previous research on ITE in Indonesia has primarily focused on one type of institution, resulting in a lack of comparative research between private and state institutions, despite their different systems (refer to section 4.3.1). The sampling criteria for the study involved selecting highly accredited universities located in urban areas, as they were expected to provide insights into the best practices of ITE within the Indonesian context. The cities of Jakarta and Yogyakarta were chosen as the study locations, as they are major destinations for higher education. However, it is important to note that the findings may not be generalizable to rural areas with limited facilities and geographical challenges. The characteristics of the participating institutions are presented in Table 4-2.

Table 4-2*University Participant Characteristics*

Category	Private	State
Founded by	Islamic organization	Government
Established since	1981	1950
Staff status	Non-civil servant	Civil servant
English Department Graduate profile	Teacher, practitioner, entrepreneur and researcher	Teacher
Admission process	Administered by university	Administered by government using National Entrance Test
Structure of Fieldwork	Starts in 1 st semester	Starts in 3 rd semester
Assessment type	Project based	Exam and individual Task

Table 4-2 reveals that private ITE offers a more diverse range of career options in its graduate profile compared to state ITE, which primarily emphasizes becoming teachers. Additionally, there are notable differences between the two ITE programs regarding the timing of fieldwork initiation and the assessment methods used to evaluate student competencies. Private ITE students commence fieldwork earlier than their state ITE counterparts. Furthermore, private ITE replaces traditional sit-in exams with project-based assignments.

This PhD research specifically focuses on the English teacher department within the Faculty of Education, despite the presence of other programs. It is important to note that the study does not primarily examine English proficiency but rather investigates the broader influential aspects related to the input, process, outcome, and impact of quality in teacher education. While previous studies have addressed the English aspect of English teacher education (Sulistiyo, 2015; Zein, 2018), there is still a scarcity of research that takes a holistic approach and explores various

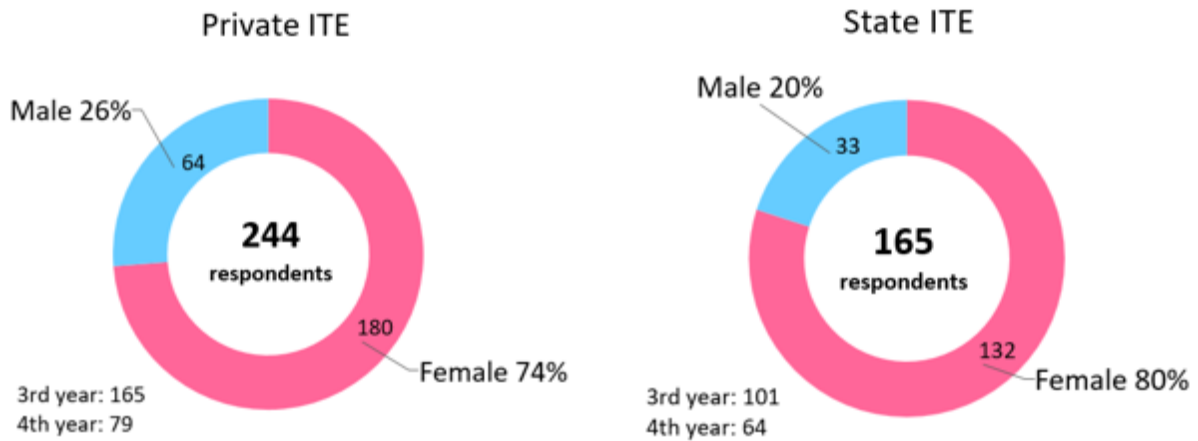
concepts of ITE in Indonesia. It is worth mentioning that this holistic approach can be applied to ITE programs across different subjects, as the aspects examined in the study, such as motivation and career intention, are relevant to other ITE subjects within similar contexts.

4.5.2 Survey Sample

A total of 409 student teachers, aged between 20-24 years old in 2019, were invited to participate in the survey, representing both three and four-year programs. These student teachers were selected as the target population due to their involvement in observation or practicum, enabling them to provide valuable insights on the fieldwork aspect, which is a key component of the survey indicators. Overall, the participation rate was 87.2%, with 409 out of the 469 student teachers in both programs responding to the survey. Specifically, in private ITE, the response rate was 94.9% (244 out of 257), while in state ITE, the response rate stood at 77.8% (165 out of 212). According to Denscombe (2017), a sample size ranging from 30 to 250 cases is considered reasonable for small-scale research surveys, and the sample size of this study was appropriate for its exploratory purpose of capturing student teachers' perspectives on program quality. It's important to note that this sample was not used for hypothesis testing. The number of student teachers included in the survey sample is noteworthy and comparable to previous studies using the CATE survey (Goh et al., 2020; Hammerness et al., 2020). Detailed information on the number of participants and gender distribution for each university can be found in Figure 4-8

Figure 4-8

Survey Sample



4.5.3 Interview Sample

Convenience sampling was used to select six stakeholder types for the interviews: Deans, HoDs, educators, student teachers, teacher graduates, and principals. This diverse range of stakeholders provides a comprehensive perspective on ITE quality, incorporating both institutional and school viewpoints. Their valuable insights contribute to a more thorough exploration of ITE quality. Within the institutions, participants were purposively selected based on their willingness to participate. The specific inclusion criteria for participant selection can be found in Table 4-3

Table 4-3

Interview Sample Inclusion Criteria

Category	Criteria	Aspects
Student teacher	The student teacher volunteer (also considering recommendations from teacher educators for students who are active and informative)	Vision, coherence, opportunities to enact practice, career intention, motivation entering teacher education, quality of educators
Educator	Educator volunteer (also considering recommendations from students for educators who possess good characteristics and performance)	Good teaching and teacher preparation
Head of English Department	The faculty member who positioned as the Head of English Department	Admission process and monitoring evaluation and strategies
Dean of Faculty of Education	The faculty member who positioned as the Dean of Faculty of Education	Admission process and monitoring evaluation and strategies
Teacher graduates	English teachers who graduated from the last five years (2013-2018)	Teacher competencies and teacher challenges
Principals	The principals who employed English teacher graduates	Professional satisfaction of employers and teacher preparedness

For detailed background information on the interview sample, please refer to Appendix G. A total of 42 participants from both programs were purposefully selected and invited for the interviews. Table 4-4 provides a summary and demographic overview of the interview sample.

Table 4-4

Interview Sample Characteristics

Category	Participant		Total	Gender		Age range
	Private	State		Male	Female	
Student teacher	8	6	14	2	12	20-24
Educator	4	4	8	2	6	35-50
Head of English Department	1	1	2	1	1	40-45
Dean of Faculty of Education	1	1	2	1	1	50-58
Teacher graduates	4	4	8	3	5	25-30
Principals	4	4	8	5	3	35-45
Total	22	20	42	14	28	

4.6 Data Collection

The main data collection involved gathering both quantitative and qualitative data from universities and schools. The data collection timeframe is outlined in Table 4-5.

Table 4-5

Timeframe of Data Collection

Method	Sample	Venue	Location
November – December 2019			
Survey	244 student teachers	Private university	Yogyakarta
Semi-structured interviews	1 Dean	School	Yogyakarta
	1 HoD		
	4 educators		
	8 student teachers		
	4 teacher graduates		
	4 principals		
January-February 2020			
Survey	165 student teachers	State University	Jakarta
Semi-structured interviews	1 Dean	School	Jakarta
	1 HoD		
	4 educators		
	6 student teachers		
	4 teacher graduates		
	4 principals		

4.6.1 Quantitative Data Collection

At the private university, third-year student survey data were collected through a paper-based survey based on the pilot study's recommendation (see pilot study detail in Appendix H). As for fourth-year students in practicum, an online survey using Google Forms was utilized. The response rate was high, with 94.9% (244 out of 257 respondents completing the survey). Non-respondents were excluded from the data analysis to maintain data integrity. Educators played a vital role in facilitating data collection by granting classroom access and assisting with survey dissemination to fourth-year students in practicum.

At the state university, however, a different approach was necessary due to the semester holiday break. As only the English Department secretary and staff were available, the researcher contacted an educator who had previously taught all classes of third or fourth-year student teachers. The researcher shared the survey link with this educator, intending to employ a snowball technique. However, after two weeks, the response rate remained low, with only approximately 10% of the target respondents participating. Factors such as the researcher's outsider positionality and the inconvenient timing for data collection contributed to the low response rate. To address this challenge, the researcher sought assistance from the secretary of the English Department, who introduced her to the Student Union representative. The researcher explained the issue and requested the student representative's help in disseminating the survey link. The student representative enthusiastically agreed and took a personal approach to increase response rates, as previous methods like snowballing and sharing the link in WhatsApp groups had yielded poor results. As a result, the response rate increased to 77.8%, with 165 out of 212 respondents returning completed questionnaires.

The significant response rate in this study's survey data collection can be attributed to power relations and the assistance received from insiders, including educators and student representatives. This experience highlighted the non-linear nature of research, emphasizing the need for researchers to anticipate uncertainties in the field. Effective communication with gatekeepers, key stakeholders, and participants proved crucial in finding solutions to challenges. The data collection process underscored the importance of well-planned research while maintaining resilience and flexibility. Keeping detailed field notes was essential for documenting changes, justifications, and later use in the writing stage. As a gesture of appreciation for survey respondents' participation, the researcher provided thank-you gifts funded by the researcher's sponsor. These gifts were presented collectively to the educators at the private university and the student representatives at the state university.

4.6.2 Qualitative Data Collection

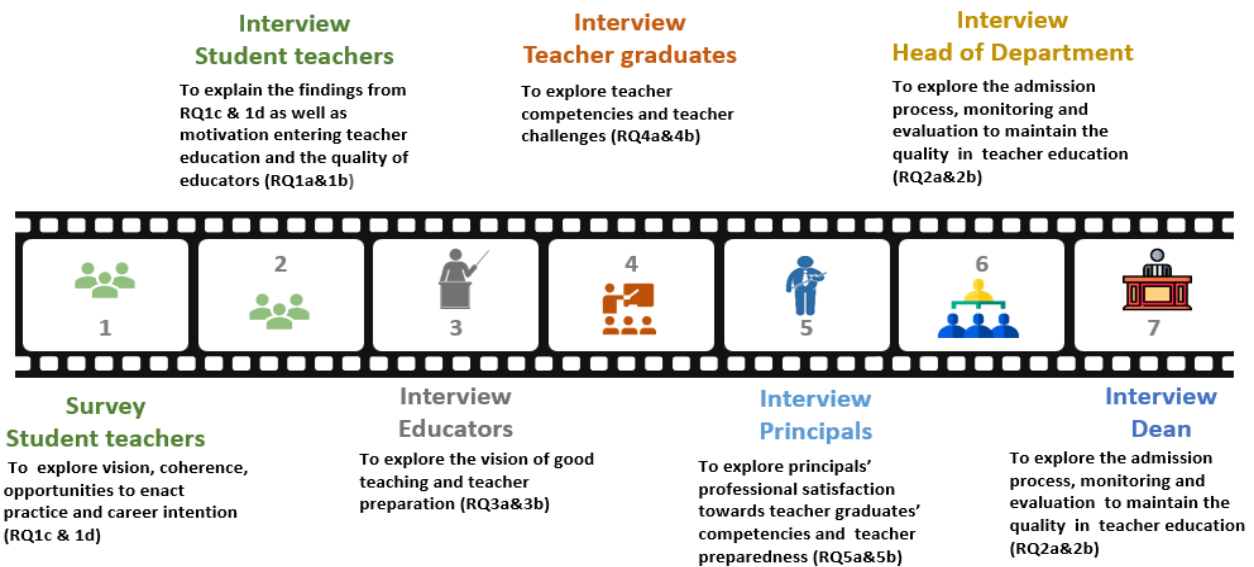
The qualitative data collection began once the interview schedule was finalized. The participants themselves chose the interview locations, prioritizing practicality, and participant comfort. Notably, the interview schedule remained unaffected by practicum commitments, as student teachers were able to come to the university for face-to-face interviews. This allowed the researcher to establish rapport, interact with participants, and ensure data quality. Interviews were conducted at both private and state universities, involving Deans, HoDs, educators, and student teachers. This approach provided a comprehensive and practical understanding of teacher education quality across different university contexts. Additionally, interviews with teacher graduates and their principals took place in the schools where the graduates were employed. Conducting interviews in the original settings, including universities and schools in various locations, offered insights into facilities, conditions, working culture, and interactions. This is important since participants' perspectives may have been influenced by their specific work or study contexts. Field notes from observations provided background information that helped the researcher in interpreting and analysing the findings.

The interviews were conducted in a specific order, starting with student teachers, educators, HoDs, and finally the Dean at the university. This sequence allowed for cross-checking of findings and seeking explanations from different stakeholders. Similarly, the researcher first interviewed teachers and then the principals at schools. All interviews were conducted in Indonesian to ensure better understanding. Most interviews lasted between one to one and a half hours. Two recording devices, a phone as the primary device and an iPad as a backup, were used to record the interviews. The recordings were transcribed and stored in data protection ID-coded files. The interviews began with casual conversation to establish rapport with the participants. Once a conducive atmosphere was established, the researcher explained the research, obtained signed

consent forms, and conducted the interviews. At the end of each interview, as a token of appreciation for their participation and time, the participants received a thank-you gift funded by the researcher's funder. The order of the quantitative and qualitative data collection procedures for all stakeholders, along with their corresponding research questions, is depicted in Figure 4-9.

Figure 4-9

The Procedure of Data Collection



4.7 Data Analysis

4.7.1 Quantitative Data Analysis

The quantitative data analysis involved the use of descriptive and inferential statistics conducted in SPSS 25 (Field, 2018). The dataset was thoroughly checked and cleaned to ensure data quality. Any data with invalid or missing responses were deemed unreliable and therefore excluded from the analysis and report findings. The final dataset included a total of 409 complete questionnaires, with 244 from the private university and 165 from the state university, which were then analysed.

Descriptive Statistics. Descriptive statistics were used to calculate the means and standard deviations for each item in the Likert scale of the CATE survey, specifically addressing RQ 1c. This approach aligns with the methodology employed in the CATE study conducted by Klette &

Hammerness (2017). These statistics provided insights into students' perspectives on the program's vision, coherence, and opportunities to enact practice. Furthermore, the mean values of combined response categories (agree/strongly agree and disagree/totally disagree) were aggregated to summarize the results more accurately. Additionally, descriptive statistics also revealed the percentage of student teachers interested in the teaching profession after graduation, addressing RQ 1d.

Inferential Statistic to Compare Means and Test the Difference Between Two Groups

Inferential statistics were employed to compare private and state ITE student groups, addressing RQ1c and comparing findings between the two types of universities. Due to the non-normal distribution of the survey items tested via the Shapiro-Wilk test, non-parametric Mann-Whitney tests were conducted as they are suitable for analysing ordinal and unpaired data. Statistical significance was defined as $p < .05$ (two-tailed). The use of the Mann-Whitney test aligns with previous research using CATE survey in teacher education (Klette & Hammerness, 2017), and is appropriate for comparing findings between private and state universities in this study. The choice of test depends on data assumptions and the number of institutions being compared, making the Mann-Whitney test suitable for this study's purpose of comparing two teacher education programs with non-normally distributed data.

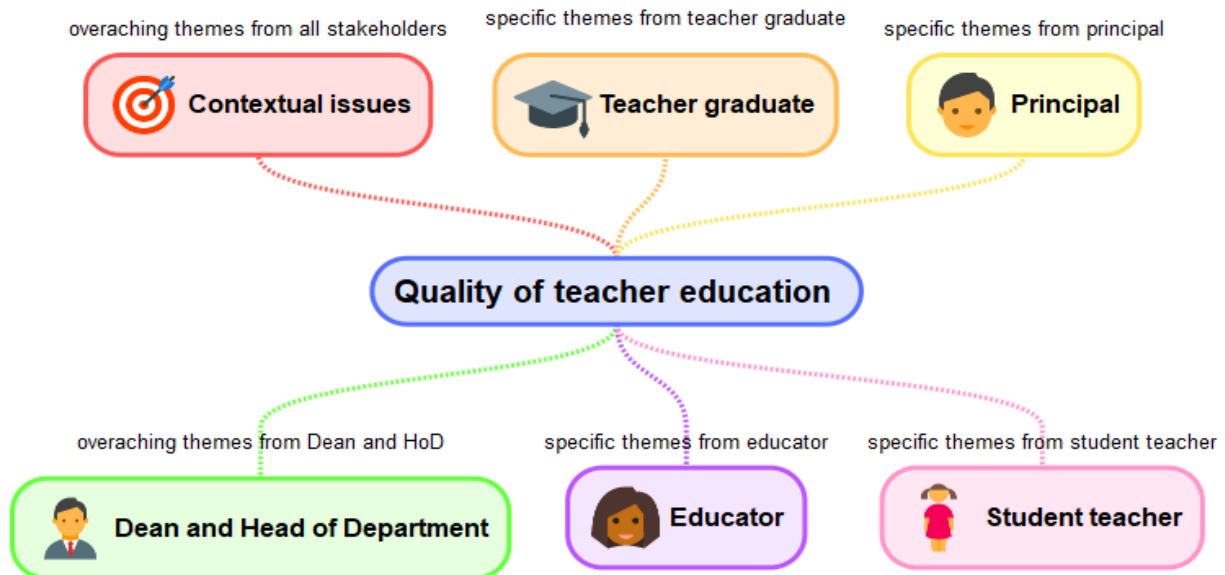
4.7.2 Qualitative Data Analysis

Reflexive thematic analysis was employed to analyse qualitative data gathered from 42 interviews. This approach encourages the researcher to reflect on the relationship between quality practices and analytic practices, as well as their ontological and epistemological beliefs, ensuring alignment with research questions and aims (Braun & Clarke, 2019). Reflexive thematic analysis was chosen as it enables the examination of diverse stakeholder perspectives, identifies

similarities and differences, unveils unexpected insights, and effectively summarizes a large dataset. The qualitative data was analysed using NVivo, with interviews categorized according to stakeholder types and their corresponding research questions (see Appendix Q for example of coding as a part of qualitative data analysis process). Additionally, open-ended questions exploring contextual factors across stakeholders were categorized as contextual issues. Figure 4-10 illustrates the breakdown of interview data based on stakeholder types and research questions.

Figure 4-10

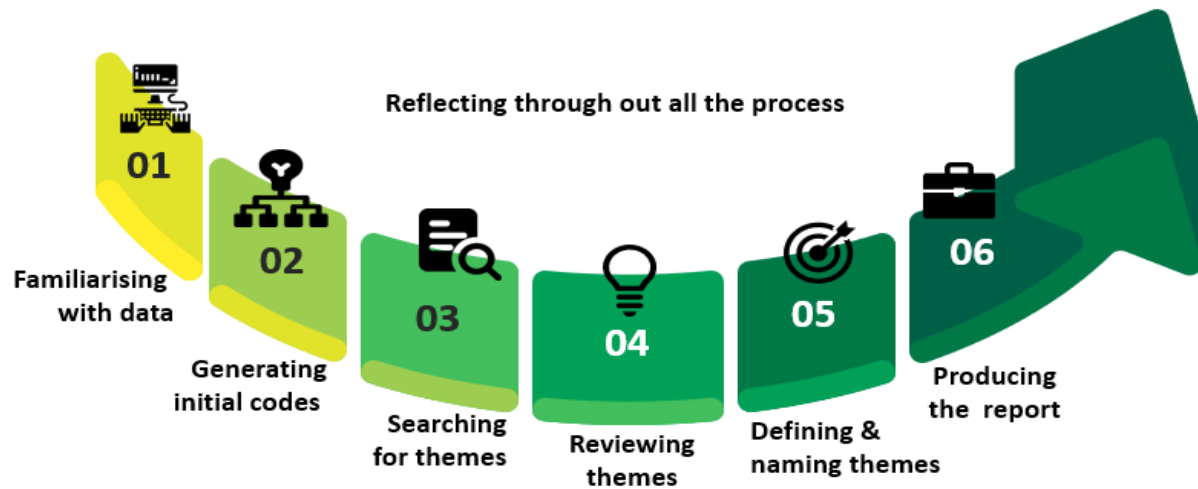
Interview Data Category



Reflexive thematic analysis ensures a systematic and coherent approach to data processing, leading to a well-structured and organized final report (Braun & Clarke, 2006; King, 2004; Nowell, Norris, White, & Moules, 2017). The analysis involved six phases, which are outlined in Figure 4-11 (adapted from Braun & Clarke, 2006), incorporating a reflective process throughout.

Figure 4-11

Six Steps of Reflexive Thematic Analysis

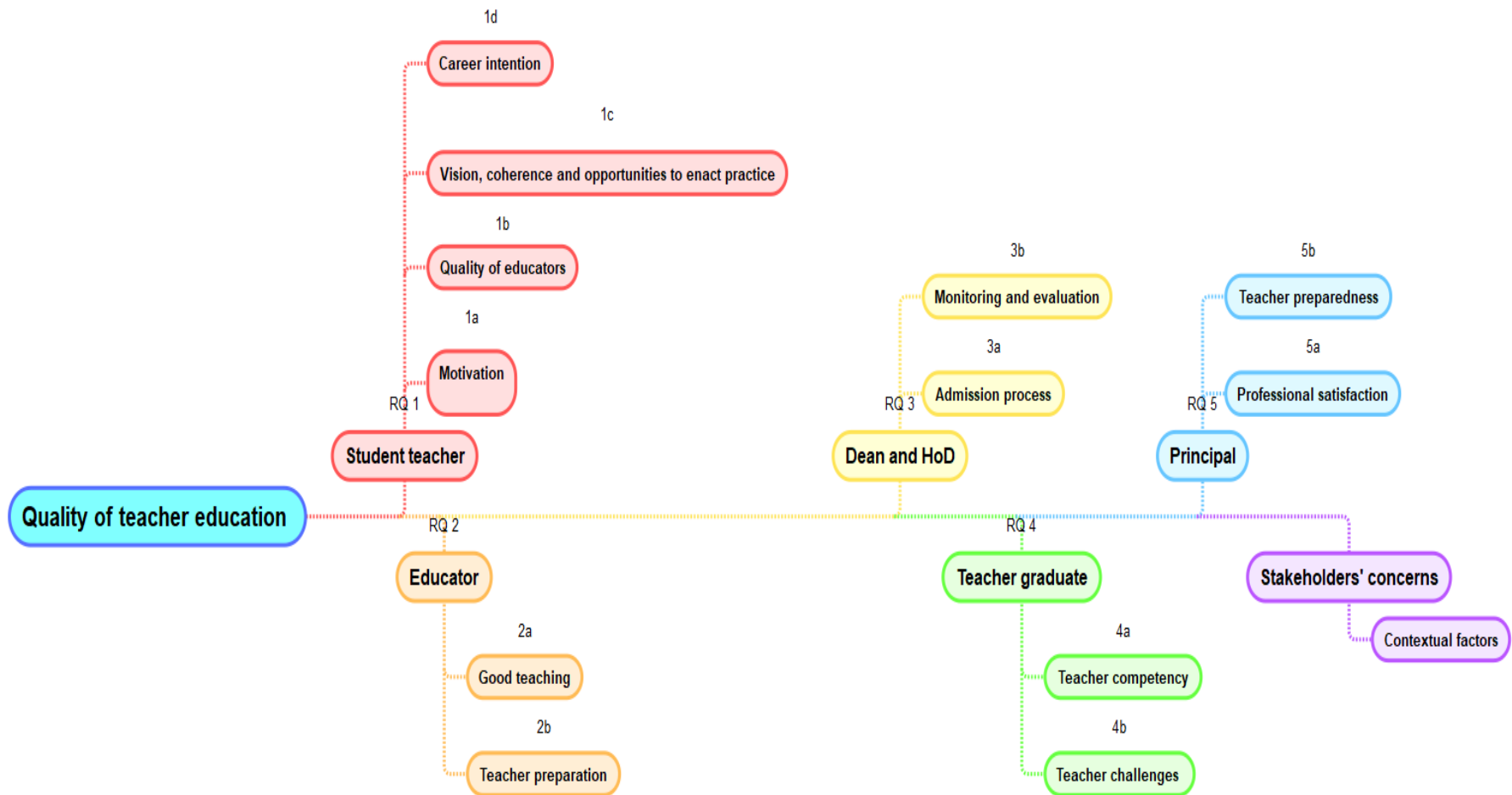


Note. Adapted From "Using Thematic Analysis in Psychology," by Braun, V., & Clarke, V., 2006, *Qualitative Research in Psychology*, 3(2), p. 87-93. <https://doi.org/10.1191/1478088706qp063oa>. Copyright 2006 by Routledge

The analysis process applied a hybrid approach, combining deductive and inductive methodologies (an example of the coding framework is provided in in Appendix R). This approach involved initially identifying themes from existing literature and the conceptual framework on teacher education quality. Furthermore, it allowed for the incorporation of flexible and creative coding processes, which led to the emergence of new themes from the data. The utilization of a hybrid approach aligned with the philosophical stance and methodology of this research. Subsequently, interview responses were categorized into thematic maps based on predefined concepts using a deductive (top-down) approach. Following that, the interview data within each concept was analysed using an inductive (bottom-up) approach. The resulting thematic map, aligned with the research questions, is depicted in Figure 4-12.

Figure 4-12

Thematic Map and Corresponding Research Questions



It is important to highlight that interview data, as part of the sequential mixed methods (RQ1c and 1d), were utilized to provide further insights into the survey findings. The interview questions for students were specifically designed to align with the corresponding survey questions. Hence, a deductive approach was employed for the analysis of data related to vision, coherence, opportunities to enact practice, and career attention. The data collection method and a summary of the analysis can be found in Table 4-6. The integration of quantitative and qualitative data will be elaborated on in the subsequent section.

Table 4-6

Summary of Data Collection Method and Analysis

Purpose	Method	Analysis	Category	Number
Quantitative				
To explore vision, coherence, opportunities to enact practice (CATE survey) and interest in teaching profession	Questionnaire	Independent sample t-test & descriptive statistics	Student teachers	409 respondents
Qualitative				
To explain the findings of the survey (for student teachers) and explore influential aspects in the quality of teacher education	Semi-structured interview	Reflexive Thematic analysis	All types of stakeholders	42 interviews

4.7.3 Data Integration

Integration is a fundamental aspect of a mixed-methods approach, aiming to achieve a comprehensive understanding by bridging quantitative and qualitative dimensions and approaches (Fetters & Molina-Azorin, 2017). The purpose of integration is to establish interdependence among data sources, methods, or approaches (Bazeley, 2017). This process entails drawing meaningful conclusions through the integration of both types of data, highlighting the coherence between qualitative and quantitative findings (Creamer, 2017; Fetters et al., 2013). While there is an ongoing debate about defining integration and its requirements, researchers should adopt an open-minded approach to integration, considering

various ways guided by research topics, questions, and data (Sligo, Nairn, & McGee, 2018). Integration holds the potential to uncover emergent and unexpected themes, offering valuable insights (Driscoll, Salib, & Rupert, 2007). To achieve this, researchers must plan for both sets of findings to engage in a meaningful dialogue and combine them in a cohesive manner (Plano Clark, 2019).

In this study, the qualitative data from RQ1c (vision, coherence, and opportunities to enact practice) and RQ1d (career intention) were utilised to support, contradict, expand upon, and help interpret the quantitative data collected. The integration of quantitative and qualitative results for RQ1c and RQ1d occurred at the interpretation level and was presented together. Meta inferences resulting from this integration will be visually represented using a joint display, as described in detail in Chapter 5. A joint display serves as a structured approach to enhance understanding of mixed method findings by iteratively developing tables that combine qualitative and quantitative findings, linking the constructs and organizing them into a single visual representation (Fetters, 2019). It is a rigorous and transparent synthesis method used to generate relevant inferences from the integration of qualitative and quantitative findings (Younas et al., 2021). Joint displays are commonly used in mixed-method studies and are recommended as best practices by the US Federal Government (Creswell et al., 2011). The integration of data in this study is illustrated in Figure 4-13.

Figure 4-13

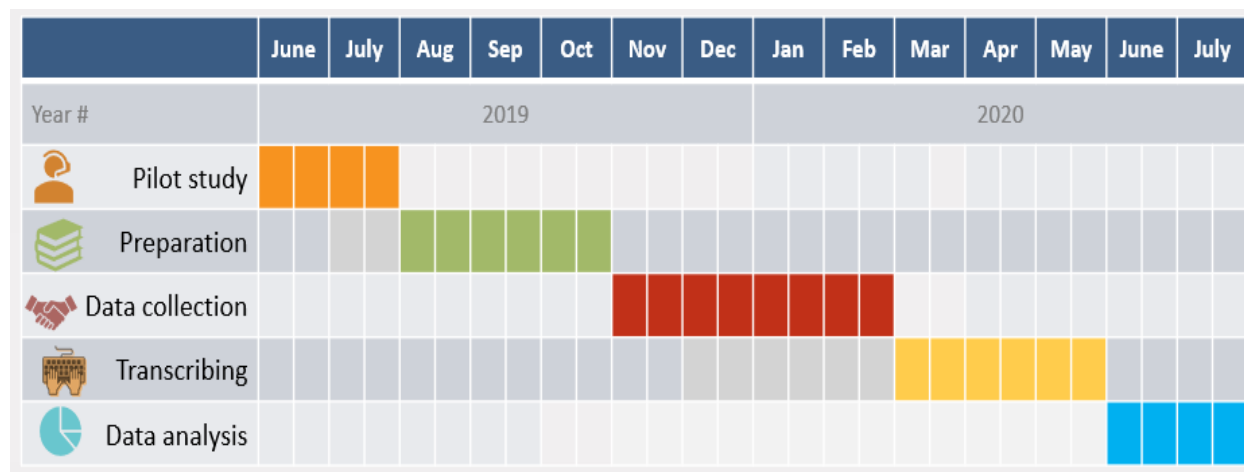
Data Integration of RQ 1c and 1d



The study spanned a duration of one year, involving various stages such as instrument piloting, data collection, and analysis. A visual representation of the one-year timeline can be found in Figure 4-14.

Figure 4-14

Timeline of Research



This study implemented several measures to ensure data quality and accurately depict the observed phenomenon. A crucial step involved conducting a pilot study on two occasions to refine the survey instrument. The first pilot study involved Indonesian students at the School of Education in the UK, followed by a pilot study with participants from ITE in Indonesia. Additionally, the interview process was also piloted with the target group who did not participate in the main study. These pilot studies provided valuable insights into suitable methods and approaches for the research while enhancing the instruments and data quality. Moreover, triangulation was employed by gathering data from multiple perspectives, diverse types of institutions, and utilising various methods such as surveys and interviews. These measures were implemented to maximize the accuracy of the findings.

4.8.1 Validity and Reliability of Survey Data

To ensure the rigour of the quantitative data, two important aspects were considered: validity and reliability. Validity refers to the accurate measurement of a concept, while reliability relates to the instrument's accuracy (Heale & Twycross, 2015). Careful attention was given to both

internal and external validity, enabling a sound reflection of the quantitative results and providing valid reasons to support the findings. The indicators used in the survey (vision, coherence, and opportunities to enact practice) have been widely recognized in the existing and emerging literature as significant contributors to effective ITE programs. These indicators have been adopted by various countries globally, including Finland, Norway, the USA, Chile, Cuba, Malaysia, Lebanon, Qatar, and China (see section 4.5.2 for details). To minimize selection bias and potential threats to internal validity, the researcher ensured that participants from both private and state ITE groups were comparable. Specifically, the study focused on third- and fourth-year English teacher education students in both ITE for the purpose of comparison.

The validity of the CATE survey items was confirmed through a statistical test, specifically Pearson Correlation, where all items showed significance ($\text{sig} < .05$). The internal structure of the survey, including relationships between different survey items, was analysed using the Cronbach Alpha reliability test. The internal consistency of all scales was deemed good, with scores of 0.75 for the vision of good teaching scale, 0.84 for coherence, and 0.83 for opportunities to enact practice. These high internal consistency scores provided evidence for construct validity of the survey. Moreover, the relatively large sample size of 409 participants enhanced the statistical power of the analysis. The appropriate statistical tests were selected to measure the survey data, including the use of the Mann-Whitney test to examine differences in perceptions between student teachers from private and state universities. Descriptive statistical analysis was also conducted to determine the percentage of students prioritising the teaching profession. It is important to note that all tests were conducted to explore the studied phenomenon and not to establish causal relationships between variables. Furthermore, it should be acknowledged that due to purposive sampling and the small-scale exploratory nature of the study, the findings may not be generalisable. However, some extent of applicability to other contexts can be inferred by comparing sample characteristics with those of a larger population (Findley & Kikuta, 2020).

4.8.2 Trustworthiness of the Interview Data

The researcher employed a rigorous process to ensure the trustworthiness of the interview data. Starting with transcribing the interviews, the researcher engaged in member checking, a crucial step according to (Lincoln & Guba, 1989), to ensure transcription accuracy and review the findings. This process emphasized the participants' voices, enabling the researcher to correctly understand and interpret their perspectives. Throughout the data collection and analysis phases, the researcher kept field notations and memos, documenting her thoughts and justifications for every decision made.

Regarding transferability, the findings of this study are exploratory and limited in scope, preventing generalization to all institutions in the population. However, the participants represented the same type of stakeholders found in English teacher education programs across Indonesia. While stories and experiences cannot be generalized, there were common practices and viewpoints that resembled those in similar contexts. Therefore, the study findings could be considered representative to some extent for other institutions with comparable characteristics. Shenton (2004) proposed several factors to consider for transferability, such as the number and location of participating organizations, participant types and numbers, methods, and the length of data collection. This study adhered to these considerations by collecting data from multiple sites, including private and state institutions, using various methods, and involving multiple stakeholders.

To establish dependability, Lincoln & Guba (1989) suggested evaluating whether the researcher's lens on the data that could be seen uniquely by other researchers with different perspectives. It is essential for the researcher to engage in reflective appraisal of the project, ensuring sufficient dependability (Shenton, 2004). This can be achieved through external auditing of the research process and result accuracy (Terrel, 2016). The researcher consistently assessed her identity as an educator and researcher and remained aware of

potential biases. Recognizing the impossibility of complete neutrality and objectivity in qualitative inquiry, the researcher engaged in self-critique and self-appraisal to minimize bias throughout the research process (Koch & Harrington, 1998).

A reflective journal is widely accepted in qualitative research as it provides a trail of evolving methods and analysis and allows researchers to articulate their personal views and insights on the phenomenon under study (Dowling, 2006; Ortlipp, 2008). In this study, keeping and utilising a reflective journal helped the researcher track her progress and make her thoughts visible. This enabled critical assessment of the situation and informed decision-making with methodological rigor. For instance, during the pilot study, the researcher noted the ineffectiveness of an online survey due to low response rates, prompting a shift to a paper-based survey method. Similarly, focus group discussions were deemed unsuitable due to student teachers' reluctance to discuss specific issues in the presence of their peers and the challenges associated with scheduling and conducting them. The reflective journal provided valuable insights into why changes were made to the data collection methods.

4.9 Ethical Issues

Research ethics play a vital role in safeguarding the well-being and rights of research participants throughout the entire process (Suter, 2012). From the very beginning of this research, ethical considerations were taken seriously. Prior to collecting data in Indonesia, the researcher engaged in detailed discussions with colleagues from the School of Education at the University of Bristol to address potential ethical concerns, such as access and acceptance. The research strictly followed the rigorous research ethics procedures and guidelines set by the University of Bristol (UOB). The ethical issues considered in this research are presented in Appendix I, which includes a thoroughly drafted ethics form approved by the ethics committee. This approval ensured that key criteria such as voluntary participation, informed consent, the right to withdraw, confidentiality, and anonymity were upheld (see ethical approval in Appendix J).

During the data collection process, the researcher recognized the importance of addressing contextual and cultural ethical concerns that extended beyond the written ethics form provided by the University of Bristol ethics board. These concerns encompassed norms and appropriate behaviour specific to the research context. The researcher made deliberate efforts to establish effective communication and rapport with the participants, understanding that in the field, the researcher's respectful and sensitive approach towards the issues and participants' needs carried significant weight. Prior to collecting data, the researcher obtained access and acceptance by meeting with the Dean of the Faculty of Education and securing official permission to conduct research within that Faculty. Throughout the data collection phase, the participants were fully informed about the research purpose and given clear instructions on their involvement. They were explicitly informed about the voluntary nature of their participation and their right to withdraw at any time and for any reason until March 1, 2020. To ensure objectivity and minimize potential researcher bias, the researcher employed triangulation, allowed participants to review the results, and maintained a reflexive approach during data analysis (see previous section 4.8.2). Additionally, the obtained data will be protected under the Data Protection Act (British Educational Research Association [BERA], 2018).

4.9.1 Informed Consent and Voluntary Participation

The participants were provided with written consent forms, which they voluntarily signed after fully understanding the purpose and scope of the study. The consent form outlined provisions for confidentiality, anonymity, and the right to withdraw. Given the participants' university background, they were familiar with the research procedures. The researcher emphasized that the collected data would be used solely for academic research purposes and encouraged participants to ask any questions before signing the consent forms. In the paper-based survey, participants expressed their consent by ticking a box on the first page, while in the online survey, they had to tick the box before proceeding to the subsequent survey pages. Appendix

K presents a comprehensive overview of the informed consent concept, including elements such as voluntarism, research information, and comprehension.

4.9.2 Confidentiality and Anonymity

The information sheet provided reassurance to participants regarding the strict confidentiality of any information shared during the study. All personal data collected remained completely anonymous, with no identifiable information included in the participant's statements. The research emphasized the confidentiality of both primary data and participants' perceptions. Prior to giving consent, participants were fully informed about the confidentiality and anonymity of their data. They were free to express their perceptions without the risk of being identified. Participants' personal information was only required for the purpose of verifying transcription accuracy. Moreover, the names of university participants were replaced with general terms like "private" and "state institution" to protect their identities.

In cases where it was necessary for understanding the context and information presented in the thesis, contextual information about the universities was provided. Approval letters from the university participants, included in Appendix M, demonstrate that access to conduct research was granted. The research considered the safety, well-being, and data protection of both participants and the researcher. All research data were securely stored in encrypted online and offline folders, protected by passwords to ensure data protection. Compliance with the United Kingdom Data Protection Act (2019) was maintained, ensuring participants' rights to be informed and their data to be securely stored. This act also entailed the right to access their data and limited data retention, ensuring data was not kept longer than necessary.

4.10 Potential Methodological Limitations

Just like any research, this study has its own methodological limitations that need to be acknowledged (Theofanidis & Fountouki, 2018).

4.10.1 Survey

The perceptions of student teachers regarding the opportunities to enact practice in the survey may be influenced by the variations in data collection times and practicum schedules across different institutions. While the survey can indicate the extent of opportunities, it is unable to assess the quality of the provision pattern. While a higher and more significant score may contribute to the quality of teacher education, it does not directly measure its correlation with output quality as the indicator quality was not evaluated. This study utilized a non-probability sampling strategy for the survey. Consequently, the findings cannot be generalized beyond the participants from the sampled university or similar contexts, such as highly rated English ITE programs. Additionally, although differences in survey results were observed between private and state universities, these findings do not provide a causal explanation for variations in participant perceptions or enable a sweeping conclusion that one type of institution is superior to others.

4.10.2 Size and Scope

A PhD project faces constraints related to time, budget, and resources. Given the collection of data in two sites and the need for qualitative and quantitative data analysis by a single researcher, the research design was carefully designed to ensure manageability within appropriate scope and size. The chosen methodology, along with a set of conceptual frameworks, allowed for a deductive analysis of the data, limiting the researcher's ability to explore emerging aspects or relevant topics during the interviews. Furthermore, there were alternative interview questions that could have been asked to address the stated aim and research questions more effectively, such as inquiring about the participants' perceptions of the relevance and essence of ITE in Indonesia. For instance, the researcher could have asked whether the participants believed that the best route to teaching is through ITE or if they preferred alternative paths, such as completing a bachelor's degree program followed by

teacher certification. However, due to the scope of the study, these nuances could not be further explored.

4.11 Summary of the Methodology Chapter

This chapter provides an overview of the research design and methodology used to address the research questions and research aim. The study employed a mixed-methods complex design, aligning with the researcher's philosophical stance of pragmatism. This approach facilitated a focus on practical solutions and provided flexibility in the study's methods, design, and analysis. Recognizing the value of both quantitative and qualitative data in addressing the research questions, the researcher aimed to capture the richness of the data and offer a comprehensive view of stakeholders' perspectives on quality while identifying gaps and mismatches across stakeholders. Regarding data collection, fieldwork was conducted for four months in private and state universities located in Jakarta and Yogyakarta, Indonesia. Challenges arose during the survey data collection due to student availability during practicum periods and the semester break at the state university. Overcoming these challenges required the vital elements of faculty staff support, effective communication, and rapport-building with participants, which resulted in response rates of 94.6% and 77.8% in private and state universities, respectively. The qualitative phase involved conducting 42 semi-structured interviews to gain a deeper understanding of stakeholders' views on influential aspects impacting ITE quality. Triangulation of data from different methods was employed to enhance data confidence. Following the fieldwork, the collected data were analysed using statistical analysis and reflexive thematic analysis to explore stakeholders' perceptions of ITE quality, including strengths, weaknesses, and possibilities for improvement. The upcoming section is the first of three chapters that will present the perspectives of all stakeholders involved. Specifically, the subsequent chapter will focus on highlighting the specific findings gathered from student teachers.

Chapter 5 Findings from Student Teachers

In line with the underlying conceptual framework of the study (refer to section 3.7), the viewpoints of student teachers were gathered to explore four significant aspects: 1) motivation for joining teacher education, 2) the quality of educators, 3) the vision, coherence, and opportunities to enact practice, and 4) career intentions. Interviews were conducted with a group of 14 participants to explore motivation and educator quality, while both questionnaires (N=409) and interviews were utilized to investigate the vision, coherence to enact practice, and career intentions. By examining students' perspectives on these aspects, a preliminary understanding of the trajectory of English Initial Teacher Education (ITE) student teachers will be presented, starting from their initial motivation to join teacher education, progressing through their experiences within the ITE program, which shed light on program quality and the effectiveness of their educators, and finally exploring their career intentions upon completion of teacher education. These aspects that have been outlined the conceptual framework in section 3.7, are formulated into these following four research questions:

RQ 1a: What are student teachers' perceptions regarding their motivation to join teacher education? Are there any differences in participants' views between private and state universities?

RQ 1b: What are student teachers' perceptions regarding their educators' quality? Are there any differences in participants' views between private and state universities?

RQ 1c: What are student teachers' perceptions regarding vision, coherence, and opportunities to enact practice? Are there any differences in participants' views between private and state universities?

RQ 1d: What are student teachers' perceptions regarding their career intention? Are there any differences in participants' views between private and state universities?

This chapter is structured to present the related findings in a coherent manner. Firstly, the motivation and career intentions of student teachers will be discussed consecutively, as these two aspects are interconnected. This will be followed by student teachers' views on the program quality focusing on vision, coherence, and opportunities to enact practice. Finally, the chapter will conclude by examining student teachers' perspectives on the quality of their educators, as it relates to the subsequent chapter's investigation into educators' views on the concept of good teaching and teacher preparation. These two aspects are intricately linked to the overall evaluation of educator quality. The chapter will end the discussion with the similarities and differences of student teachers' views between private and state teacher education. In this chapter, the word "students" refer to student teachers in ITE.

5.1 Student Teachers' Views on Motivation for Joining Teacher Education

When asking student teachers about their reasons for joining teacher education, it was found that none of the interviewees initially expressed a specific desire to become a teacher. Furthermore, no student reported only one reason to join ITE. The responses revealed a complex mixture of intrinsic and extrinsic motivations. Many students indicated that external factors played a significant role in their decision, such as being unable to secure admission to their preferred program or following their parents' recommendations. At the same time, internal factors influenced their interest in English for various reasons. Some students viewed English as a set of transferable skills, others considered it their favourite subject, while some chose to improve their English due to their perceived proficiency in comparison to other subjects. The responses provided by student teachers demonstrated a nuanced understanding of motivation, which does not adhere to rigid categories. Drawing from the social learning theory proposed by Krumboltz et al., (1976). factors such as personal characteristics, environmental conditions, learning experiences, and performance skills were identified as influential factors leading individuals to enter a program or choose a particular job. The motivation patterns observed among both private and state ITE students revolved around these three themes as their primary reasons for joining the program.

5.1.1 ITE as an Alternative Option

The interviews provided insights into student teachers' perspectives on ITE as an alternative option when they faced rejection from other programs. It was observed that the ITE program was often not their first choice. The primary factor influencing their decision was failing the entrance test for state universities or other programs. This trend seemed to be more prevalent among private students who opted for private universities due to being unable to gain admission to their desired programs in state universities, which typically offer lower tuition fees. However, this phenomenon also occurred within state ITE when students were not accepted into their preferred programs. Among the 14 students interviewed, six explicitly mentioned that they joined teacher education because they were not accepted into their desired programs. This comment highlighted the commonality of this experience among the student teachers.

“Initially, I didn’t have any slightest intention to join teacher education. I used to be obsessed with International Relations as my study field. I tried to get into some universities but could not be admitted. It happened that I also have a passion for English. So okay, I try. thank God it turns out I am accepted here. Before, I was not interested in teacher education. But now, I know the scheme of how to teach, experienced practicum teaching. So, it’s not bad. It turns out it is cool to be a teacher.” (Student 12, Private)

It is a prevailing trend within ITE programs for students to initially have no intention of joining but eventually become teachers. This trend is exemplified by a student who expressed that her decision to join ITE was not deliberate but stemmed from her fondness for the subject of English. Eventually, she entered a phase of acceptance and realization that teaching could be a rewarding path for her. Similarly, a student teacher in state ITE shared a similar reason for joining the program.

“ITE was a second choice. I used to want to go to medical school, but I didn’t get in. Finally, I had a plan B. I wanted to study abroad, but my English is not good, so I want to learn and deepen it.’ Why do I take education?’ because I also have a passion for education. Since I was little, my hobby has been teaching, like teaching friends, oh, they understand what I taught. Even some people enjoy me teaching them more than their teachers, so I feel I have a passion for teaching. I also learn English to pursue that goal.” (Student 4, State).

The pattern indicates that student teachers often turn to ITE as a backup option for pursuing higher education when their initial choices are unsuccessful. However, it is important to note that the idea of becoming a teacher is not entirely absent. The motivation to become a teacher is perceived as a "possible," "attainable," and "compromised" option when their primary plans to join another program or pursue a different career path is not feasible.

5.1.2 Following Parents' Suggestions

The influence of family is important in shaping the aspirations of student teachers who are drawn to teaching careers (Heinz, 2015; Shak, 2022). It is understandable that parents would encourage their children to consider following in their footsteps, particularly evident among student teachers whose parents themselves are educators. Among the 14 students interviewed, six explicitly stated that they chose to pursue teacher education based on their parents' recommendations, primarily due to the family's teaching background. This sentiment is exemplified by the experiences shared by two of these students.

"I originally wanted to go to English literature. But because my parents were both teachers, they suggested I join teacher education. They said, "Instead of literature, it would be better you choose education ". So, yes, I tried the test, choosing English teacher education and thank God, I am accepted." (Student 1, State).

Similarly, a student in private ITE also followed her parents' advice.

"So, it was my parents' choice. I am actually less interested in teacher education. I am interested in Pure Chemistry, Pure Biology, and Pure Physics. But, again, my parents were both teachers, so I was directed to become an English teacher. And I already know their habits. But, over time, I felt comfortable and okay. This is not bad." (Student 9, Private).

The influence of family is a recurring theme found in studies exploring initial teacher motivation and teacher identity (Flores & Niklasson, 2014; Richardson & Watt, 2006). It is common for student teachers to attribute the influence on a significant adult in their lives, typically their parent, but occasionally a teacher. Similar to the previous quote, one student also mentioned having parents who were teachers. Due to her familiarity with the teaching profession and her first-hand experience of what it entails, she encountered no difficulties in redirecting her future

path. As she mentioned, the decision to become a teacher turned out to be a satisfactory one for her.

5.1.3 Interest in the English Language

Among the student teachers in both programs, a significant majority (11 out of 14) cited English as a compelling factor that led them to join the English teacher education program. Nevertheless, their motivations regarding English exhibit a diverse range, with four student teachers considering it a transferable skill applicable to any profession. One student teacher's perspective is captured in the following quote:

“First of all, I like English, and I think English is one of the universal subjects or fields. Suppose that when we graduate and are experts in English, it is easier to get into any realm. Then, I think education is important. So, ‘English’ is important, ‘Education’ is also important, so why don’t we join the English Teacher Education.” (Student 7, Private).

Proficiency in English is highly valued and offers financial benefits. As shown in the quote, the student's main motivation for pursuing English Initial Teacher Education was her genuine interest in the language and her belief that it would enhance her employability in any job. However, she also recognized the importance of education as a whole, which further strengthened her decision to pursue English ITE. In contrast, another student teacher chose English teacher education due to his personal experience. Despite sharing an affinity for English, his decision was influenced by a previous teacher who had provided a negative learning experience.

“Because the first one is, I like English, and the second is probably based on previous experience. When I was in Junior High School, I started to love English, but I did not get satisfaction from my teacher’s performance, so I thought, ‘why is English taught like this?’” (Student 14, Private)

The provided quote illustrates that the student teacher's decision to join ITE was driven by his passion for English and his desire to have a more fulfilling learning experience in the field. Additionally, he expressed an aspiration to become a more effective English teacher for his future students. It is worth noting that out of the total of 14 student teachers, five chose English

teacher education primarily due to their fondness for English, as evidenced in the mentioned reference.

“Because since high school, I loved English. My parents speak English, and my mother and brother from International Relations speak English. I like to see them talking in English, so I want to join the English programme, actually, I am not really into education anyway. I only want English. But I was not accepted at state university, so I finally decided to take English teacher Education”. (Student 8, Private)

In general, the student teachers revealed that the initial motivations for joining teacher education programs were primarily influenced by either being an alternative option because they are unable to secure admission to other programs in state universities, following their parents' recommendations, or having a personal interest in English, among other factors. Although some participants mentioned their enthusiasm for teaching and education, these factors did not serve as the primary motivations that led them to join teacher education.

5.2 Student Teachers' Views on Career Intention

Career intention holds significant importance within ITE, as the priority of student teachers in selecting a teaching profession has a direct impact on the teacher workforce and retention (see section 3.5.1). According to value expectancy theory, students' perception of their abilities and the value associated with the teaching profession can influence their decision to pursue a career in teaching (Lohbeck & Frenzel, 2022; Wigfield & Eccles, 2000). In this section, the survey and interview findings regarding student teachers' career intentions will be presented, accompanied by a visual display that integrates both quantitative and qualitative findings, followed by meta inferences. It is essential to note that in the questionnaire, teaching roles other than traditional schoolteachers, such as lecturers or tutors, are classified as "others" to acknowledge the distinction in job and workplace settings. A total of 409 student teachers responded to the survey and selected their career intention from the provided options: schoolteacher, entrepreneur, practitioner (e.g., tour guide or translator), researcher, and others. These options were derived from the profiles of graduates in teacher education. The inclusion of the "others" option aimed to accommodate careers that are not listed. For those who chose "others" as their career intention, an open-ended space was provided to specify

their choice. The collected data was analysed using descriptive statistical analysis, and the results are presented in Table 5-1.

Table 5-1

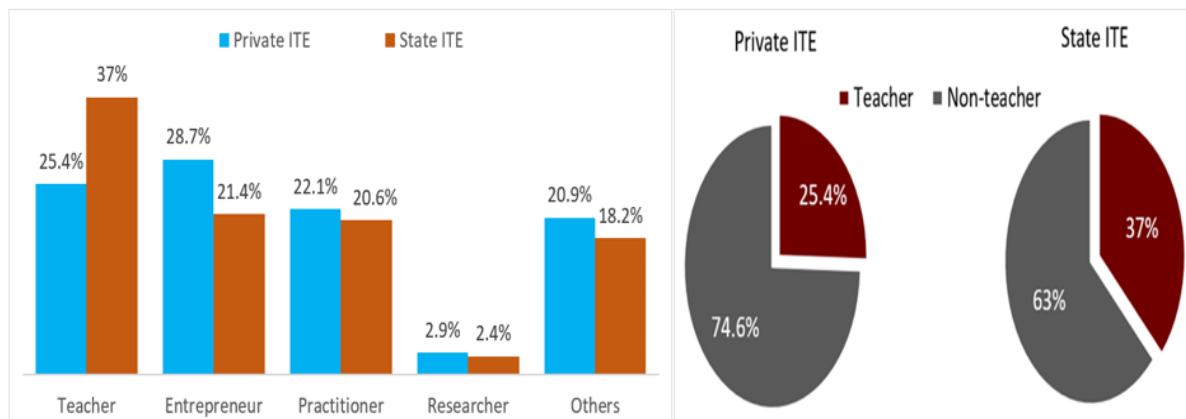
Questionnaire Result of Career intention

Institution	Teacher	Entrepreneur	Practitioner	Researcher	Others
Private: 244	62	70	54	7	51
	25.4 %	28.7%	22.1%	2.9%	20.9%
State: 165	61	36	34	4	30
	37%	21.4%	20.6%	2.4%	18.2%

The findings revealed a relatively low percentage of student teachers who selected teaching as their career intention across the program: 25.4% for private ITE and 37% for state ITE. These results indicate that teaching at schools was not the primary career choice for most student teachers. Figure 5-1 presents two diagrams: the first diagram compares the career intention outcomes between private and state universities, while the second diagram showcases the proportion of student teachers who opted for a career as schoolteachers (classified as 'teachers') versus those intending to pursue careers as entrepreneurs, practitioners, researchers, or in other fields (classified as 'non-teachers'). The terms 'teaching' and 'non-teaching' are used here to avoid ambiguity. It is important to note that although lecturers are involved in teaching, student teachers selected 'lecturers' under the 'others' option due to substantial differences in job descriptions and work settings between teachers and lecturers.

Figure 5-1

Findings of Career Intention in Private and State ITE



The obtained result is intriguing, particularly considering that ITE has traditionally focused on preparing individuals for careers as schoolteachers. This finding suggests a shift in the perception of ITE's role. Student teachers now perceive ITE not only as an institution to become English teachers but also as a first degree that opens up various employment and self-employment opportunities. ITE is increasingly valued as a higher education degree, extending beyond its traditional role as training solely for the teaching profession, as shown by the graph. Furthermore, despite the inclusion of 'researcher' as one of the potential career options for teacher graduates in this study's ITE program, it emerges as the least preferred choice in both universities. This might be due to the fact that pursuing a career as a researcher typically requires a postgraduate qualification, which is not an immediate option for graduates with a bachelor's degree. Figure 5-2 illustrates the disparity in career intention priorities between private and state ITE.

Figure 5-2

Career Priority in Private and State ITE

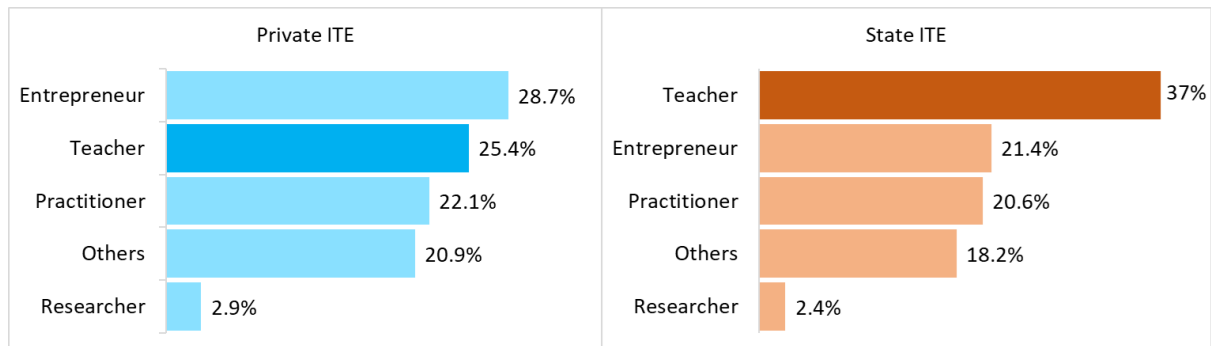


Figure 5-2 reveals a notable difference in career priorities between student teachers in state ITE and those in private ITE. While teaching careers are prioritised more by student teachers in state ITE, entrepreneurship emerges as the primary career intention among student teachers in private institutions. This discrepancy could be attributed to the emphasis placed on entrepreneurship as a favoured subject within private ITE. One educator shared with the researcher that students exhibited enthusiasm for an entrepreneurship project. As an example, the project which student teachers were assigned to design and sell a product incorporating a batik pattern. Upon selecting "others" as their career intention, student teachers expressed a diverse range of job choices beyond the provided options (for a comprehensive list, refer to Appendix N). Figure 5-3 visually represents these findings through a word cloud, showcasing the various occupations mentioned by student teachers.

Figure 5-3

Findings of Other Kinds of Career Intention



In order to gain insight into the motivations behind the career intentions of both teachers and non-teachers, a total of 14 student teachers (eight from private ITE and six from state ITE) were purposefully selected from the survey respondents. These participants, who represented various classes, were chosen based on specific inclusion criteria outlined in the Methodology Chapter. Through interviews, these participants provided valuable explanations that shed light on the survey results and offered a deeper understanding of the factors influencing student teachers' career intentions. The interview sample consisted of 12 female and two male students, although it is important to note that this study did not specifically investigate gender differences in career intentions. Interestingly, most of the interviewees did not prioritize a career as schoolteachers. Seven of them expressed interest in pursuing teaching as lecturers, while the remaining five aspired to become researchers, employees, ministry staff, journalists, or curriculum developers. Only two interviewees expressed a desire to become teachers, as indicated in the background information found in Appendix G. These findings align with the survey results, which also demonstrated a low proportion of students aspiring to become teachers. During the interviews, some students elaborated on their reasons for pursuing and not pursuing teaching careers.

5.2.1 *Teacher as Career Intention*

The study lacks representation of students who prioritize a teaching career, as only two students were included in this category. The interviews were conducted during the fourth year, which is the final year when student teachers engage in practicum teaching. During the interviews, these students expressed their motivations for pursuing a teaching profession. One student specifically highlighted that her experience in the field was the decisive factor that solidified her desire to become a teacher.

“Since I had teaching practicum, it’s like..., it appeared to me, maybe this is my destiny and my soul to become a teacher, and I feel more like devotion and responsibility for teaching..., educating students to be better. I had a calling since the fieldwork because I had never taught before, so I am excited about how to teach and handle students. In microteaching, our friends take the role of our students, and we are the teachers. It is less interesting for me because it is like a drama, pretending. In the fieldwork, we are really challenged on how to deal with students in the real world, not in a setup. I feel challenged.” (Student 5, State).

While field work may discourage some students by exposing them to the complexities of teaching, Student 5 realized that teaching was her true passion. This quote suggests that fieldwork not only poses challenges but also ignites a genuine interest in teaching. Another student emphasized the importance of focus and commitment in choosing teaching as a career path after joining a teacher education program.

“Initially, it was a bit of cultural shock, and teaching so many students in the class seemed really hard. But if we do not focus on our choice, what path do we want to take? So, if we have decided to join teacher education and then focus on being a teacher, we should look for ideas on how to make a change. In this sense, teaching has a lot of techniques, so much more to explore, explore yourself, and learn techniques and approaches that can be actualised in the class. I just want to focus on that.” (Student 6, State).

One of the motivations for student teachers to pursue a teaching career is their sense of teacher efficacy, as they possess the necessary skills and knowledge in the field.

5.2.2 Other Kinds of Jobs as Career Intention

The profession of a schoolteacher is often viewed unfavourably for several reasons. One primary reason is the nature of the job within a school setting, including its fixed schedule and the challenges of teaching. This sentiment is exemplified by Student 1, who expresses a stronger interest in pursuing a career as a lecturer, as indicated by the following quote.

“By being a teacher, you must attend the class from Monday to Friday, be stuck in the routine, and forget to improve yourself. I am just interested in being a lecturer. I think it is more flexible than the teacher. In my opinion, it is more fun to be a lecturer.” (Student 1, State)

One student also highlighted the limited chances for improvement and professional development. She explained that senior teachers, feeling settled, may not be interested in self-improvement as they have secured their jobs.

“I am an idealistic person, such as the lesson plan and things I want to do in the class, but if my senior colleagues at school are old and lazy to improve themselves, I tend to be influenced. I don't want to be like that.” (Student 4, State).

“I saw my friends teaching in elementary till senior high school, and it is not interesting. I think it is more interesting to be a lecturer.” (Student 10, Private).

In addition, teaching is often perceived as lacking in challenges due to limited opportunities for engaging in new research activities, as expressed by one student in this quote.

“Being a teacher doesn’t have many research activities, and it’s not mandatory or not much. I like being a lecturer because of many aspects, starting from researching to improve our knowledge as someone in the realm of education to our opportunity to be able to dig again about learning or knowledge about education itself, it is broader than the teacher.” (Student 7, Private).

Another reason mentioned was the feeling of being unprepared for teaching, particularly stemming from inadequate teacher education. One student specifically highlighted the lack of school classroom context in ITE program, which contributed to their sense of unpreparedness.

“Teaching demos in the programme are supposed to train us to be ready to teach, but during teaching demos from the beginning until the end of the semester, teaching demos were more like a presentation rather than teaching. So, I don’t feel ready if I have to teach in front of many students in the class.” (Student 11, Private).

The interview findings reveal an intriguing contrast regarding the influence of having a family member working as a teacher. On one hand, parents' preferences may play a role in student teachers' career choices. However, having parents who are teachers can also be a deterrent for students considering the teaching profession. This is because they perceive the demanding nature of the profession based on their parents' experiences. The contrasting perspective is evident in the following quotes.

“My mom wanted me to be a lecturer. Because I’ve seen the figure of a teacher from my mother, everything, I already have an idea of how I’m going forward if I become a teacher or lecturer later. I can understand, and I have a picture of the job.” (Student 3, State).

“This is actually the effect of my parents. I saw them both as teachers, I am the only child, and I feel that being a teacher is really complicated. Since I was in Junior High School, I helped them. Sometimes they said, ‘Son, please help with this lesson plan, help this help that....’ I even helped my mother do the correction; I also helped my father. Sometimes, when I’m at home, I cannot do anything rather than help them out. So, it’s complicated.” (Student 9, Private).

Likewise, the complex responsibilities and administrative burdens associated with teaching contributed to a student's lack of interest in pursuing a teaching career. The student highlighted the demanding nature of the job, combined with the relatively low income, especially for non-civil servant teachers.

“Being a schoolteacher is complicated because of teaching and administrative duties such as making an assessment, input scores, and doing school vision and mission. All must be burdened to teachers. You feel more secure if you are a civil servant. Otherwise, the salary is just below standard.” (Student 13, Private).

Personal preferences and individual characteristics can also influence the decision to not pursue a career in teaching. For instance, student teachers may believe they do not like working with children, lack the necessary patience, or feel that they lack talents or interests in teaching. This sentiment is reflected in the following quote.

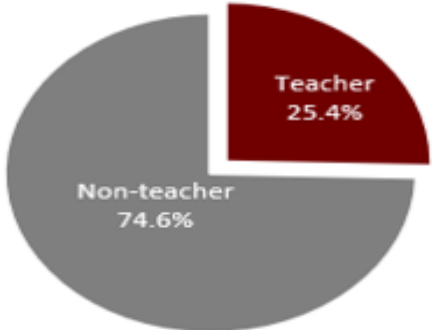
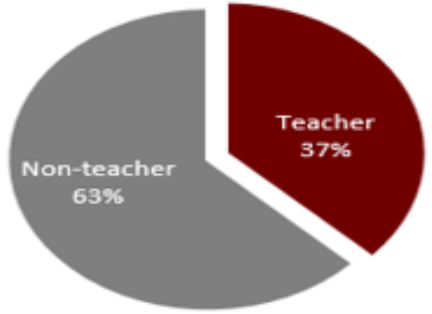
“I think I don’t have the talent to be a teacher. Maybe I am just not interested, or maybe both!”
(Student 8, Private).

In addition to the various reasons why students choose not to pursue a career as a schoolteacher, their responses also shed light on the disparity in perspectives between teaching positions as a schoolteacher and a lecturer. While they may not desire to become schoolteachers, they view the role of a university lecturer more favourably. Becoming a university lecturer is perceived as an attractive profession due to its higher prestige, better remuneration, and greater opportunities for knowledge expansion and career development. In Indonesia, obtaining a doctoral degree is typically expected for individuals aspiring to become lecturers.

The findings indicate that the experience in ITE did not significantly impact the motivation of student teachers to pursue a teaching career, as only a small portion of student teachers prioritised becoming teachers after completing their studies in ITE (further details can be found in the Discussion Chapter). The integration of findings regarding student teachers' career intentions from both the survey and interview will be visually presented in a joint display, as depicted in Figure 5-4, highlighting the differences between private and state teacher education programs.

Figure 5-4

Joint Display of Career Intention

Quantitative results showing the portion of student teacher's career intention	Qualitative interview excerpts explaining the rationale of the career intention choice	Meta inferences				
<p style="text-align: center;">Private University</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Teacher</td> <td>25.4%</td> </tr> <tr> <td>Non-teacher</td> <td>74.6%</td> </tr> </table>	Teacher	25.4%	Non-teacher	74.6%	<p>Being a school teacher is complicated because of teaching and administrative duties.</p> <p>I think I don't have talents to be a teacher, maybe I am just not interested, or maybe both.</p> <p>I saw the way my friends teaching in the elementary till senior high school, it is not interesting, I think it is more interesting to be a lecturer.</p> <p>I don't feel ready if I have to teach in front of many students in the class.</p>	<p>The career intention of students to become a teacher in private teacher education is lower than state teacher education proven with the survey results which showing lower percentage. None of private students who were interviewed showed interest to have teacher as career intention. Private students perceived school teacher as complicated, uninteresting and lowly paid kind of job. Students also claimed personal reasons such as having no talents, no interest, or not ready.</p>
Teacher	25.4%					
Non-teacher	74.6%					
<p style="text-align: center;">State University</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Teacher</td> <td>37%</td> </tr> <tr> <td>Non-teacher</td> <td>63%</td> </tr> </table>	Teacher	37%	Non-teacher	63%	<p>Maybe this is my destiny and my soul wants to become a teacher and I feel it is more like a devotion and responsibility for teaching.</p> <p>If we do not focus on our choice, what path do we want to take? so, if we have decided joining teacher education, then focus on being a teacher, we should look for ideas how to make a change.</p> <p>It is not flexible, by being a teacher, you have to attend the class from Monday to Friday and being stuck in the routine and forget to improve yourselves.</p> <p>My mom wanted me to be a lecturer.</p>	<p>The career intention of state students to become teachers is higher than private students as shown on the higher percentage in survey results. Two out of six students in the interview had high enthusiasm of being a teacher. They think it as a calling and consequence of joining teacher education. State students who did not want to become teachers perceived school teacher as boring and inflexible job. Personal reason such as parents' preference and personal style also became the reasons why they chose other kinds jobs as future career.</p>
Teacher	37%					
Non-teacher	63%					

5.3 Student Teachers' Views on Vision, Coherence & Opportunities to Enact Practice

The quality of teacher education can be determined by factors such as the vision of good teaching, program coherence, and opportunities to enact practice, as suggested by Darling-Hammond (2006b) and Klette & Hammerness (2016) (see section 3.5.2). In this section, the survey (N=32 items) and interview (N=14) findings relating to the vision, coherence, and opportunities to enact practice will be divided into four subsections aligned with the four scales of the survey: opportunities to enact practice, opportunities to connect program components, perceived coherence between courses, and perceived coherence between field experience and courses.

The quantitative data was collected from 409 survey respondents (244 private and 165 state students). Descriptive statistics were utilized to address the research question concerning student teachers' perspectives on vision, coherence, and opportunities to enact practice. To examine whether there was a significant difference between the survey findings of private and state ITE students, a non-parametric Mann Whitney U test was conducted with a p-value < 0.05. Furthermore, effect sizes were calculated in the post hoc test, following Cohen's criteria: 0.1 for a small effect, 0.3 for a medium effect, and 0.5 for a large effect. Detailed descriptive information, including item means and standard deviations, can be found in the tables provided in Appendix Q. Furthermore, an additional table highlights the significant statistical differences between state and private ITE.

In this chapter, the findings will be presented for each scale. Stacked charts will visually show the scores, arranged from highest to lowest, for both private and state ITE students. The interview findings will be incorporated to provide insights into the key survey findings, including the survey item with the highest and lowest opportunity, as well as the item that exhibited the most and least coherence within each scale. The qualitative analysis is structured around the survey questions (top-down) in this explanatory sequential design. Additionally, a line chart

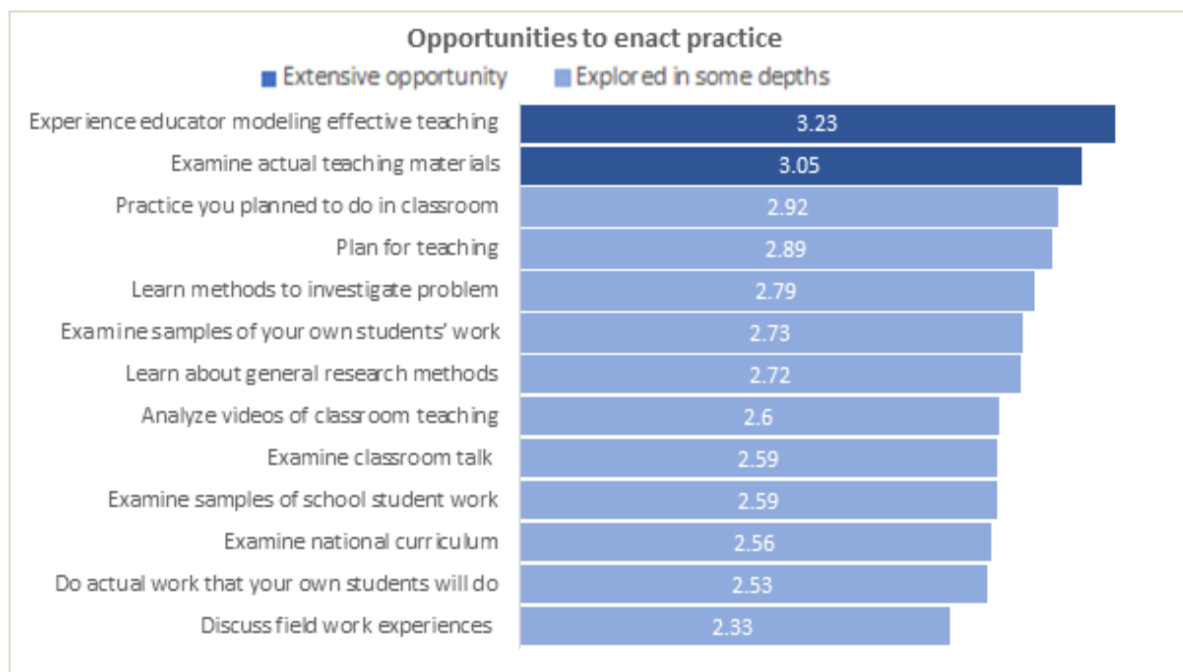
will be used to compare the similarities and differences in per-item means between private and state ITE, with statistically significant differences highlighted with star (*) symbol. A summary of all scales will follow each main section. A visual display will illustrate the integration of quantitative and qualitative findings, followed by meta-inferences. It is important to note that the names mentioned in the excerpts are pseudonyms. The response percentage for the CATE survey data is provided in Appendix P.

5.3.1 Opportunities to Enact Practice

In private ITE, students reported a relatively high perception of extensive opportunities to observe educators modeling effective teaching. However, they indicated the least opportunity to engage in discussions about fieldwork experiences, as shown in Figure 5-5.

Figure 5-5

Findings of Opportunities to Enact Practice in Private ITE



During the interview, a student shared an example of an educator who effectively demonstrated online teaching methods when she could not attend the class. The student found these methods to be valuable and informative, providing insights into hybrid learning, as indicated by the following quote.

“Some lecturers have been effective, but sometimes they have got a meeting that they have to leave the class. But even Ms Fifi (pseudonym) did not attend the class, she taught us how to teach effectively. She replaced face-to-face classes with an online class. So, we were told to read first the e-learning material in a limited time. After that, we worked on the problem of the material. I think it's quite effective.” (Student 7, Private)

Another perspective was provided by a different student, who described how the educator effectively modelled teaching by providing examples of instructing students in various school settings. For instance, the educator demonstrated effective techniques when teaching English to young learners or students at different class levels.

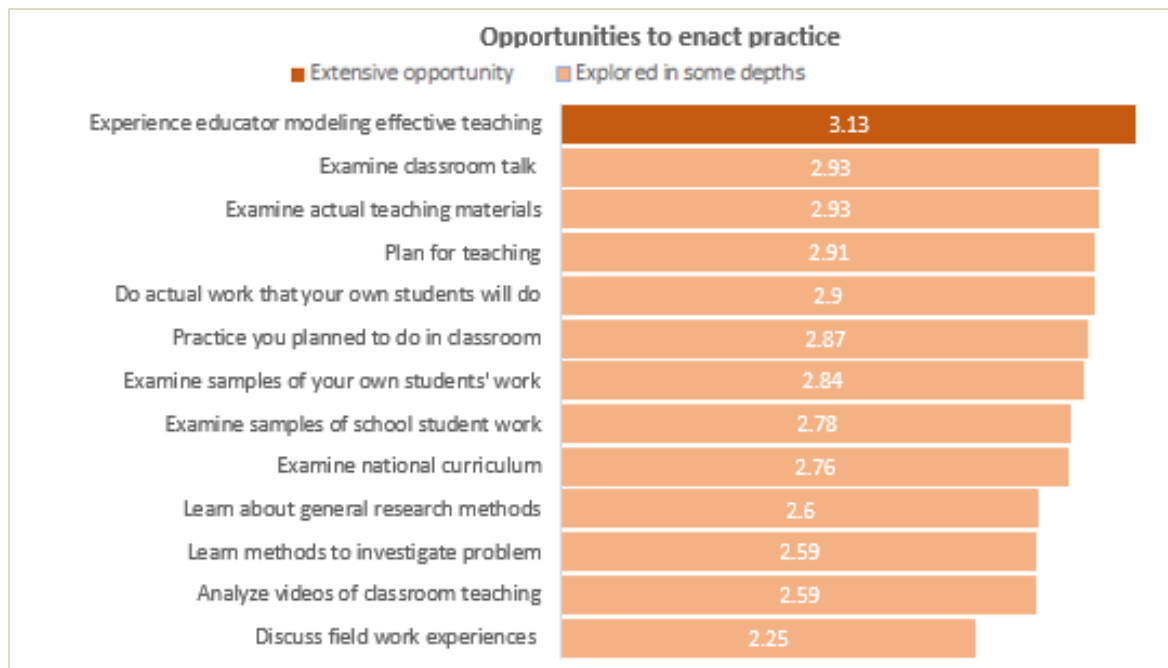
“In Teaching English for Young Learner class, we were made into groups so each group would teach in other weeks. Sometimes, Miss Inez gives an example as she is the teacher. My friends and I will be kindergarten students. She said, ‘please behave like kindergarten students’ So, we were taught how to handle it too, when teaching kindergarten students who run around, who are doing all sorts of screaming. We were given the real example.” (Student 12, Private)

However, student teachers expressed the lowest level of opportunity to engage in discussions about their fieldwork experiences. They reported that after completing their fieldwork, they were required to write a reflective report without having a chance to discuss their experiences. As one private student stated, “Nothing, we write reflections of learning ourselves as a report” (Student 14, Private). Similarly, another student from the same group commented, “It is in the form of a report, what we did, what the constraints were, all written in the report, no discussion” (Student 13, Private).

In state ITE, similar to private ITE, students highly perceived their educators to effectively model teaching. However, they also reported having the least opportunities to engage in discussions about fieldwork, as illustrated in Figure 5-6

Figure 5-6

Findings of Opportunities to Enact Practice in State ITE



In state ITE, students emphasized having significant opportunities to experience educators effectively modelling teaching. However, it is important to note that the concept of effectiveness can vary among students. For instance, one student defined effectiveness as being well-organized and highlighted how her educator's strong organizational skills served as an indicator of effective teaching, as everything was arranged and structured..

“In my opinion, Ms Nelly is organised from the beginning, such as a lecture contract, what we want to do in one semester has been exposed clearly. During that semester, she also taught the lessons according to the syllabus, it’s good.” (Student 3, State).

In their comments, a student provided additional examples of how educators serve as role models for teaching, particularly in the context of classroom management and handling children in the classroom.

“Yes, especially the lecturer of micro-teaching. She really knows students. In fact, she gave a teaching example. Once she entered one micro-teaching session, she taught how to treat children and give a task to them, even she made teaching media, what it’s called...handicrafts.” (Student 4, State)

Similar to private ITE students, state ITE students also reported a lack of opportunity to discuss their fieldwork experiences in the classroom after completing their practicum teaching in the

final year. However, unlike private students, state students mentioned that in addition to submitting a report, they had the chance to share their experiences in the class following the observation, as it was included as part of their report.

“Yes, we talk about the observations. When we returned to the class again, we reported it, like a sharing session, how the observation was, how the interviews went, it was like telling a story continued by getting feedback from the lecturer.” (Student 1, State).

Likewise, state students also mentioned that they were provided with only an evaluation form.

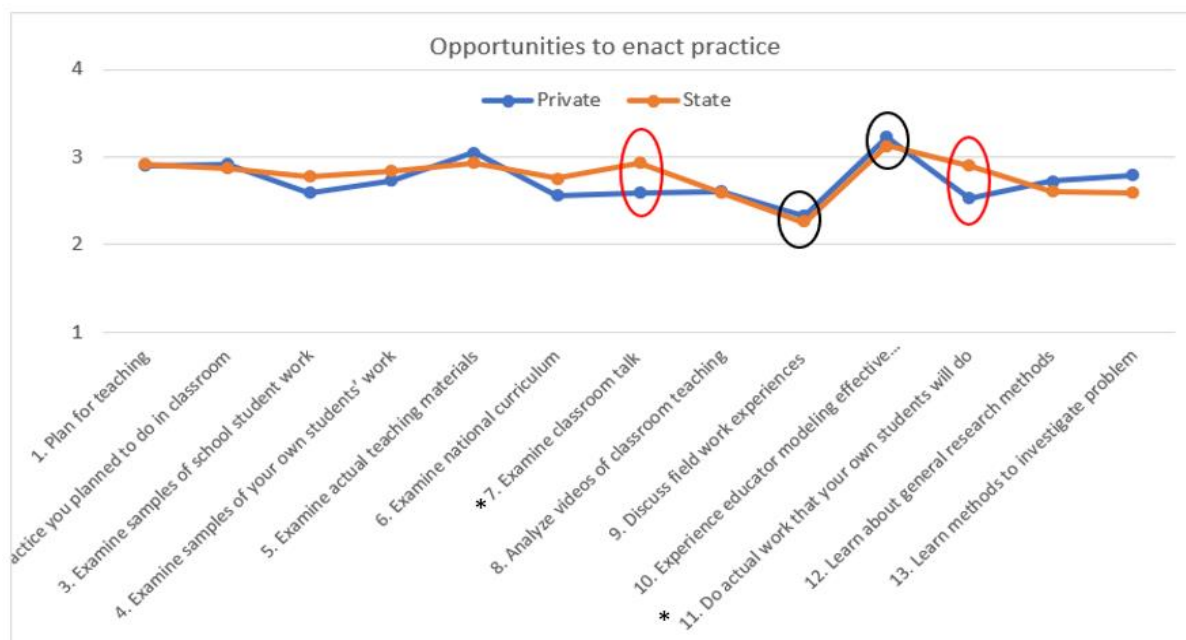
The discussions, if any, tended to occur through individual conversations among peers.

“It’s called monitoring and evaluation, but only the group representatives who joined the meeting, so I do not know. I only got evaluation material sent, but it is not in the discussion forum that all can come and talk to each other...no. When I read the evaluation material, it is more like the fieldwork report, not discussing what you lack. We don’t have a discussion. Mostly I exchange thoughts with my friends about teaching constraints. We evaluate each other, our shortcomings, and those who have better ideas share with other friends. For example, related methods, how to handle students.” (Student 5, State).

Figure 5-7 illustrates a comparison between private and state students' perceptions of the opportunities to enact practice at the item level.

Figure 5-7

Comparison of Findings of Opportunities to Enact Practice



* = significantly higher score compared to another ($p < 0.05$)

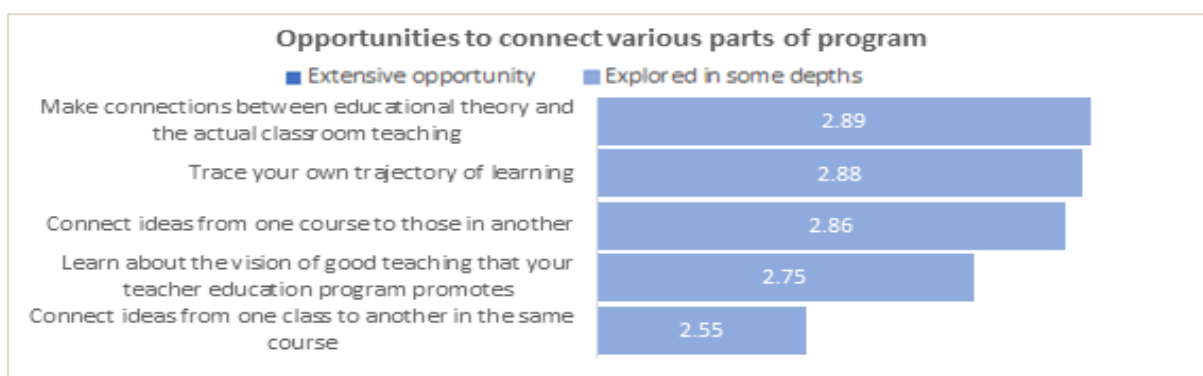
The line chart, as indicated by the red circle, highlights significant differences between private and state programmes in terms of opportunities to examine classroom talk and engage in the actual work that students will encounter during fieldwork (items 7 and 11). Although the differences appear small, the state programme's scores were significantly higher than those of the private programme. Interestingly, both private student teachers perceived similar levels in the items with the highest and lowest scores. They reported having the most opportunities to observe educators modeling effective teaching practices and the least opportunity to discuss fieldwork experiences (items 9 and 10). The black circle on the line chart represents these similarities. The subsequent scale, comprising five items, will present the findings on "the opportunities to connect various parts of the programme".

5.3.2 Opportunities to Connect Various Parts of the Programme

In private ITE, the findings reveal that students had relatively moderate opportunities for all items on the scale, with none of the items rated higher than the third scale point. They perceived the greatest opportunity in "making connections between educational theory and actual classroom teaching." However, they rated the lowest for the item "connecting ideas from one class to another," suggesting that students perceived certain classes as fragmented or lacking a systematic structure to foster understanding between different subjects. This is illustrated in Figure 5-8.

Figure 5-8

Findings of Opportunities to Connect Various Parts of Programme in Private ITE



Private students obtained the highest scores in terms of opportunities to "make connections between educational theories and actual classroom teaching." During the interviews, six out of eight students were able to provide examples of theories they had learned on campus and how they applied them in their teaching practices. One student illustrated this connection with the following quote.

"This is the most relevant, in my opinion. On campus, we were told to know our students as an essential point, even every student, or at least a group of students, so we know the form of interaction with them. And it happened in elementary school during fieldwork. One of the teachers had a child with a special need in his class. He had a little special treatment for the boy. From that lesson, I think that what we were taught on campus does really happen at school." (Student 7, Private)

Despite private students reporting limited opportunities to connect ideas between classes, all interview participants mentioned specific subjects where the lessons were closely interconnected from one session to another. They were able to provide examples of these connections, and one student illustrated the relationship in the following comment.

"In semester three, we learned second language acquisition and principles of teaching. Because I've studied in the previous class, this class has become easier to understand. Because this class is more detailed, it is easier to connect them again. This semester we learned material design, instructional design, curriculum design. All are related. We assess the needs, make syllabus, lesson plan, books." (Student 10, Private)

In state ITE, students reported having the greatest opportunity to trace their learning, as indicated by the highest rating on this item. This suggests that state students were more likely to have extensive opportunities for reflection on their understanding of teaching and learning. However, they scored the item "Learn about the vision of good teaching that your teacher education programme promotes" the lowest, indicating that they were either unfamiliar with the programme's vision statement or had diverse interpretations of what constitutes good teaching, as demonstrated in Figure 5-9.

Figure 5-9*Findings of Opportunities to Connect Various Parts of Program in State ITE*

Students in state ITE reported having extensive opportunities to trace their learning trajectory. During the interviews, five out of six students emphasized that reflecting on their learning helped them develop a deeper understanding of teaching and learning. They elaborated on the specific improvements they had made as a result. However, one student expressed uncertainty, stating that she felt the need for more practical experience in the field. She shared, "My friend was studying while teaching private students. So, maybe he has more experience. I still lack the experience, and that's when I feel unsure..." (Student 5, State). One student discussed her personal journey towards a better understanding of teaching and learning in the following quote.

"The first thing I got about teaching was understanding the character. From the beginning, we've been told that learning to teach. It is not only to transfer knowledge but also to know the other aspects, at least class condition or a child's character. In the beginning, I tried to fulfil my expectation, my knowledge, but now we think about other people, students, how to teach them well. So, that's the difference, from theory into practice." (Student 6, State).

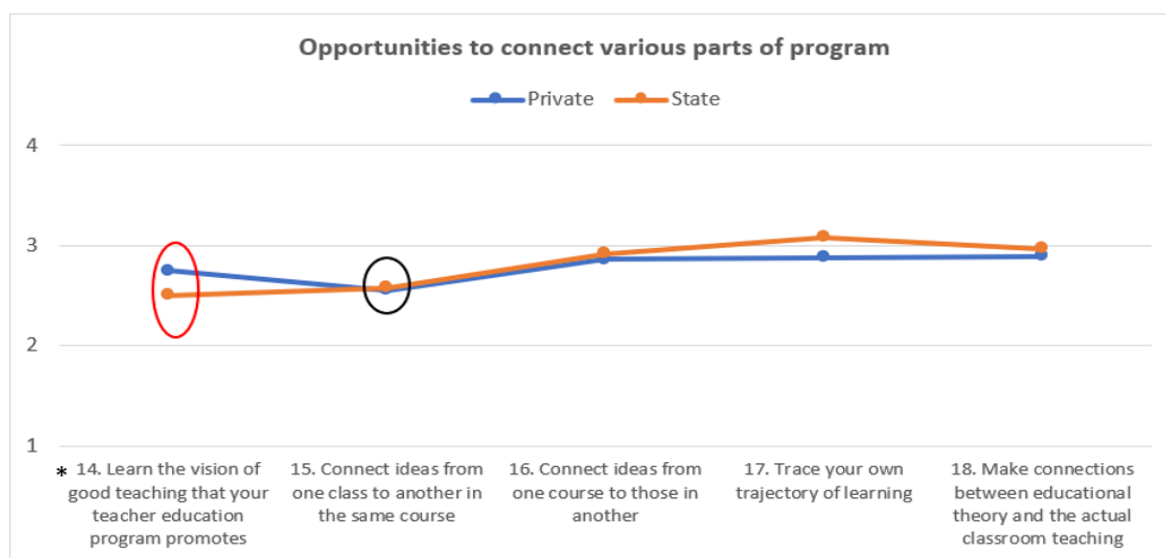
In the survey, "Learning about the vision of good teaching that the teacher education programme promotes" was rated the lowest by state students. During the interviews, none of the students in state ITE were certain about the specific vision of good teaching promoted by their teacher education program, despite the program's vision and mission being typically displayed on the wall. Instead, their understanding of the vision of good teaching was derived from personal experiences and influenced by their classes and educators. One student provided an explanation of what she personally interpreted as the vision of good teaching.

“Good teaching was not only taken the role of the teacher. We must have a reciprocal relationship between students and teachers. We are not only giving theory like a lecture. Having a reciprocal relationship is good, so we know what the students are like in class, what works, and what doesn’t work, so we can evaluate.” (Student 5, State).

The students' perceptions of the opportunities to connect different parts of the program vary between private and state students. Private students rated all the opportunities in the scale as being explored to some extent, while state students reported an extensive opportunity in one specific item, "Trace your own trajectory of learning." The survey data indicates that student teachers from both groups had similar opportunities to connect ideas from one class to another within the same course (Item 15). However, a difference emerged when it came to "learning the vision of good teaching that the teacher education program promotes" (Item 14). Private students reported having more opportunities in this regard compared to the students in state ITE . The findings from this scale is presented in Figure 5-10 for comparison.

Figure 5-10

Comparison of Findings of Opportunities to Connect Various Parts of Program



* = significantly higher score compared to another ($p < 0.05$)

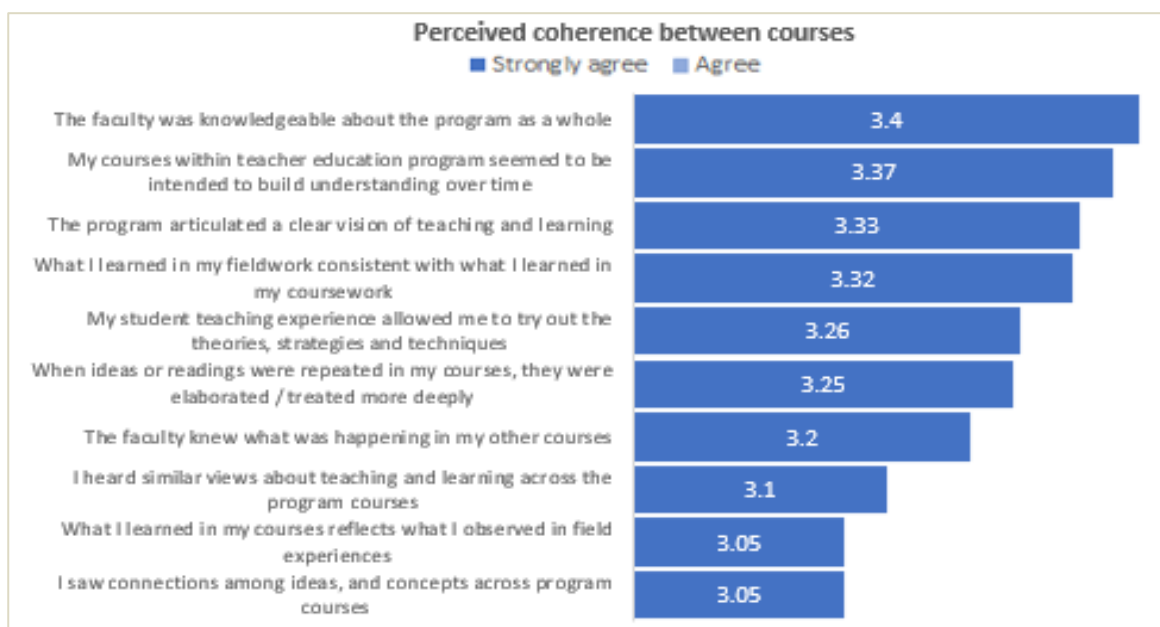
The next scale, which includes ten items, will further explore how students perceive the coherence between courses.

5.3.3 Perceived Coherence Between Courses

In a private ITE, students perceived their programs as coherent, expressing unanimous agreement on all scale items. The item with the highest rating was "The faculty was knowledgeable about the program as a whole," indicating their belief that faculty members possessed a comprehensive understanding of all program activities, beyond their specific teaching subjects, as indicated in Figure 5-11.

Figure 5-11

Findings of Perceived Coherence Between Courses in Private ITE



This perception was supported by interview findings from eight students, which echoed the results of the survey. The students explained that regular meetings, held weekly, monthly, and every semester, played a crucial role in ensuring that all educators had a thorough understanding of the program. To emphasize this point, one student offered the following quote.

“I think they really understand, very up to date. There is always new information such as ‘oh yes there is a discussion about this...some credits will be omitted or added...’ They always know, anyone, all lecturers know. I think that is the effect of frequent meetings.” (Student 10, Private)

Students displayed a clear perception of coherence within their program since they agreed with all the items in this scale. Likewise, they agreed with the statement "I saw connections

among ideas and concepts across program courses" even though it received the lowest rating among the items. The explanations provided by all students reinforced the survey findings since they consistently reported connections among ideas and concepts across various courses in the program. One student particularly highlighted this interconnectedness in this comment.

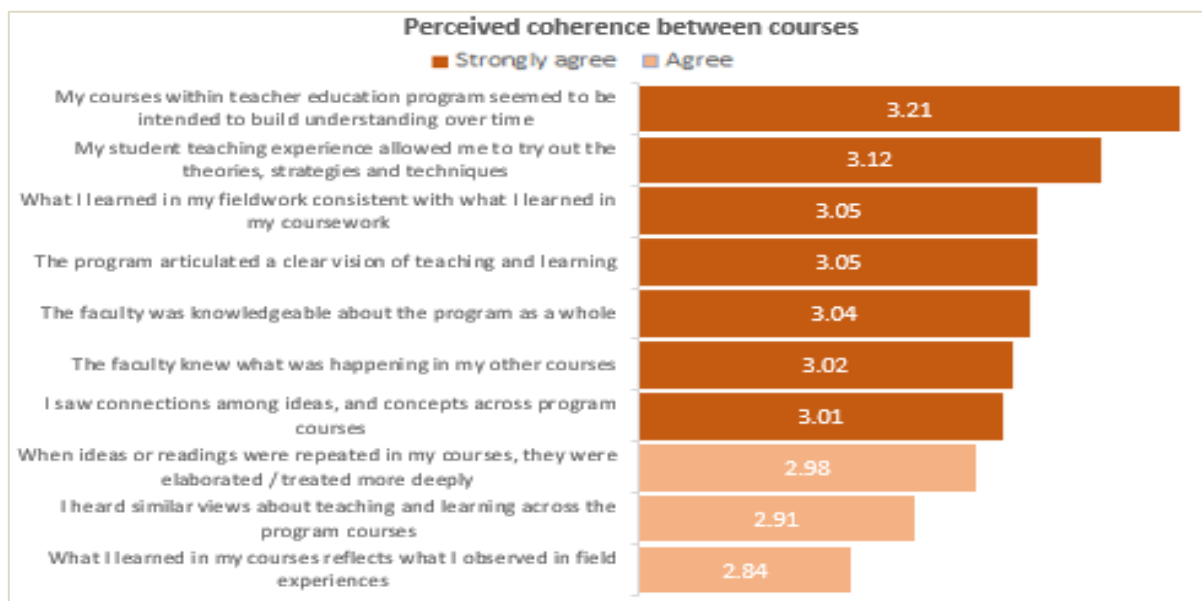
"It's all connected, our preparation to be teachers. In the first semesters, they teach skills. The next semester they teach about learners and continued with the process of students receiving lessons, principles of second language acquisition. We learn how to teach, and then we have practicum teaching continued doing research for writing a mini thesis in the final semester." (Student 13, Private).

However, despite the agreement on all items, this specific item was ranked at the lowest position on the scales, suggesting the potential for some students to not perceive the connection among ideas and concepts across different courses in the program.

In state ITE, students similarly perceived their program as coherent, displaying total agreement with seven out of ten scales and agreement with the remaining three items. They specifically mentioned that their courses in the teacher education program appeared to be designed to enhance their understanding over time and rated this particular item as the strongest indicator of coherence within the program, as illustrated in Figure 5-12.

Figure 5-12

Findings of Perceived Coherence Between Courses in State ITE



The interview findings revealed that all state students agreed with this statement. One of the six students explained the transformation of her knowledge from beginning to present. Additionally, two students specifically recognized this progression in their final year. Furthermore, three students offered examples of how scaffolding contributed to their understanding, as illustrated by one student in this quote.

“It is clear. The courses are given gradually. For example, from semester one until semester four, we are really grilled with skill courses, continued from semester five to the final semester, we have an introduction to curriculum, lesson planning, syllabus. I think it's in order. There is a teaching method, and then there will be micro-teaching.” (Student 2, State).

During the interview, students expressed agreement that their course content aligned with their field observations even this item received the lowest rating, suggesting that some students perceived inconsistencies between classroom learning and real-world application. Among the six participants, one student offered a different perspective, highlighting their educator's suggestion that practical implementation may not always align with planned intentions in the school setting, highlighting the complexities of teaching. On the other hand, two students reported observing teachers following their lesson plans. The remaining students reported teachers' consistencies such as adjusting their teaching styles to students' levels, integrating educational technology, and employing creative teaching methods to improve student learning. This is exemplified by the following quote.

“From the last observation, I saw one teacher delivering the material in an interesting way. I had never known the method that he used. At that time, he taught irregular verbs. He wrote such kind of lyrics, and then the students were told to make the tone of these lyrics, so later on, the students become faster to memorise the irregular verbs.” (Student 1, State)

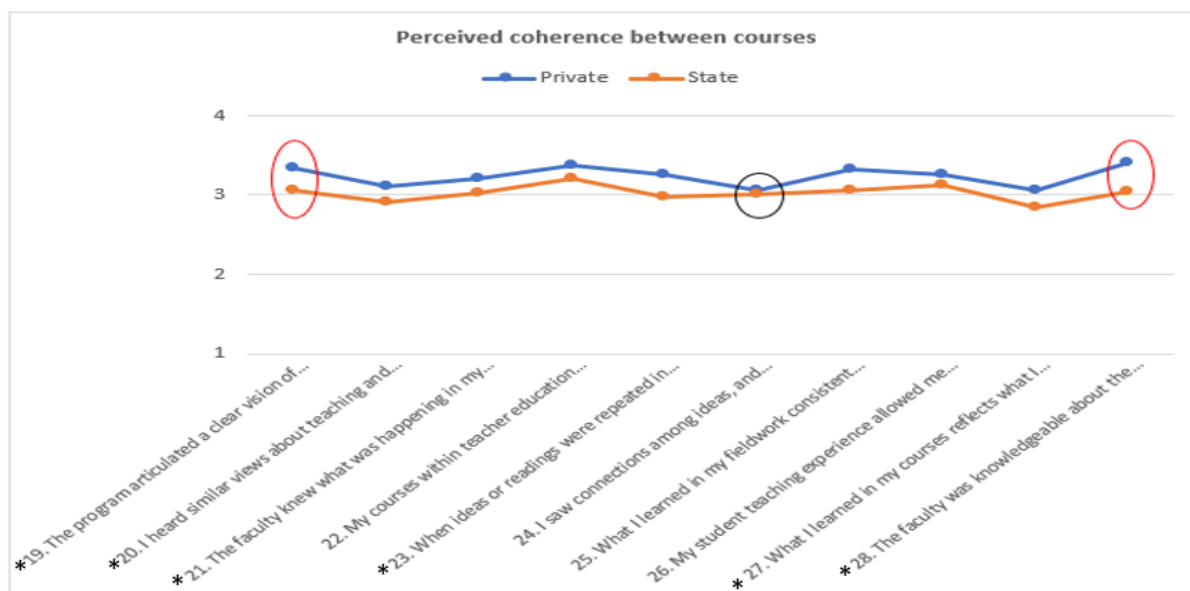
Students in both programmes acknowledged the coherence between courses in their programs. However, their perceptions of the specific indicator varied in terms of its level of coherence on the scale.

Regarding the scale of "perceived coherence between courses," students across the program, on average, perceived their program to be coherent. Private students reported the highest level of coherence between courses, expressing complete agreement on all scale items. In

contrast, state students fully agreed on seven out of ten items. Figure 5-13 shows the visual representation of the item patterns on the scale.

Figure 5-13

Comparison of Findings of Perceived Coherence Between Courses



*= significantly higher score compared to another ($p < 0.05$)

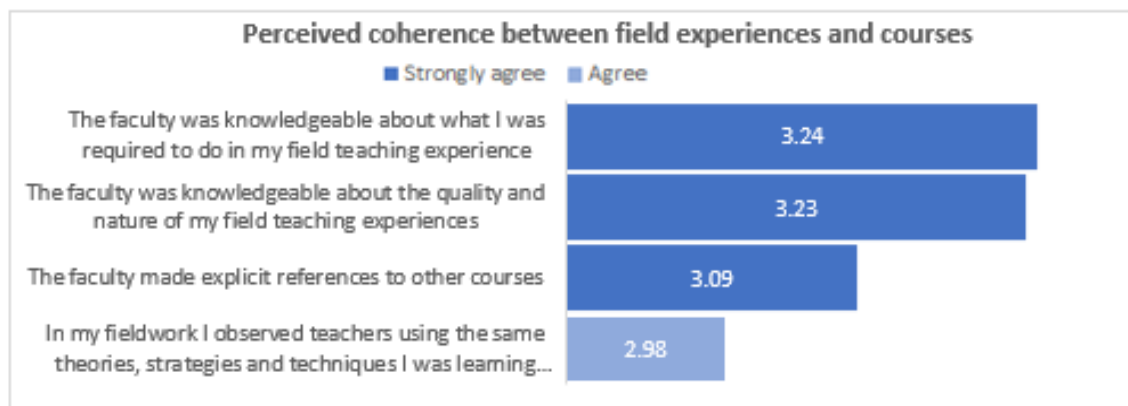
Among the ten items of the scale, student teachers show similar perceptions regarding item 24: "I saw connections among ideas and concepts across programme courses." However, notable differences emerged between private and state students. Private students scored higher on all items of the scale compared to state students. The most significant differences were observed in items 19 and 28, which focused on "The programme articulated a clear vision of teaching and learning" and "The faculty was knowledgeable about the programme as a whole." The next section will present the last scale, comprising four items, shed light on how students perceived the coherence between fieldwork and courses.

5.3.4 Perceived Coherence Between Field Experiences and Courses

In private ITE, students reported a high level of coherence between their field experiences and courses in the program. Among the items measuring coherence, they rated "the faculty was knowledgeable about what I was required to do in my field teaching experience" as the most coherent, as depicted in Figure 5-14.

Figure 5-14

Findings of Perceived Coherence Between Field Experiences and Courses in Private ITE



The interview findings further supported these perceptions of coherence. All interviewed students were able to explain the structures and procedures of their fieldwork, which may explain why they considered the faculty's knowledge about field teaching experiences to be the most coherent indicator. They mentioned that their understanding of fieldwork activities was facilitated by guidance from their educators and an internship book. Additionally, they mentioned being assigned to groups, with each group having an educator as a supervisor who provided briefings before fieldwork assignments. One student elaborated on the content of these briefings in the following quote.

“The briefing is just about how we behave in school and what we have to do there including school administrative activities, then teaching and learning activities such as how many hours we have to go there, how many times we must have consultations with the supervisor, like that. The rules and regulations.” (Student 12, Private).

They also indicated the lowest level of coherence on the item "in my fieldwork, I observed teachers using the same theories I was learning in the classroom." This suggests that some students might not have fully observed teachers in the field utilizing the same theories, strategies, and techniques taught in their university courses. Students commented that they primarily observed how teachers taught and the teaching aids they used, rather than the application of the theories they had learned. One student mentioned paying attention to the teaching method, while another explained observing the teacher using guidance from a book.

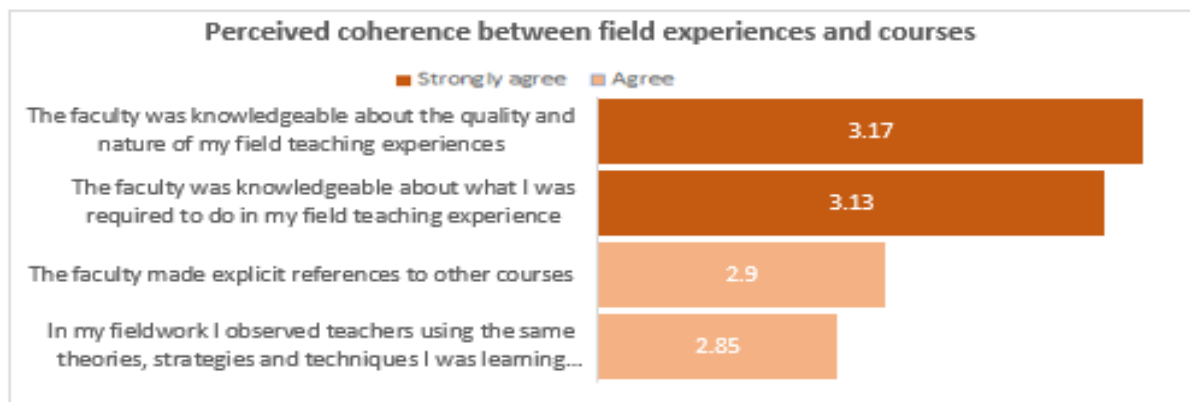
However, two students were able to connect what they observed with the theories they learned on campus. One student described how she observed the teacher during the fieldwork.

“Definitely, that’s when I studied Language assessment and evaluation. When I observed a high school teacher, he used the ‘fill in the blanks’ activity for a song. The teacher seems to know a lot...Oh, this is how he applies this..., from filling in the blanks into a kind of essay. It is ordered from easy to the hardest. That application is really connected to the contents we learned about assessment.” (Student 9, Private)

In state ITE, students showed agreement regarding the coherence between their field experiences and courses. The item "the faculty was knowledgeable about the quality and nature of my field teaching experiences" received the highest coherence rating. However, similar to private ITE, they also reported the lowest score on the item "in my fieldwork, I observed teachers using the same theories I was learning in the classroom." This suggests a potential disconnection between theory and practice in the program, as indicated in Figure 5-15.

Figure 5-15

Findings of Perceived Coherence Between Field Experiences and Courses in State ITE



In state ITE, a contradictory finding emerged. While students rated their educators highly in terms of being knowledgeable about the quality and nature of their field teaching experiences, the interviews revealed a different perspective. Students indicated a lack of guidance and insufficient discussion about their teaching practicum. Specifically, they mentioned the absence of briefings or in-depth conversations regarding their teaching practicum, as referenced in this quote.

“We don’t have a briefing. We only know the schedule and are reminded to be good in the school placement, not about good teaching. We are also informed that monitoring and evaluation must be completed in the report, but the report is only for our activities, not focusing on our teaching.” (Student 5, State)

Unlike private teacher education students, state ITE students did not mention internship guidance books in the interview. However, their educators provided supervision during practicum teaching and offered feedback through comments after performances. Both groups shared a common perception of the least coherent item on the scale “observing teachers using the same theories, strategies, and techniques learned on campus during fieldwork”. While this item received the lowest rating, student opinions varied during the interviews. Most state students indicated that observing teachers with theories were not their main focus. Specifically, four out of six state students reported they observed the teachers without using theories they had learned in campus, as quoted by one student.

“Because the theory we are studying on campus is not maximum yet, we only observe with the theories that we understand.” (Student 6, State).

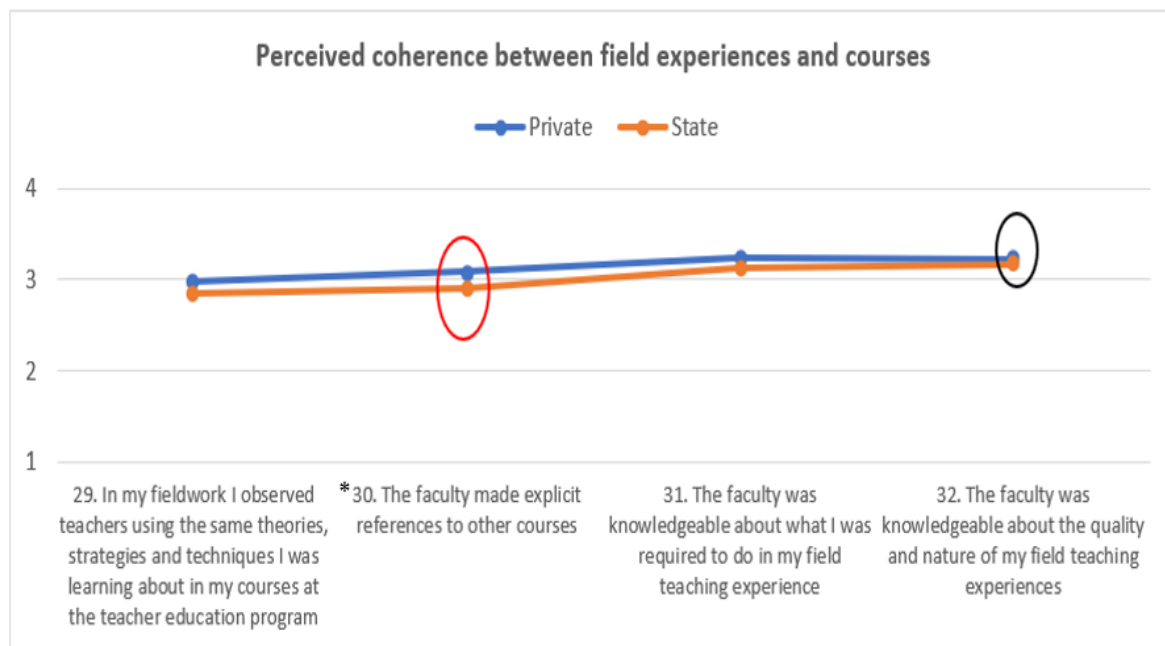
Two students specifically mentioned that they observed teachers using theory as part of their preparation for the teaching practicum, as illustrated by one of the students' comments.

“I analysed it. I want to know because we want to teach, before teaching, we do observation first. We want to know how the teacher teaches. I am worried that we lack something.” (Student 4, State)

In general, private students exhibited a higher level of agreement (3 items) regarding the coherence between fieldwork and courses compared to state students (2 items). However, both groups reported similar scores for the lowest-rated item. Figure 5-16 visually depicts the similarities and differences in the findings for this scale.

Figure 5-16

Comparison of Findings Perceived Coherence Between Field Experiences and Courses



* = significantly higher score compared to another ($p < 0.05$)

When comparing the findings on "perceived coherence between field experiences and courses," only one significant difference was observed in item 30, "the faculty made explicit references to other courses." Private students scored this item slightly higher than state students. However, both groups of students shared a similar view regarding item 32, "the faculty was knowledgeable about what I was required to do in my field teaching experience."

Once all the items in each scale were presented, the total score for each scale was collected to compare the means across all scales. The means of all scales, including the significant differences of scale items, can be found in Appendix Q. In the previous sections, the item level graphs were compared in sequential order from 1 to 32. However, in this section, the focus shifts to the overall scale means, which are presented in a graph sorted from highest to lowest. The scale rankings for each program are presented in Figure 5-17.

Figure 5-17

Findings of All Scales

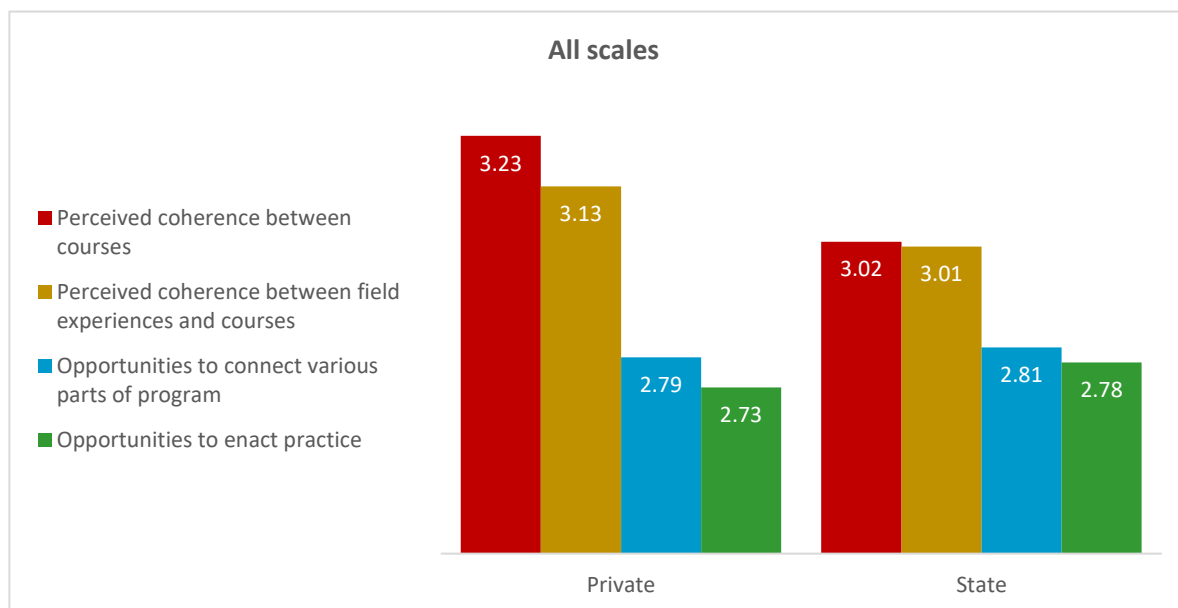


Figure 5-17 demonstrates a consistent pattern across different programs. The highest rating was given to Scale 3: "perceived coherence across programs," closely followed by Scale 4: "perceived coherence between fieldwork and courses." Scale 2: "opportunities to connect various parts of programs" had the third position, while "opportunities to enact practice" received the lowest average rating from all student teachers. Consequently, it can be inferred that student teachers in both private and state ITE programs perceived a strong sense of coherence in their courses but expressed a lack of opportunities to apply their learning in real world context. Figure 5-18 shows a detailed comparison of the scale findings between private and state ITE.

Figure 5-18

Comparison of Findings of All Scales

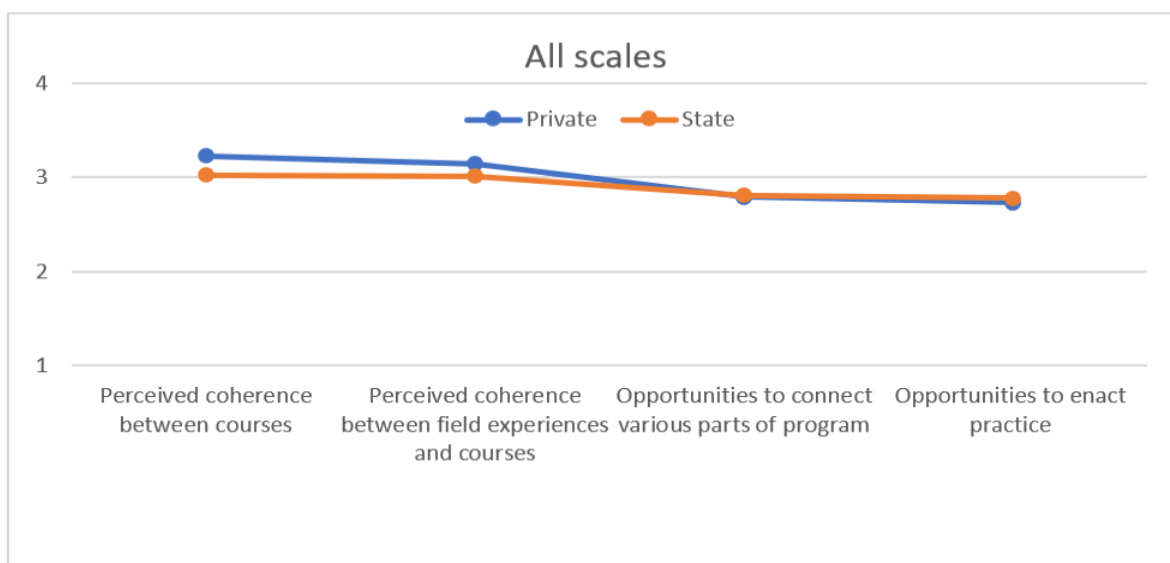






Figure 5-18 illustrates the comparison of scales, revealing that student teachers reported a lack of opportunity to connect various parts of the program and enact practice in their campus courses. However, private ITE students demonstrated a stronger perception of course coherence, as their ratings were higher than those of students in state ITE. Similarly, private students perceived better alignment between their university courses and practicum, with slightly higher scores compared to students in state ITE. Figure 5-19 provides a joint display of meta inferences derived from survey and interview findings for both programs.

Figure 5-19

Joint Display of Vision, Coherence and Opportunities to Enact Practice

The highest and the lowest mean score item in each scale	Interview excerpts explaining the result	Meta inferences
<p>Scale 1: Opportunities to enact practice</p> <p>● Private ● State</p> <p>↑</p> <p>The most opportunity</p> <p>Experience educator modelling effective teaching</p> <p>Experience educator modelling effective teaching</p> <p>↓</p> <p>The least opportunity</p> <p>Discuss field work experiences</p> <p>Discuss field work experiences</p>	<p><i>I find it in language assessment lecturer. Once, she positioned herself as a high school teacher, she selected the material which was familiar for students, for example at that time we discussed about the song, she gave us one familiar song, if I am not mistaken Jessie J's Price Tag. She asked 'do you know this song? And since the majority of us know, okay, we're going to talk about that'...</i></p> <p><i>Yes, especially the lecturer of micro teaching. She really knows students. In fact, she gave teaching example. Once, she entered one micro teaching session, she taught how to treat children, how to give task to the children, even she made teaching media, something like...handicrafts.</i></p> <p><i>After the teaching practice, we are just preoccupied with written report. Sharing session is actually necessary, it can be very helpful than writing report that we can manipulate what it looks like, sharing should be more effective...</i></p> <p><i>I only got evaluation material sent but it is not in the discussion forum that all can come and talk each other ...no. When I read the evaluation material it is more like the field work report, not for discussing what you lack of, those sorts of things ...</i></p>	<p>Private and state student had similar opinion on which practice they had the most and the least opportunity. Student teachers across programs reported having the most opportunity to experience educator modelling effective teaching. The modeling effective teaching could come from the educators teaching practice or when educators gave example of teaching for school context. In the interview they explained teaching practices that they liked or teaching advises that they thought very memorable for them.</p> <p>Discussing experiences from fieldwork is the one thing that all students across programs perceived to have the least opportunity. In the interview, they explained that they had not got the chance to gather and discuss what happened in the practicum teaching after the fieldwork was finished. All activities, reflection and evaluation were all written in the report form.</p>
<p>Scale 2: Opportunities to connect various parts of program</p> <p>↑</p> <p>The most opportunity</p> <p>Make connection between educational theory and the actual classroom teaching</p> <p>Trace your own trajectory of learning</p> <p>↓</p> <p>The least opportunity</p> <p>Connect ideas from one class to another in the same course</p> <p>Learn about the vision of good teaching that your teacher education program promotes</p>	<p><i>It's bloom's taxonomy theory, but I forgot the order, It's like a pyramid. So, firstly we teach something that is easy for the understanding of students. In the syllabus, it has also been written the basic competencies and core competencies. It's been determined the level we must reach, whether understanding or evaluation...</i></p> <p><i>After I learned here, I felt clearer, it turns out that there is this kind of method, oh it turns out to teach, there are a lot of other learning approaches. So, we should not just use one approach...</i></p> <p><i>I feel the lessons are really connected especially in semester 1 and 2 because they teach four skills, listening, speaking, reading and writing. In semester 3, the lessons are not really connected, the 4th semester there is a combination of some subjects but not all of them, only partly...</i></p> <p><i>Good teaching is the humanist one. What I mean is as teachers, we do not only teach the theory or the material but also, we have a sense of humanistic. We must pay attention to understand various characters of students. So, we can find the common thread on how we have to teach. It's beyond that we teach subject but we need to understand general psychology.</i></p>	<p>Private and state students perceived differently on the opportunities to connect various parts of program. Private students had more opportunities to connect theories into their teaching practicum. They commented on some theories used in education. Meanwhile, state students emphasized more on reflecting upon the ways of their own understanding of teaching and learning. They explained about what they had understood better or something that they were not aware of in the beginning of the program.</p> <p>Private students rated connecting ideas from one class to another lower than other items in this scale. They explained that they did not always have the opportunity to connect ideas from one class to another, but some students mentioned connection of some subject ideas in the program. Meanwhile majority of state students were not aware of vision of good teaching statement that their program promotes as this item was rated the lowest. They had their own definition of good teaching based on their own understanding and the answers were varied.</p>

The highest and the lowest mean score item in each scale	Interview excerpts explaining the result	Meta inferences
<p>Scale 3: Perceived coherence between courses</p> <p> The most coherence The faculty was knowledgeable about the program as a whole</p> <p>My courses within teacher education program seemed to be contented to build understanding over time</p> <p>The least coherence  I saw connection among ideas and concepts across program</p> <p>What I learned in my course reflects what I observed in the field experiences</p>	<p><i>They know because the lecturer's weekly meeting is every Wednesday, and also all lecturers had to be willing to teach all the courses assigned. We also have academic supervisors who will directly share any activities to us. The head of department always accommodates all the lecturers to share everything that the lecturer knows such as seminar or anything to us.</i></p> <p><i>In the beginning we were just given an understanding on how to be good teachers. Next, we learned to make a lesson plan continued by practice teaching. So, we were given the understanding first, then prepare, practice to be a teacher in our classroom then after that, going to school...</i></p> <p><i>In my opinion, some things are connected. For example, the connection between education teaching practices with curriculum design. The concept is when learning the curriculum design, there are instructions. To my understanding, this concept will go into this material, and this one will go there...</i></p> <p><i>I observed that the teacher has taught his subject matter according to the lesson plan in the national curriculum. Seventh grade lessons, eighth grade lessons, all the materials are in place...</i></p>	<p>Private and state students perceived the program was coherent between courses but they had different opinion on which item they rated the most coherence. Private students perceived the faculty was knowledgeable about the program as a whole because of the regular meeting, system and enforcement from the head of department. While state students reported their understanding was improved over time because the lessons were scaffolded systematically.</p> <p>From the least coherence item, private student reported that they could see some concepts and ideas connected, but they added that it might not be applicable to all subjects in the program. Meanwhile state students agreed that what they learned in the course reflect what they observed in the field. However, they realized that it is also relied on the school context in the field.</p>
<p>Scale 4: Perceived coherence between fieldworks and courses</p> <p> The most coherence The faculty was knowledgeable about what I am required to do on my field teaching experience</p> <p>The faculty was knowledgeable about the quality and nature of my field teaching experiences</p> <p>The least coherence  I observed teachers using the same theories, strategies and techniques I am hearing in teacher education program</p> <p>I observed teachers using the same theories, strategies and techniques I am hearing in teacher education program</p>	<p><i>In the briefing, we were told the profile of school for practicum, continued with the situation of the school, then what we will do there. So, we have a guidebook for practicum teaching. Well, the lecturer explained about what is in the guidebook. We were also reminded to keep good manners, such as dress well, be polite etc...</i></p> <p><i>We are always reminded to be good. If we are good with the teacher, we follow the guidance from the school, we'll be okay. We'll have a supervision, so when I am teaching my lecturer will come to see how I teach, comparing with my performance in micro teaching, what method and media I use, when something is wrong the lecturer will immediately communicate it after class...</i></p> <p><i>Firstly, in elementary school, I was not interested in theory, all sorts of things so I just saw on how the teacher did the teaching. But, in high school I started to care about the approaches used, whether discovery learning or scientific approach. The time I observed I also had the lesson plan used by the teacher so I tried to relate all the teachers step, if the steps were done or not...</i></p> <p><i>I am observing while thinking, 'oh he's just lecturing 'or 'he uses a PPT', when grouping students 'oh he uses this technique,'. I used to observe in one school and the teacher is native, well I think it is challenging. He really uses scientific approach...</i></p>	<p>Private and students reported coherence between field experiences and courses. Private students perceived the faculty was knowledgeable about what they need to do in the field as the most coherence item because they had practicum guidebook and the briefing before going to the field highlighted again what needs to be done in the practicum. Meanwhile state students emphasized that the faculty was knowledgeable about the quality of practicum as they had lecturer visiting during practicum for supervision which did not happen in private teacher education.</p> <p>Both private students perceived the same on the least coherence item. They reported that they observed teachers in their fieldwork using the same theories in the university. However, majority of students reported that they did not do it in the beginning of fieldwork. They connected the theories with the teachers they observed in the later stage of observation or during the practicum teaching in their final year.</p>

5.4 Student Teachers' Views on Educators' Quality

In this study, the quality of educators was explored from two perspectives: student teachers and educators themselves (to be presented in the next chapter). This chapter focuses on presenting the perspective of student teachers regarding the quality of ITE educators. Initially, student teachers were asked a broad question about the positive and negative characteristics of educators, including their competencies, teaching methods, and personality traits. Following that, the researcher linked the student teachers' responses to their educators in the program, identifying whether they observed those characteristics in their own educators. Overall, the students held positive views of their educators. However, six out of eight students in private ITE had negative comments specifically about the teaching methods employed by one educator. This suggests that when assessing the quality of their educators, students not only considered the content being taught but also placed importance on the delivery and instructional approaches used. This observation is exemplified in the following quote.

“In terms of teaching, he just sat down. The class really didn't go well. Many of my classmates missed the class. That's not worth it.” (Student 9, Private)

On the other hand, when student teachers in state ITE were asked similar questions, all of them expressed positive views regarding their educators and did not report any negative comments about them.

The students' interview comments thematically analysed and coded based on the conceptual framework, including the identification of new codes derived from the data. Despite the diversity of positive comments regarding educators from student teachers in both programs, the analysis revealed three key themes that are consistent with previous research on ITE educator quality. Firstly, the students appreciated educators who possessed a clear lesson plan and effectively structured their lessons. Secondly, they valued educators who employed creative teaching methods in the classroom. Lastly, the students admired educators who demonstrated a deep knowledge beyond the subject matter being taught. It is important to

note that the names mentioned in the quotes are pseudonyms, and further details about the participants' background information can be found in Appendix G.

5.4.1 Well-planned Lessons

The students expressed a preference for educators who demonstrated clear lesson plans and the ability to effectively manage and organize lessons throughout the entire semester. They valued well-structured lessons that provided clear scaffolding for learning. In support of this, two students provided specific examples of educators who successfully implemented well-planned lessons.

“A good educator can design the lesson plan for the whole semester or the day she teaches a lesson. Supposed, she’s got four credits; she is not confused about what to do. So, she doesn’t only give the task of discussion for 2 hours or more, followed by the presentation, and it’s a waste of time. She can design the learning for an hour or so and use all the university’s facilities. Then her syllabus has been neatly arranged.” (Student 14, Private).

“The way Ms Nelly taught the lesson is well organised. For example, I see everything in order from the beginning, and she gave a contract of lectures until the end semester. Everything was clearly planned, so she was not just teaching randomly.” (Student 3, State).

The references indicate that educators who effectively plan their lessons tend to facilitate better comprehension and engagement among students. By structuring lessons in a logical progression, starting from simpler concepts and gradually moving towards more complex ones, these educators make the learning process easier to follow. The student teachers expressed their admiration and gratitude when lessons were presented in a well-organized and orderly manner.

5.4.2 Creative Teaching Methods

Students valued educators who demonstrated effective and easily understandable lesson delivery. They assessed the efficacy of lesson delivery by considering the educators' use of creative teaching methods and the level of student engagement achieved. The students were especially impressed by the incorporation of innovative techniques, such as utilizing technology for interactive quizzes using platforms like Padlet and Kahoot, among others.

“I still remember, it was semester 1, Ms Mary taught us basic grammar, continued by memorising Irregular Past Verbs 1, 2,3. So we created a mini-dictionary, and in my opinion, it is practising our creativity. Creating something from useless thing to be useful.” (Student 7, Private).

“Mr Tom did not talk much, but what he conveyed to us was memorable until many years. It is still remembered. For example, we did not understand teaching methods, such as the silent or grammar-translation methods. We were told to practice; we used the jigsaw method. We still can imagine how we’re told to move with a reading text in our hand. We made a group then rotated we said, ‘oh this is the Jigsaw method,’ so we better understand because we also practice there...” (Student 4, State).

During their journey to becoming teachers, students discovered that the creative teaching methods employed by their educators played a significant role in their understanding of the lessons and served as valuable references for their future teaching endeavours. Moreover, student teachers emphasized the importance of having concrete examples and practical ideas on how to effectively teach a class, as indicated in the provided quote.

“In my view, while we were being taught, the educator also set an example, for example, in managing the class. When the class is noisy, the educator shows how to control the class, not just talking, not just teaching, and not doing it. But it continues to set an example. That’s what I like. So, they speak and do the act.” (Student 9, Private)

Students highly value educators who lead by example. These are educators who “walk the talk”, not only encourage students to be creative in their teaching methods but also demonstrate creativity themselves in the classroom. By practicing what they preach, these educators emphasize the importance of innovation and creativity in the teaching and learning process.

5.4.3 Educators’ Knowledge and Expertise

The students held their educators in high regard, perceiving them as knowledgeable experts and valuable resources. This admiration was evident in their tone and comments, with many explicitly expressing their respect. The students had various reasons to be proud of their educators, including their extensive experience in the field, international educational background, or recognition as inspirational figures. Above all, the students appreciated their educators for their broad knowledge. Interestingly, they could recall and quote their educators’ words from the past with precision. Some educators made a lasting impact by challenging

their students' thinking, showcasing extensive knowledge, or broadening their horizons to the world beyond the classroom, as expressed in these quotes.

“Good educator certainly has many aspects. Of course, an educator must have broad knowledge that will be taught to his students. Besides that, if the facilities are available, lecturers should use the latest technologies as we are now in the era of 4.0 and even 5.0. So, we must not be outdated.” (Student 7, Private)

“Mr Dan did not only teach courses such as speaking and writing, but he also always motivated his students to apply for scholarships. So, while teaching, he connected the lessons with the outside world. So, the students feel motivated. Oh, yes, I must improve my speaking, and in my opinion, it's the characteristic of a good educator.” (Student 4, State).

Overall, student teachers from both programs had a positive view of their educators, perceiving them as competent and professional in their teaching. Private students placed particular importance on the educators' status as "overseas graduates" as a sign of their quality. In contrast, state students highlighted the educators' "vast experience and expertise in their field" as a significant factor.

5.5 Summary of Findings from Student Teachers

The views of student teachers play a crucial role in assessing, improving, and maintaining the quality of teacher education programs. Their unique perspective on the effectiveness, relevance, and practicality of the training they receive can help shape the future of teacher education. This chapter explores various aspects of student teachers' experiences, including their motivation for joining teacher education, perspectives on educators, vision, coherence, opportunities for practical application, and career intentions. The findings indicate that many students joined ITE not primarily to become teachers, but due to their interest in subjects like English or other external factors. This is reflected in the low proportion of student teachers prioritizing teaching as their career choice. It is concerning that students perceive ITE as an undergraduate degree offering diverse career options, rather than solely as a teacher preparation program. This misalignment between program purpose and student perceptions highlights the need for further research. The interviews revealed that student teachers highly value educators who exhibit positive characteristics, which positively influence their own competencies. The students also expressed the desire for more opportunities to apply their

learning in practical settings. The next chapter will present interview findings from university staff, including the Dean and Head of the English Department and educators. They will discuss admission processes, monitoring and evaluation strategies, and perspectives on teaching preparation. These insights will contribute to a comprehensive understanding of the quality of ITE from the provider perspectives.

Chapter 6 Findings from Deans, HoDs and Educators

“A teacher must be smart and use the heart. So, teaching is not only touching the mind but also touching the heart.” (Educator 2, State ITE)

This chapter presents the interview findings of Deans from the Faculty of Education, Heads of the English Department, and educators, focusing on the influential aspects of ITE. A total of eight educators shared their perspectives on the concept of good teaching and the strategies employed to prepare student teachers for the dynamic nature of the teaching profession (RQ 2). The quality of educators is crucial as they directly shape the quality of future teachers, as emphasized by (Goodwin & Kosnik (2013). Additionally, the selection process and ongoing monitoring and evaluation of the program also influence the quality of future teachers (RQ 3) (Duckworth et al., 2009; Ingvarson & Rowley, 2017). The chapter includes insights from two Deans and two Heads of Departments, shedding light on these critical aspects. Furthermore, the findings contribute to addressing the research gap highlighted by Bowers et al. (2018), which emphasized the limited research on the involvement of faculty staff in teacher education research. This chapter aims to provide comprehensive answers to the following research questions:

Research Question 2: What are educators' perceptions regarding a) the vision of good teaching and b) teaching practices to prepare student teachers in the dynamic of the teaching profession? Are there any differences in participants' views between private and state universities?

Research Question 3: What are the perceptions of Deans and Heads of the English Department regarding a) the admission process and b) monitoring and evaluation strategies to maintain the quality? Are there any differences in participants' views between private and state universities?

This chapter is organized into several sections. The first section focuses on the findings of RQ 2, which explore the perspectives of educators on the concept of good teaching and how teachers are prepared to navigate the dynamic nature of the teaching profession. The subsequent section delves into the findings of RQ 3, examining the perceptions of Deans and Heads of Departments (HoDs) regarding the admission process, monitoring, and evaluation strategies employed to maintain the quality of the program. Additionally, the section includes findings on the program characteristics that contribute to the overall quality of teacher education. The findings also highlight any similarities and differences observed between private and state ITE programs.

6.1 Educators' Views on Good Teaching⁶

Good teaching matters because it makes a difference (Haycock, 1998a; McKeachie, 2007). The perspectives of teacher educators on what constitutes good teaching are crucial, as they directly influence their instructional practices and serve as guiding principles for future teachers (Kember & Kwan, 2000; Parpala & Lindblom-Ylänne, 2007). The vision of good teaching held by educators greatly influences and shapes future teachers' teaching practices. Through interviews conducted with eight teacher educators, it became evident that the majority emphasized process-oriented teaching over focusing solely on end goals. Seven out of eight educators associated good teaching with facilitating high-quality student learning. There is a consensus among educators in both private and state teacher education programs that good teaching should be interesting and inspiring.

⁶ The previous version of the findings is published in Novita, P. (2021). "Good teaching is interesting and inspiring": Teacher educators' views. In S. Riddle & P. Bhatia (Eds.), *Imagining Better Education: Conference Proceedings 2020* (pp. 91–107). Durham University, School of Education. <https://dro.dur.ac.uk/33150/>

6.1.1 Good Teaching is Interesting

Educators consider good teaching to be the type that effectively engages student teachers and sparks their interest in the learning process. They believe that creating a relaxed atmosphere can influence students' emotions and attitudes towards the lesson. Therefore, educators dedicate efforts to designing captivating lessons and fostering enjoyable learning environments. When students enjoy the lesson, they are more likely to actively engage with the tasks and absorb the content. The findings consistently highlight the educators' emphasis on the importance of making teaching enjoyable as a means to sustain students' interest in the learning process, as illustrated by the following quote.

“Good teaching is humanistic teaching. Teaching that is convenient for students can open their memory to what’s being delivered in class. So, learning is not stressful, relaxing. Because when the brain is tense, the lymph vessel will be closed, and the brain cannot accept anything. Learning in the classroom should be as interesting as possible; the topics are packaged to be interesting in any way it is possible to be like that so that the students feel unfettered. They don’t feel like being forced to do it because forcing is also psychologically not good.” (Educator 3, State)

Implementing a humanistic approach to teaching and learning is believed to be an effective strategy for increasing students' motivation and engagement. One educator specifically described her effective teaching as delivering lessons that are "easy to understand, interesting, and enjoyable" (Educator 3, Private). Students respond positively to these lessons, and it appears that a safe learning environment plays a crucial role in fostering their engagement. Similarly, another educator emphasized the importance of students' happiness while studying.

“I believe good teaching constitutes orchestrating or creating a learning space, like a playground of knowledge, but the students are happy being in my classrooms. But there is also the rule that everyone needs to follow, there is a transfer of knowledge. So, it’s the combination of creating a learning space, but everyone is happy, where the role is being upheld to ensuring that the target, the objective of the learning is achieved well.” (Educator 8, Private)

Interestingly, the notion of "happiness" can vary depending on the perspective of the educator, particularly when adopting an instrumentalist view. For one educator, teaching was deemed effective if students experienced happiness resulting from achieving favourable outcomes or

benefits through her instruction. In her class, she assigned extensive reading, with the goal of covering hundreds of pages within one semester. Although students initially found this task daunting, by the end of the semester, they recognized significant improvements in their vocabulary and acknowledged the effectiveness of this approach. This quote vividly exemplifies her perspective.

“Good teaching happens when everybody can achieve the result, which is being expected with a happy feeling. But happy here means students finally understand that no matter how difficult the task is or how it tortures them, it benefits them. So, when they get the result, they are happy...” (Educator 1, State)

This remark highlights the educator's focus on measurable learning outcomes as an indicator of good teaching, indicating her goal-oriented approach. In contrast, other educators concerned on the process of teaching and emphasize students' engagement in the classroom. They prioritise creating a supportive classroom atmosphere and organizing and presenting the curriculum in a way that is both engaging and accessible to students.

6.1.2 Good Teaching is Inspiring

Educators strongly link good teaching with the ability to inspire students, motivating them to apply the lessons learned. However, they do not initially associate good teaching solely with achieved results. Instead, they assess the success of their teaching by the lasting impact it has on students. This viewpoint is exemplified by a comment from an educator who taught the teaching method and evaluated students based on their creativity in applying the method during practice sessions.

“Good teaching is inspiring. Because I can't be sure if the students get an A, they can actually apply the concepts I taught. Because I can't guarantee whether they're changed or not because I can't guarantee whether they're smart or not, then all I can do is inspire them. So, what I'm always after is the real context...” (Educator 4, State)

The quoted passage exemplifies that educators aim for students to not only apply the teaching lesson for assessment purposes but also in real-world contexts. Educators find greater

satisfaction in the long-term effects of good teaching. One educator emphasized the significance of teaching impact by sharing an anecdote from an alumnus gathering. A former student expressed gratitude for the educator's valuable and practical lessons, highlighting how well the learning experience resonated with them. The educator expressed, "What matters to me is how the students perceive the learning experience I provide, wherever they are" (Educator 7, Private). Another educator shared a similar sentiment, stating, "Impact is the spirit of good teaching" (Educator 5, Private). Furthermore, good teaching can also shape student teachers' perspectives and ways of thinking. In this quote, an educator elaborated on her interpretation of inspiring teaching.

"I think good teaching means getting everyone to be more human. When the students know things other than the knowledge. For example, when they learn at least that being empathetic matters, or that you actually have the power to believe or not to believe in something, things like dealing with being critical in your own choice, being consistent with your own choice, I think that's the combination of those..." (Educator 8, Private)

This remark aligns with the perspective of transformative learning, which emphasizes that good teaching goes beyond the content of the curriculum and aims to develop students into better individuals and critical thinkers. The educator then elaborated on her interpretation of transformative learning, providing further explanation of her views.

"The knowledge that is gained through the learning process should empower you. It should not only be stored as knowledge and then passed on, but it should also guide you to act more and make more informed decisions. So, that knowledge is not only acknowledged or memorisation or things that you remember but in a way that it also shapes you." (Educator 8, Private)

Likewise, another educator stressed the significance of incorporating personal values into teaching, recognizing that it becomes ingrained in student teachers beyond mere content knowledge. However, while the findings indicate that educators prioritise long-term effects over high scores, they imply that good scores are likely to follow when teaching effectively inspires students to be motivated and engaged in the lesson. This, in turn, contributes to the attainment of learning outcomes. An educator exemplifies this notion in the following quote.

"If we can motivate students, 50% of our work can be achieved. So, if they're motivated, it's going to be easy for us to make them do anything, that's the way it is. So, I think it affects a lot of things..." (Educator 7, Private)

This reference serves as an illustration of educators' belief in the power of encouragement and inspiration that can boost students' confidence and help them in attaining their academic goals. Additionally, teacher educators highlighted their strategies for ensuring student teachers were exposed to effective teaching. For example, a state ITE Educator mentioned that she regularly reviewed student outcome and asked their feedback as a means of promoting reflection and continuous improvement.

“I always conduct reviews and evaluations. Usually, I use emoticons. I give them a piece of paper if they like this learning process. So that I know what they want, and it is anonymous. That's it. But on average, they say they like it so much. I told them, ‘If you don't like it, say it, I'll change...’” (Educator 2, State)

Feedback not only helps educators ascertain the achievement of learning outcomes but also enables them to identify any issues that may have arisen during the lesson.

“Before ending the lesson, I always ask the students for feedback, checking if it was too fast, if there is any question, to know what they have got about what we have discussed, to make sure again...” (Educator 3, State)

Meanwhile, in private ITE, the educators stress the importance of role models in addition to feedback. Educator 5 provided a powerful explanation of an educator's impact when they make a mistake. She drew a comparison to a doctor who may affect only one patient, whereas an educator interacts with a number of individuals who closely observe their actions, including their mistakes. She acknowledged that a single mistake could have far-reaching consequences, potentially influencing many students negatively. Thus, she recognized that exposing good teaching practices was not only crucial for her own growth as an educator but also for the development of her student teachers.

“We have to set an example to them. We as teachers must provide a good role model. ‘if you become a teacher, you should be able to give a role model. For example, if a doctor who treats a patient commits malpractice, then the victim is only one patient, but if you, as a teacher, make one mistake, how many people will be affected? Many. So, a teacher's responsibility is not easy.’” (Educator 5, Private).

In alignment with this perspective, her colleague also expressed a similar viewpoint.

“Actually, we want to lead by example, so I try to show I'm a good teacher for them, that's it. So, they can also imitate it. The other lecturers here have also shown it so that when students see a teacher who is not good, they can recognise it. Sometimes, we tell what a good teacher looks like. So, when they go to school for observation, hopefully, they can be exposed to good teaching, or if they're not, they can recognise it, oh, that is not good teaching, that's it. So, they can see the real example.” (Educator 6, Private)

Overall, the teacher educators in this study's program shared a common perspective on good teaching, considering it to be both interesting and inspiring. They believed that student engagement and finding the lessons interesting were key indicators of effective teaching. Furthermore, all educators recognized the importance of impact as a fundamental benchmark. However, there were differences between educators in private ITE and those in state teacher education. The educators in private ITE emphasized the concept of humanizing individuals and ensuring that students enjoyed the learning process. In contrast, educators in state teacher education focused more on achieving long-term learning goals, such as improving teaching performance.

6.2 Educators' Practices on Teacher Preparation

The findings from the interviews regarding teacher preparation reveal two key themes: the connection of theory and practice, and the adaptation of lessons to meet the demands of the teaching profession. The teaching profession in Indonesia is marked by its dynamic nature, influenced by factors such as large class sizes (often exceeding 30 students), a diverse student population with varying socio-economic backgrounds, languages, and cultures, and frequent changes in educational policies (Widiati et al., 2018). The issue of curriculum is of significant concern, with eleven changes having occurred since Indonesia's Independence Day in 1945, typically aligned with changes in ministerial leadership (Ilma & Pratama, 2015). The well-known saying in Indonesia, "Change the minister, change the curriculum," reflects this reality. New ministers often seek to make substantial improvements and leave a lasting legacy (Prihantoro, 2014; Susanti, 2021). The evidence collected from educators in this study demonstrates that teacher education takes these challenges seriously, evident in their updated curriculum and the educators' dedication to aligning their practices with the evolving needs of the profession.

6.2.1 Connecting Theory into Practice

Educators in both programs highlighted the significance of fieldwork, including activities such as school observation, practicum teaching, and micro-teaching, as a means to bridge the gap between theory and practice. This is evident in the following quote.

“So far, we provide them with school observation things. So many observations, I don't remember how many observations we have, 1, 2, 3, then we have practicum teaching, and we also have micro-teaching. Sometimes in other courses, they will be asked to go to school to do some research, to take some data about the school. So, it's very vital for me. To get the access, to practice.” (Educator 1, State)

The quote emphasizes the educator's successful integration of lessons within the school context, allowing student teachers to experience teaching in authentic settings. However, it was also noted by the educators that the extent of practical application varied among subjects. This implies that not all subjects offer equal opportunities for hands-on practice, depending on their specific characteristics. For instance, one educator expressed dissatisfaction with the limited practice opportunities available in linguistics, a subject that requires specialised practice-oriented activities.

“Courses like linguistic integration are only two credits, and it's very difficult to do the practice. Because even to convey the theory, it is struggling. I speed in each meeting. For example, introducing a branch of linguistics, I have not really given them practice. So, for practices, sometimes I give them tasks...” (Educator 2, State)

The reference demonstrates that while it is widely recognized that connecting theory to practice is an ideal approach, it is not always feasible to achieve. However, the quote presents an example of an educator who acknowledged the significance of practical experience and actively sought to provide diverse opportunities for it.

Educators in state and private ITE share similar approaches in terms of observation, practicum, and micro-teaching in their curricula. However, there are notable differences between the programs. In private ITE, student teachers begin observations earlier (from the first semester) compared to state ITE (starting from the third semester). Furthermore, private ITE employs project-based assessments, such as creating posters, books, or teaching aids,

while state ITE may have exams, although the format varies depending on the educator. For instance, one state ITE educator assigned an extensive reading project for the entire semester instead of a traditional sit-in exam. On the other hand, private ITE educators do not have mid-term or final exams, as they emphasize implementing theories into practice throughout the course. They prioritize providing hands-on experiences and real-world contexts for student teachers. Therefore, individual or group projects are often assigned for assessment, and this approach is highlighted by one educator as a distinguishing feature of their program.

“Well, that’s probably one, if I may promote, one of the advantages of our program. There is no test because, for us, it just measures the theory they got. So, the practice is emphasised in their project as the assignment. We evaluate students through a project, that is, the assessment. What is being assessed is that they should be able to show the theory they learn. For example, in my class for Material Design, they’ll have to make a coursebook textbook. May I show you the result of their books.” (Educator 6, Private)

The quote highlights the implementation of a project-based approach to enhance students’ skills. In the case of the book project, students are involved in various stages, including designing the cover, creating content, and structuring the layout. This project requires the application of critical thinking, collaboration, digital literacy, and problem-solving skills, which are crucial in the 21st century. Furthermore, the educator provided a visual representation of the project’s outcome, as illustrated in Figure 6.1.

Figure 6-1

Student Teachers’ Book Project



The book project stands out as an engaging activity among several projects offered to students. This collaborative project entailed a range of tasks, including researching content, designing the cover, and developing exercises and layout. To successfully complete this project, students had to demonstrate creativity, effective communication, digital skills, and content knowledge. An educator exemplified how she effectively translated theoretical concepts into practical application through various project-based initiatives.

“I’m trying my best to connect the theory to the practice. For example, in technology course assessment, students imagine that they will design online learning so that later on, even if they stay home, they can open online courses. Another task is for language assessment and evaluation courses. The assessment is designing the assessment and writing essays about national exams that they experienced or standardised tests that they experienced. Even for language acquisition, which is not actually too theoretical, one of the assessments is, besides classroom teaching, they also have to make language autobiography in which they need to reflect on their own language practices, and the other is, they do some mini research.” (Educator 8, Private)

The quote sheds light on the extent to which educators in private ITE programs effectively integrate theory into practice. It is evident that educators in both private and state ITE programs demonstrate a connection to real-world teaching practices in their respective subjects. However, the project-based assessment approach and early fieldwork observations make these connections more apparent in private ITE programs compared to state ITE programs.

6.2.2 *Adapting the Lessons to the Needs of the Teaching Profession*

The interviews provide clear evidence that educators in this study have a deep understanding of the evolving needs within the teaching profession. As a result, they adapt their lessons to address these changing requirements. In their teaching practices, educators prioritise two crucial aspects: ensuring that student teachers are well-prepared for the real-world context they will encounter in their future careers and equipping them with the necessary skills and knowledge. For instance, educators in state ITE programs are particularly focused on helping students understand the unique characteristics of the future generation of students they will

be teaching, as well as the specific skills and knowledge required to effectively educate this upcoming cohort, as illustrated in this quote.

“You must know what's the need in the job. I always say, ‘you've got to be a reformer in learning. ‘You are a millennial teacher’ I told them the characteristics of millennial children, and I teach the skills they need to teach these types of children.” (Educator 2, State)

Similarly, educators in private ITE programs also emphasize the importance of acknowledging learners' diversity and anticipate that the challenges teachers currently face may differ from those they will encounter in the future, as highlighted in this reference.

“We always provide them with information about such changes, even with the new minister, I teach them, ‘who might be your students when you have graduated? You are about to teach not only the millennial generation but also the Z generation, or maybe it is the Alpha generation. What are their characteristics? and what kind of classroom characteristics will you face later?’” (Educator 5, Private)

Furthermore, she highlighted the disparity between planned strategies and actual classroom practices. She provided an example of how learners may misbehave, and not all observed teachers were able to effectively manage such situations. However, this served as a valuable lesson for student teachers to learn from.

“I hope that the things they learn during the lecture will shape their personality so that they will be effective teachers who learn not only from best practices but also from the worst practices. When they see in class observation, high school or junior high school, ‘The students are really noisy, why is the teacher just like this,’ they learn from the bad practices. It's okay, so they won't do such a thing” (Educator 5, Private)

Educators in the interviews acknowledged the importance of embracing change as an integral part of the teaching profession. A state ITE educator specifically emphasized the vital role of passion for teaching in navigating anticipated changes.

“We must always update ourselves, see the phenomena. Teachers shouldn't be allergic to change, we always change every time, so I prepare them to be tough teachers. Someone who doesn't have a passion as a teacher shouldn't be a teacher. Because a teacher must be sincere, it will greatly impact our teaching in the classroom if we are not sincere. We might get angry easily with many kinds of classroom situations.” (Educator 3, State)

Educators provided a realistic view of the teaching profession by incorporating practical experiences into their lessons. For instance, one educator encouraged student teachers to interview practicing schoolteachers who offers valuable insights and first-hand perspectives.

“In my course, I ask them to interview teachers and how they practice choosing materials for classes. That way, student teachers will be exposed and aware of what it should be like. I really want to apply the lesson to reality. So that they know how to deal with what kind of battle they will face in the future.” (Educator 6, Private)

Educators in this study prepared students for the teaching profession by raising awareness of the real context and requirement to become a teacher. A consensus emerged across the programs regarding the significance of character building in overcoming future challenges. For instance, self-awareness was identified as a fundamental aspect for student teachers to understand their capacities, abilities, as well as psychology and stay updated with the latest learning techniques relevant to the job.

“The first is the self-awareness that they will become a teacher, then the competencies to prepare for a teacher. In addition to their pedagogical knowledge, they must know the latest learning techniques because they have to be ready to be teachers with various challenges and see the variety. Then psychology, I think a teacher should learn a lot of educational psychology, child psychology, that's important”. (Educator 3, State)

A similar point was raised by an educator in private ITE regarding the requirements for students to become effective teachers. In addition, she emphasized the significance of providing students with "thinking tools" such as problem-solving skills and critical thinking. These skills are crucial for enabling students to find solutions to unpredictable challenges they may face in the future. The educator further elaborated on the importance of these essential skills in her comment.

“I'm more into training students to be more sensitive to see the challenges and what they need to know when they have to be teachers. When we teach, it turns out that it is not only our idealism that plays, but there are challenges from outside us, the school, the parents, or the government itself. Because I can't see the future, all I train is skills to deal with it and think critically, including the awareness that the teacher's profession depends on many aspects. I do not tell them what to do but more into problem-solving skills and mindset. Hopefully, they can find their own solution” (Educator 6, Private)

Furthermore, an educator highlighted the importance of cultivating a growth mindset in students aspiring to become teachers. This mindset is seen as pivotal as it impacts the educational system due to the strategic role teachers play.

“The main point of our educational system is the teacher. If we can find a teacher with an open mind, eagerness to learn, dedication, high motivation, achievement, and love of teaching, the education system will be very good. Believe me, the curriculum is not the core point, it's the teacher. Because a good book can be bad in a bad teacher, but an average book can be very good in a good teacher.” (Educator 1, State)

Overall, educators in both programs adapt their lessons to meet the needs of the teaching profession. They expose students to the real context and integrate it into their practices. Recognizing the dynamic and unpredictable nature of teaching, educators believe that, in addition to professional and pedagogical competencies, strong character building and the growth mindset are essential tools for preparing future teachers. The findings of student teachers regarding their educators' characters further support the educators' beliefs about the concept of good teaching and their teaching practices. In the discussion chapter, these two sets of findings are triangulated and synthesized to provide insights into the quality of educators in the ITE program.

6.3 Deans and HoDs' Views on Admission Process

The teacher education admission process holds significance as it serves as the entry point for selecting student-teachers. High-performing countries recognize the crucial role of this process in choosing the best and most talented individuals, as a nation's education quality is closely tied to the quality of its teachers (Barber & Mourshed, 2007). The research context chapter provides insights into the admission process and the differences between private and state institutions in Indonesia (refer to section 2.3.1). Government policies and previous studies in Indonesia have also emphasized the importance of the admission process in teacher education (Surya, 2016; World Bank, 2020).

The interview findings highlighted two significant concerns related to the admission process in teacher education: limited authority in the selection process and varying quality of student

intake. State and private teacher education programs employ different admission processes. In state ITE, the government centralizes and manages the admission system, while private ITE institutions have autonomy in administering their admission process, as explained in detail in the Research Context Chapter. It appears that admission in both programs is primarily guided by general entry standards for higher education rather than specialized criteria for specific program in teacher education. More importantly, candidates' motivation is not considered as part of the selection process, which is a crucial aspect that is currently missing.

6.3.1 Limited Authority on the Selection Process

Deans and Heads of Departments (HoDs) in both state and private ITE had similar responses due to the nature of the admission process. In state ITEs, faculty staff have minimal authority over the selection process and the test content. As a result, the Deans and HoDs of state ITEs expressed a sense of 'being helpless' because they have little control over the admission process. This is clearly illustrated by the fact that the government administers the selection process for state universities at a national level, as explicitly stated in the quote.

"From the input of students, actually, we cannot do much because we use the existing selection process. So, we do not do anything related to input, meaning that anybody who participated followed the selection and then passed, those that we received." (Dean 1, State)

However, due to their reputation and affordability, state universities are the preferred choice for high school graduates across Indonesia, seen as prestigious before considering private universities as an alternative option. As a result, state universities tend to attract more competitive applicants and have a lower acceptance ratio, primarily because of limited space, as explained in this reference.

"Actually, the input in this faculty is better than others as it has gone through selection. But who can guarantee 100 per cent that the selection is really representative? Because in fact, not all selected students are good at the subjects they choose as there are several paths of the selection process." (Dean 1, State)

This reference highlights concerns regarding the subject knowledge of successful candidates. The three selection paths (national entrance test (40%), university entrance test (30%), and portfolio recruitment (30%)) solely focus on assessing candidates' overall competencies as

prospective university students, without specifically testing their subject knowledge in the respective faculties they apply to. Each selection path also has its own set of issues. For instance, portfolio recruitment based on school report cards may involve inflated scores to increase the number of students accepted at universities. The national entrance test, accessible to students nationwide, offers equal educational opportunities, but it also presents challenges due to varying abilities among students. Despite these issues, changing the system is difficult, as expressed by Dean 1 in the following quote.

“Other leaders and I once proposed to add testing material related to our needs. But this is a national scale, so the decision is not in this institution. It is in the national committee, so we cannot give different material to the national level test. So that was the challenge. Even in the university entrance selection process, we cannot give special treatment as we will be distinguished and compared to other institutions. I accept the policy, but it is a challenge for the student input.” (Dean 1, State)

HoD in state ITE also expressed a similar concern.

“Unfortunately, the admission policy is still stuck at the university. The test is more or less the same between students who enter the English language department and other majors, and this issue will affect the input. Ideally, the incoming students are students with both interests and talent. We still expect the entrance test for students majoring in English education is customised according to the disciplines they will face later. The test is mainly related to language skills. So, automatically, if the input is good, the expected output will be easier to produce.” (HoD 1, State).

Similarly, in private ITE, there is limited authority for each department, which is restricted to setting the passing score. However, the selection process is centralized and overseen by the admission committee at the university, employing the same standardized test for every major.

“The recruitment is centralised, all the processes are held in the admission department, and the students have to do the entrance test. They (the admission committee) will ask us for the cutting score every year. As time goes by, we go higher and higher for the passing score. That is one of the ways we maintain the quality, moving up the passing score of the new students.” (HoD 2, Private).

Portfolio recruitment is also an integral part of the selection process in private ITE. However, in private ITE, the HoD considers not only academic scores but also candidates' additional talents in sports or arts, as depicted in the following quote.

“Usually, the committee gives us a list of students with a long list of their achievements, including non-academic achievements such as martial arts or winning any competitions and the report cards. One of the considerations is I chose 1 or 2 candidates for the first category, academically smart ones, three candidates with non-academic achievements and 5 for the third category, the ones who probably okay in terms of academics but had talents other than academic things” (HoD 2, Private).

Both private and state ITE institutions examined in this study are considered reputable universities. Although they have limited control over the admission process, it is still somewhat selective. However, concerns arise regarding the quality of candidates, particularly in lower-accredited ITEs that may have more available spaces than applicants. These institutions may end up accepting all applicants to sustain their operations through tuition fees. Given the high number of ITEs falling into this category (see Research Context Chapter for details), the low-stakes admission process during the recruitment stage is considered a weak point for ITE. Consequently, Deans and HoDs express concerns about the quality of student intake.

6.3.2 Diverse Ability of the Student Intake

The Dean and HoD in state ITE expressed greater concern about the quality of candidates as it significantly impacts the effectiveness of the learning process, unlike the Dean and HoD in private ITE. A loose selection process and varying quality of entrants pose greater challenges for educators in teaching them. Moreover, since English proficiency is not assessed during the admission process, educators face additional difficulties in developing subject content knowledge to students with diverse abilities. Dean 1 expressed deep concern regarding this issue.

“For the candidates of the English department, we can’t check whether this student can read and speak English well, even we cannot check the students’ TOEFL scores. So, the Faculty staff complain as they have difficulties and need higher effort to teach the students. That also happens in mathematics programs. Obviously, that’s one of the challenges we face when getting such input” (Dean 1, State).

Similarly, the HoD in State ITE highlighted that when candidates have strong skills, it allows educators to concentrate more on training pedagogical skills rather than investing extensive effort in teaching basic content knowledge. This perspective is expressed in this quote.

“It is a big homework. Because our discipline is English education, we expect inputs that already have enough solid English skills to reduce the burden of the curriculum in skills courses and focus on pedagogy. Now we are experiencing a fairly heterogeneous class. Some have very good abilities, some are average, and some are still very lacking in English. Today I test practicum teaching students who are practising at school, I still notice that their language skills are sometimes an obstacle.” (HoD 1, State).

The quote exemplifies the challenges faced by practicum students when they lack confidence in their English proficiency, hindering their ability to teach the subject effectively. As stated by Orchard & Winch (2015, p.12), "Excellent subject knowledge is indeed hugely important to good teaching." The HoD expressed concern about the candidates' English proficiency, as it can impact their teaching performance in later stages of ITE. However, the concerns about candidate quality were not mentioned during the interview with the Dean and HoD in private ITE. This could be due to the general understanding that students typically choose private universities as an alternative option, considering the better reputation and lower tuition fees of state universities. Nevertheless, one educator in private ITE raised concerns about candidate motivation. When the educator asked new students why they joined private ITE, many responded that they were not accepted into their desired program at their first-choice university, typically a state university (see educator 5 and 7 in Appendix S). In other words, these candidates would likely not pursue teacher education if they were accepted into their desired programs, such as engineering or medicine, at state universities.

6.4 Deans and HoDs' views on Monitoring and Evaluation Strategies

Monitoring and evaluation (M&E) are crucial in higher education as they provide valuable information to improve program quality, reliability, and give direction for policy and practice (Feur et al., 2013; Nevo, 2011). Evidence from qualitative data confirms the presence of robust M&E systems in both programs, which significantly contribute to the accountability of teacher education. The high-level accreditation of both programs, as indicated by BAN PT (the accreditation board) suggests the successful implementation of private and state ITE strategies, offering insights for evidence-based practices in teacher education. In this section, the Deans and HoDs will explain the monitoring and evaluation strategies employed in their programs. The evidence from interviews in this section will be combined with findings from

other sections to analyse synthesized results and identify common characteristics that enhance the quality of teacher education.

6.4.1 Frequent and Ongoing Monitoring

The interviews with the Deans and HoDs revealed a consistent practice of monitoring performance at the faculty, department, and individual levels to ensure program alignment and progress. The quality assurance bodies in each university shared a common approach regarding performance indicators. The Deans clarified that all educators are bound by performance contracts that they must fulfil.

“Related to governance, we try to be accountable, credible, transparent, fair, and responsible. We currently have a performance contract, approximately in 1 year. Actually, this is common, but the content of that performance contract that we improve.” (Dean 1, State)

“We create a programme based on the mission vision such as the work and what the agenda is like, that’s the best. We’ve got a strategic performance index, that’s where we’re going to aim to work.” (Dean 2, Private)

In addition to the performance index indicator, it is evident that both programs have clear vision and mission statements, which guide the faculty staff in running the program accordingly. Moreover, each department has specific targets, such as the annual number of international publications. Publications have emerged as a significant aspect for both teacher education programs, as they serve as indicators for achieving good accreditation and meeting university standards, as highlighted in the mentioned reference.

“Publication, that is always in my mind. Many forms must be filled out for publications and community service accreditation. The standard is the number of publications or community service we have to achieve for the university as it was set at the beginning of the academic year.” (HoD 2, Private)

The faculty prioritizes the needs of educators and recognizes the significance of continuous professional development. Educators are actively supported and provided with resources to enhance their teaching skills, engage in professional development activities, and pursue publications.

“The professional development of educators’ competence is usually given through workshops conducted by universities or faculty with the initiative of each study program. This is what seems

like a very encouraging change. I think another program, such as academic writing for publication, is normal. It's the demand. If we are not coping with it, we are left behind." (Dean 1, State)

"For the research, we will help educators. We will create a special camp. We invite experienced researchers to one hotel then we ask educators to stay there. From the beginning, we announced that we would make a camp, so the educators have prepared the draft, which will be revised until the draft is submitted. The same support goes the community service and the educational process." (Dean 2, Private)

The faculty staff conducts regular meetings to monitor the program's progress and address any issues that may arise. Moreover, both private and state ITE organize regular public hearings involving staff and students to reflect on the effectiveness of the program, the teaching and learning process, and the quality of student services. In this regard, the HoDs are supportive and easily accessible to students.

"I do open suggestions from students. The students can easily access me to complain or comment about anything. We have several programs like public hearings. The policy is we open this channel as wide as possible for students to provide input to us so that the teaching and learning process can be improved." (HoD 2, Private)

"Usually, we discuss with the student representatives related to their experience of teaching and learning and their expectation, how the department can improve the quality of service." (HoD 1, State)

The faculty staff genuinely valued the feedback received from students, using it as valuable input to revise the curriculum according to their needs. In order to uphold the quality of graduates, the department has implemented various strategies. These include setting targets, establishing timelines, and offering learning support. For instance, students graduating from the English department are expected to attain a minimum TOEFL score of 500 and complete their studies within the designated timeframe. To facilitate this, the department has set clear goals and timelines. Furthermore, when students encounter difficulties in their studies, the department provides support and opportunities for them to improve their performance. The following quotes exemplify these approaches.

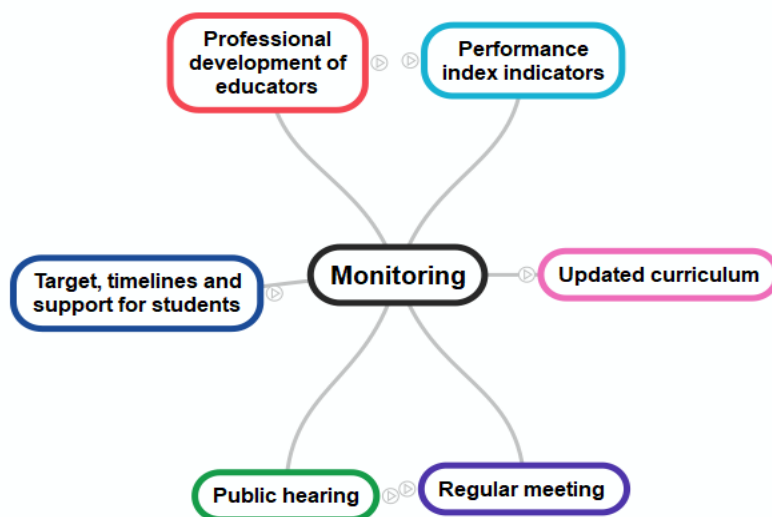
"If the learning target is not achieved, we will discuss with the student related to the obstacles they face. Then, we look for the cause because it's really case by case." (HoD 1, State)

"If a student is going to fail, we help the students achieve. Before the educators submit the final scores, the students will look at their assignment scores and see which subject failed. Then, they could ask for another assignment to improve the score." (HoD 2, Private)

The previous quotations shed light on the consistent monitoring practices employed by both private and state ITE institutions to uphold the program's quality. The monitoring strategies are shown in Figure 6-2.

Figure 6-2

Monitoring Strategies



The effectiveness of these monitoring strategies becomes evident through the achievement of goals and the satisfaction of stakeholders. One notable example is the valuable platform provided by the public hearing, allowing student teachers to express their thoughts and address their concerns. Similarly, the regular meetings conducted by the faculty staff are highly appreciated by student teachers, as they receive timely updates about the program and have an opportunity to resolve the issues as soon as they are raised (see section 5.3.3). This frequent and ongoing monitoring system can be considered a robust strategy. Moreover, positive feedback from other stakeholders, including educators and students, further reinforces its effectiveness. While both programs implemented similar monitoring strategies, there were slight variations in their approach, as exemplified in these quotes.

“It’s not easy to embrace all parties, but so far, it’s successful. One of the indicators is that we managed to organise a moment that looks simple. Still, it is not easy to do, gathering at the same time, the implementation of community service in Kuningan, West Java. I think being able to come out with 16 senior educators who make up the majority that’s quite an achievement. From there, we learn a lot about togetherness, we get to know each other, and at the same time map out the next training as part of community service” (HoD 1, State)

“Educators here are all smart people. Many of them are visionary, so the discussion sometimes becomes interestingly heated. I think you must have strong leadership qualities. When you decide something, you will not decide it out of spark, but you have thought about why you make that kind of decision. Sometimes, you position yourself as a leader that you have to accept my decision, but at the same time, you don't want them to think that you are a dictator, and you listen to what they say.” (HoD 2, Private)

Given the seniority difference between the faculty staff and the HoD at state ITE, the HoD employed a personal approach to effectively communicate the message and foster a sense of togetherness, bridging the significant seniority gap to achieve shared objectives. Conversely, in private ITE, the faculty staff and HoD were at a similar level of seniority and academic position. Therefore, the implementation of monitoring strategies in this context is more direct, straightforward, and based on the principles of collegiality.

6.4.2 Rigorous Evaluation for Reflection and Improvement

Quality control is a prominent priority for the Deans and HoDs in this study, as they ensure the accuracy of strategies and strive to achieve predefined goals. Both programs undertake internal and external evaluations, with internal evaluations being administered by the quality assurance board within each university. Moreover, students contribute their valuable input through feedback surveys, offering insights into the quality of teaching, learning, and service. Similarly, stakeholders' perspectives, including users, are gathered to gain a comprehensive understanding of the quality of graduates and identify areas for potential improvement, as emphasized by the Deans in their remarks.

“We have a survey of the user of satisfaction graduates. The way I see it, maybe not all graduates, but some graduates had already taught before they graduated.” (Dean 1, State)

“Because I often get feedback from users. They said our graduates were good in a way they had good capability and creativity in communicating. Then there are often actual requests such as skills in information technology. And we include that in our curriculum.” (Dean 2, Private)

The national accreditation board in Indonesia, known as BAN-PT, plays a pivotal role in conducting external evaluations (see section 2.4 for the key criteria). Both private and state ITE institutions have received A-level accreditation, signifying their excellent performance as institutions. Furthermore, these institutions also pursue certifications from international boards such as ISO, QS Star, and AUN-QA (ASEAN University Network-Quality Assurance) to

enhance their learning and teaching processes and ensure effective quality management systems, as elaborated in the references.

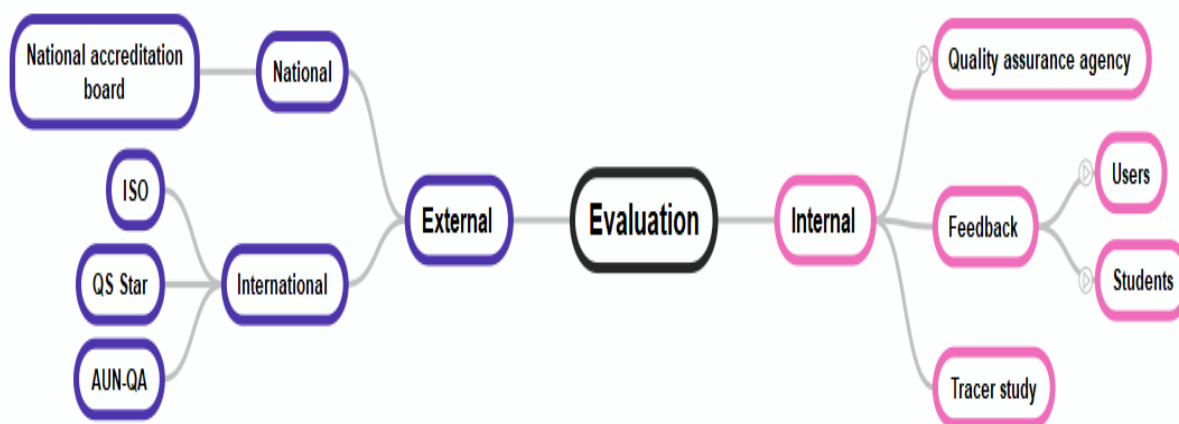
“Nationally, we could say that we're superior because some of our programs and institution are accredited A. It is already passed. Now, the certification is not at the national level but international.” (Dean 1, State)

“We are trying to get ISO certification. National accreditation is going to be common. So, we're looking for another accreditation such as AUN-QA. That is one of the ways to keep our standard.” (HoD 2, Private)

The references suggest that ITE maintains a robust quality control system, which is reflected in the program's periodic, systematic, and thorough internal assessments. This commitment to evaluation and monitoring has contributed to the program's success in meeting national standards and attaining the highest level of accreditation. Further details regarding their evaluation strategies are illustrated in Figure 6-3.

Figure 6-3

Evaluation Strategies



Both programs place significant emphasis on the continuous cycles of reflection and improvement. This is evident through their proactive measures, such as seeking feedback from stakeholders and pursuing international certification. These programs consistently reflect on the demands of stakeholders, incorporating feedback to enhance their achievements and address challenges. By implementing robust monitoring and evaluation strategies, they ensure alignment with their vision, mission, national standards, and seek international

recognition. This approach ensures that their actions are guided by the program's objectives and that they are consistently striving for excellence.

The interviews with faculty staff in both ITE programs reveal key characteristics that contribute to program quality. Educators demonstrate a clear vision and mission through their commitment to good teaching practices and ensuring students receive a high-quality education. They also exhibit adaptability to changes, challenges, and future needs in the teaching profession. These characteristics are reflected in the monitoring and evaluation strategies, where the Deans and HoDs consistently refer to the program's vision and mission, update the curriculum based on input and needs, and conduct regular weekly meetings to track progress and address issues. The programs have strong quality control measures, including internal and external evaluations and adherence to international standards. They actively seek feedback through public hearings and surveys to continuously improve the program. Furthermore, the HoDs in both programs maintain an open-door policy, making it easy for students to approach them with any concerns. These findings provide evidence of the program's characteristics that contribute to the quality of teacher education: clear vision and mission, adaptability, regular monitoring, rigorous quality control, and openness to feedback.

In addition to the previously discussed characteristics, the interviews with faculty staff also highlighted the crucial role of good leadership. Effective leadership is essential for guiding the program and addressing its challenges (Davies et al., 2001). Numerous studies have demonstrated the positive impact of leadership on enhancing employee performance, commitment, and satisfaction, which applies to higher education institutions as well s (Arsenault, 2007; Braun et al., 2009). This notion is evident in the leadership within both private and state ITE programs. For instance, the HoDs in this study displayed a similar approach in preparing for accreditation reviews and sustaining their programs' high level of accreditation. They successfully fostered a sense of belonging and involvement among the educators within

their teams. Moreover, they effectively broke down daunting tasks into manageable and achievable steps, as supported by the references provided.

“I want to change a tradition where accreditation becomes a heavy burden. I am reviewing the criteria then breaking that down. I will make a task force in which all lecturers will be involved and responsible for managing the fulfilment of criteria. I would like to apply the policy with the principle of collegiality, a shared responsibility.” (HoD 1, State)

“We are going to prepare the accreditation little by little a year before. I am just managing them, giving them a little push, and making a deadline that makes sense. Make it feasible so they know they can do it.” (HoD 2, Private)

The feedback from educators in both programs strongly supports the notion that HoDs play a vital role in program quality. The interview findings reveal that HoDs demonstrate competence and accomplishment, as acknowledged by the educators. They actively prioritize quality improvement and provide opportunities for professional development to educators. The HoD in the state ITE program particularly stood out, as all educators expressed positive views about their leadership qualities. They described the HoD as a visionary, attentive, intelligent, and proficient in various areas, as exemplified in the following quote.

“We have a good leader here. He is brilliant in doing things, smart in terms of intelligence, executing things, giving orders, arranging, managing people, and talking with others. He’s very good. So, I’m very proud.” (Educator, State)

Likewise, the majority of educators in the private ITE program expressed positive opinions about their HoD's leadership. While there were some concerns regarding HoD policies related to assigned teaching subjects, teaching assistants, and e-learning that were not effectively promoted, overall, she displayed strong support for the educators. With manageable and feasible expectations, the HoD's leadership approach made it easier for educators to navigate and has proven to be successful. This comment highlights the HoD in the private ITE program as an individual with idealistic and goal-oriented qualities. in private ITE is portrayed as an idealist and goal-oriented.

“Her leadership is very good. What stands out from her is a very clear target, and her expectations were very manageable. In my term, it is ‘optimalist-minimalist’, and it is prepared long beforehand.” (Educator 8, Private)

The interview findings from educators in both ITE programs consistently expressed support and appreciation for the effective management of the program by their HoDs. Educators attributed the program's quality to the positive impact of their HoDs' leadership. Additionally, the findings from the faculty staff interviews further elucidated the program's shared characteristics that contribute to the excellence of teacher education. These findings are visually illustrated by the researcher in Figure 6-4.

Figure 6-4

Characteristics of the Program



In summary, the study identified key characteristics that maintain the quality of the ITE program, including strong leadership that establishes a clear vision and mission, regular monitoring to ensure alignment with these goals, openness to stakeholder feedback for solving the problems and fulfil the expectation of stakeholders and rigorous quality control through responsive monitoring and evaluation for continuous improvement.

6.5 Summary of Findings

The views of Deans, HoDs and educators are valuable to improve the quality of ITE since they have authorities in developing the program and ensuring compliance with standards and expectations of stakeholders. Their insights can enhance the overall experience for student teachers. This chapter explores educators' perspectives on the concept of good teaching, teacher preparation, and the views of Deans and HoDs on ITE program admission, monitoring, and evaluation. Educators perceive good teaching as interesting and inspiring, with the success of lessons measured by student engagement and impact on their thinking and teaching performance. They stress the need to connect theory with practice, become role models, cultivate 21st-century learning skills and a growth mindset for future challenges. Deans and HoDs express concerns about the ITE admission process, limited by their authority to select candidates. This limitation raises concerns about the quality of entrants, given the lack of English proficiency and motivation among many candidates. Educators also highlight challenges in teaching students with varying English levels and lack of motivation. The interviews with Deans HoDs revealed a consensus on the key characteristics of high-quality ITE programs, aligning with existing literature and indicators of strong ITE programs. Interviews with faculty members also reveal additional perspectives on ITE quality, such as the influence of government policies and the evolving role of ITE in teacher preparation. These perspectives, not previously mentioned in the conceptual framework, will be further discussed in the Contextual Factors section of the Discussion Chapter. The next chapter will present ITE graduates' views on their competencies, principals' satisfaction with their performance, challenges faced in their teaching roles, and expectations as potential employers. Their insights will help identify any gaps in the teacher education program.

Chapter 7 Findings from Teacher Graduates and Principals

“Ultimately, the best teachers are the ones who are the best for their students. First, they must know about the students’ characteristics through their research so that they know about the potential possessed by each of these learners and relate them to the teaching style and methods for the students” (Principal 2, JuniorHS)

The previous chapter's findings, which focused on RQ 2 and 3, have provided valuable insights into the factors influencing the quality of ITE program from the faculty staff. ITE quality is of utmost importance as it directly affects the graduates' quality and their employment prospects. In this chapter, this impact will be further explored by considering the perspectives of teacher education graduates from both private and state institutions, as well as the viewpoints of principals as their employers, thereby addressing RQ 4 and 5. Graduates, who have experience in both teacher education and the teaching profession, are important stakeholders whose insights can help identify inadequacies in teacher preparation and determine the requirements of the teaching profession. Additionally, the perspectives of principals, who are currently employing these graduates and will be the future employers of student teachers, are crucial in ensuring that teacher education aligns with the profession's expectations. This chapter will present the interview findings related to the following research questions:

Research Question 4: What are teacher graduates' perceptions regarding a) their teacher competencies and b) challenges in teaching? Are there any differences in participants' views between private and state universities?

Research Question 5: What are principals' perceptions regarding a) their professional satisfaction with teacher graduates and b) teacher preparedness? Are there any differences in participants' views between private and state universities?

Chapter seven serves as the last of the three findings chapters. The sections are organised based on the research question in which the aspects are closely linked. The first section

presents the findings regarding how teacher graduates perceive their competencies (RQ 4a), which then leads to an exploration of the specific challenges they encounter in the teaching profession (RQ 4b). Subsequently, the following section examines principals' levels of professional satisfaction with the competencies of these graduates (RQ 5a), continued with their perspectives regarding the preparedness of teachers (RQ 5b). In each section, the findings from both private and state institutions are compared. Finally, a comprehensive summary of all the findings and key insights will be provided at the end of each section.

7.1 The Context for the Participants

All the participants in this study, including graduates and principals, are from private schools. Graduates often take about two years or more to secure permanent positions due to schools' preference for experienced teachers. During this waiting period, graduates may gain experience by taking up entry-level positions such as teacher assistants or tutors, or they may explore other job opportunities. It is important to note that private schools differ in their characteristics compared to state schools. State secondary schools are considered more prestigious and competitive because typically they have better quality and free tuition fee. Private secondary schools are often chosen as an alternative. As profit-oriented institutions, private schools rely on students' tuition fees as their main source of revenue. The distinct contexts of private schools may have implications for the findings of this study, as the characteristics of students in private and state schools vary, potentially influencing the challenges faced by teachers.

Teacher recruitment processes in state schools differ due to centralization by the government through civil servant recruitment. The status of private schools also influences teacher criteria. While not all private schools are prestigious or of higher quality, more prestigious private schools generally have higher tuition fees and higher expectations for teacher quality. The recruitment tend to be more competitive in these schools as they may offer better pay and seek the best ITE graduates. However, higher pay comes with certain consequences.

Teachers in prestigious private schools typically face greater demands from the school and parents, as well as more challenging students, especially those from affluent backgrounds who may have different levels of motivation. Based on this, it can be inferred that the graduates teaching at Junior and Senior High schools in this study exhibit good quality, as these schools have high reputations and rigorous teacher recruitment processes. On the other hand, the private elementary schools in this study are in the middle range, and English is not a mandatory subject. Since the sample includes schools with diverse communities and student populations, the findings may not directly reflect the quality of graduates teaching in elementary schools.

In this chapter, the participant codes for graduates and principals are interlinked. For example, principle 1 corresponds to the employer of graduate 1. The graduate ID indicates both the university type (private or state) and the school level they teach (Elementary, JuniorHS, and SeniorHS). However, the principal ID only refers to the workplace. To provide additional context, Table 7-1 presents the background information of the participants.

Table 7-1*Workplace Background of Participants*

No	Graduate ID	University	Employer ID	Workplace	Information
1	Graduate 1	State	Principal 1	Elementary school	Elementary School
2	Graduate 2	State	Principal 2	Junior high school	1 st Grade – 6 th Grade 7 – 12 years old
3	Graduate 3	State	Principal 3	Senior high school	
4	Graduate 4	State	Principal 4	Senior high school	Junior High School 7 th Grade – 9 th Grade 13 – 15 years old
5	Graduate 5	Private	Principal 5	Elementary school	
6	Graduate 6	Private	Principal 6	Elementary school	Senior High School 10 th Grade -12 th Grade 16 – 18 years old
7	Graduate 7	Private	Principal 7	Senior high school	
8	Graduate 8	Private	Principal 8	Elementary school	

English teachers in secondary schools typically graduate from the English teacher education program, while elementary class teachers may also graduate from the Primary teacher

education program. Conducting interviews with ITE graduates from different schooling phases could impact the findings, as each school level presents unique challenges. Consequently, their comments may not apply universally to all levels, although some inferences can be drawn across the findings, particularly considering the different contexts of state and private schools. For instance, high reputable private schools often position themselves as bilingual or international schools, emphasizing quality education and attracting parents seeking English language proficiency opportunities.

7.2 Teacher Graduates' Views on Their Competencies

The Indonesian government, in accordance with Teacher Law 14/2005, has established teacher standard competencies encompassing professional, pedagogical, social, and personal aspects (refer to section 2.2.1 for definitions). These competencies are widely recognized in Indonesian society and education and are mandatory for teacher certification (World Bank, 2020). The ITE program is designed to cultivate and develop these competencies as outlined in the Indonesian Qualification Framework for HEIs (see section 2.3.2). Thus, this study aims to explore how ITE graduates perceive their competencies upon completing the program and entering the teaching profession. The findings regarding teacher competencies as the ITE outcome will contribute to understanding the program's quality. The perspectives of teacher graduates varied concerning their professional, pedagogical, social, and personal competencies. While most felt confident in their personal and social competencies, they expressed a need for improvement in their pedagogical competence.

7.2.1 *Feeling Competent in Personal and Social Competence*

When asked about their personal and social competence, all eight graduates from both programs expressed confidence. They unanimously mentioned having no issues with their personal competence, as evidenced by the following quote.

“Personal competence is still the same, reflecting. I still feel highly competent, but I continue reflecting on myself and comparing myself with other senior teachers. Many teachers here are also the source of my motivation” (Graduate 2, State, JuniorHS)

Similarly, the majority of graduates displayed confidence in their social competency and highlighted positive relationships with colleagues, parents, and students. One graduate, for instance, noted that over time, their social competence improved as they became more comfortable engaging in conversations with parents and effectively managing conflicts. This comment exemplifies their growth in social competence.

“I feel better at dealing with students and parents. Because it takes ‘flying hours’, it needs experience and keeps sharpening. The problems with students and parents are growing, and I feel trained to deal with those problems” (Graduate 5, Private, Elementary)

Another graduate echoed a similar sentiment, expressing that his personality and prior experience interacting with individuals within the campus organization had provided him with skills to engage with students and individuals in his role as a teacher.

“Maybe, because of my background in the organisation when I was at university, my best skill is social interaction. I like talking and having a conversation with students” (Graduate 4, State, SeniorHS)

The interview responses from graduates from both ITE showed a consistent pattern. There were no differences between the two groups, as both expressed high confidence in their personal and social competencies.

7.2.2 Feeling Reasonably Competent in Professional Competence

Professional competence in this context refers to the graduates’ mastery of the subject content knowledge they teach and their English proficiency. The teacher graduates expressed varied responses regarding their professional competencies. Overall, they showed a mix of feeling regarding their competency, indicating feeling confident and inadequacy in different aspects. Two graduates from state ITE explicitly highlighted their highest and lowest levels of English proficiency. As an illustration, Graduate 2 demonstrated strong English-speaking skills, often receiving compliments from her colleagues, and even being requested to perform as Master of Ceremony in international events due to her fluency. However, she acknowledged the need for improvement in her English writing skills.

“Many people told me that I am good at speaking. I think I’m very proud of my English-speaking skill...But I think I am not really good at writing. It takes time for me to compile my ideas in writing and needs many factors such as coherence or structures” (Graduate 2, State, JuniorHS)

Graduate 4 shared a similar response, but unlike graduate 2, who did not feel confident in writing in English, graduate 4 identified writing as his strength. His exceptional writing abilities led to numerous writing assignments, including the role of school magazine editor. However, he acknowledged his weakness in English listening skills.

“The most competent skill for me is writing. Currently, I am writing a blog, an article or something. Then in the school magazine, I am involved as editor. I was also responsible for managing the school news portal, which relates to writing.... Because I realised that my listening is not really strong, I needed to work hard for that. So, I kept listening, woke up earlier, and listened to the radio. It is all about broadcasting the news in English, something like that...”
(Graduate 3, State, SeniorHS)

Likewise, graduates from private ITE felt reasonably confident in their mastery of subject content knowledge. However, even though graduates in state ITE identified shortcomings in specific English skills, they did not mention administrative challenges. Conversely, all graduates from private ITE raised concerns about administrative duties. They felt inadequate in tasks such as creating lesson plans or preparing report cards. They expressed a strong dislike for administrative duties, considering them as hindrances to their focus on teaching performance.

“I cannot say 100% because one of the requirements of being a teacher is not that easy. The administrative thing, in my opinion, does not make any sense to me. So, if I teach this one, you have to use this, and the word you have to state on your lesson plan is this one and this one....”
(Graduate 7, Private, SeniorHS)

The quote highlights the graduate's perception of teaching duties burdened by the requirement to create rigid lesson plans following Ministry of Education guidelines. The graduate found this task time-consuming and complex. In Indonesia, teachers are expected to fulfil various administrative responsibilities, including lesson planning, preparing teaching aids, conducting assessments, creating report cards, and communicating with parents. It is also common for primary teachers to be contacted from parents outside of working hours regarding school homework. Email communication between schools and parents is rare, with WhatsApp being

the preferred platform. The administrative workload often contributes to teachers' dissatisfaction with their job, despite their passion for teaching.

"I'm happy to be a teacher, but I don't like administration. It's very complicated. For example, I teach 18 classes from 6 levels, and each batch has 3 parallel classes. Just imagine making lesson plans for that many classes, 18 classes, from grade 1 to grade 6. Teaching time is already a lot, 30 hours of lessons, if you still must make such administration, it's like there's no time. After the final exam, make a grade too. Oh my God, this is too much work of the teacher" (Graduate 8, Private, Elementary)

More importantly, the graduates in private ITE acknowledged that their program had not adequately equipped them with the necessary skills and knowledge for school administration.

This is exemplified by the perspective of one graduate.

"ITE should be more aware of what is needed, what the outcome is, and what kind of preparation to become a teacher. When people want to go to war, they need weapons. Sometimes what is exemplified on campus is different from schools. But at least we should know the examples from the Ministry of Education. It is true that each lesson plan is different. But we should have the reference, should be there, should be equipped, there is none..." (Graduate 7, Private, Elementary)

The quote highlights the insufficient preparation of private ITE in administration skills. This finding helps shed light on the underlying issue. For instance, teaching methods courses often prioritize presentations rather than hands-on experience, hindering adequate preparation for actual teaching (see section 5.2.2). However, caution must be exercised in interpreting these results. While the quotes clearly indicate shortcomings in private ITE programs, they may not directly reflect the current program's quality. The teacher graduates studied in different periods, potentially under different educators assigned to different subjects in various semesters (see section 8.2.2).

At the time of the interview in early 2020, a new regulation was introduced by the new minister of education, Nadiem Makarim, to simplify the lesson planning, reducing the administrative burden so teachers have more time focusing on their teaching performance. Assuming that the policy is effectively implemented, this issue may no longer be regarded as a significant challenge. However, teachers may still be required to create lesson plans for teaching, specifically during school inspection and observations.

In addition to the administrative load, a graduate teaching at a private senior high school raised concerns about the difficulties faced in creating assessments that promote higher-order thinking skills. The quote illustrates how his teaching experience highlighted the importance of designing assessments with a range of difficulty levels, specifically targeting higher-order thinking skills. However, he expressed a lack of opportunities to practice this approach during his time in ITE.

“When I first taught, the challenge was in making the questions. Because I’m not used to making questions, it was taught at ITE, but it is also just a glimpse, and then it’s done. I don’t know how to make questions with HOTS, High Order Thinking Skills. I made questions with low order thinking; no wonder students’ scores are high. But, as time goes by, with more experience, I understand more about how to make questions. So, just learning by teaching” (Graduate 3, state, Senior HS)

The quotes indicate that none of the teachers who graduated from ITE felt completely proficient in their professional competence. While they acknowledged their level of competence to some extent, they were also aware of areas for improvement within their professional skills. As a result, it can be inferred that teacher graduates from both ITE programs generally considered themselves reasonably competent in terms of their professional skills.

7.2.3 Feeling Less Competent in Pedagogical Competence

The teacher graduates from both ITE programs highlighted various challenges related to their pedagogy competencies. They acknowledged that each school level presents its own set of difficulties. For example, one graduate who teaches first graders at an elementary school explained the challenge of managing the class and ensuring their readiness for learning, considering the limited attention span of young learners.

“I have difficulty managing my class. Maybe because many children here are ‘unique’. Well, children can’t sit still. I still think about how to get them already to study. Especially in the lower class, they still run here and there and play, just like that...” (Graduate 5, Private, Elementary)

Likewise, English teacher graduates who taught senior high school students encountered their own set of challenges. Given the prevalence of advanced technology, teenagers are often exposed to English through various media sources. Consequently, traditional teaching

methods may no longer be effective or engaging for them. English teachers face the difficulty of capturing students' interest in the lesson. To overcome this challenge, teachers must employ creative and innovative approaches to make the subject matter more appealing, as illustrated by this particular teacher graduate.

“I don't know why but I just feel I always need to develop my methods. Sometimes, I need to deal with students with specific behaviours, and many students need attention. So, I need models and methods, maybe the best way to handle that, but I can't always find that”.
(Graduate 4, State, SeniorHS)

This quote highlights the graduate's frustration in dealing with a class of students who showed unexpected behaviour, making it challenging for teachers to achieve their objectives. Specifically, the graduate mentioned the difficulty in managing students who lacked motivation to study. It is worth noting that this graduate teaches at prestigious private schools, where students primarily come from affluent backgrounds. Overall, graduates from both ITE expressed a lack of confidence in their pedagogical competence. Consistently, they identified classroom management and teaching methods as the primary challenges they faced in the classroom. Further elaboration on these specific challenges will be provided in the subsequent section.

7.3 Teacher Graduates' Views on Teacher Challenges

In this study, every graduate identified classroom management and teaching methods as the main challenges they face. It is expected that ITE would provide a solid foundation and a sufficient level of pedagogical skills for new teachers to address these challenges in their classrooms. However, it's important to note that there is no “one size fits all formula” formula that applies to every class or guarantees the selection of an appropriate teaching technique. Each class and individual is unique, the nature of learners can be learned but it is impossible to predict the class scenario with absolute precision. Existing literature and previous research on early career teachers and pedagogical skills suggest that teachers develop their classroom teaching skills gradually over the years (Ünal & Ünal, 2012). This development is driven by reflective practices (Schon, 1992). The diversity among learners, influenced by factors such

as socio-economic background and individual personalities, often make most graduates difficult in managing their classes and choosing suitable teaching methods.

7.3.1 Classroom Management

Teacher graduates from various levels, including elementary schools, junior high schools, and senior high schools, have consistently highlighted the challenges they face in managing their classes. This finding aligns with similar findings in research on newly qualified teachers in Indonesia and other contexts (Abdullah, 2017; Shank & Santiago, 2022) (Abdullah, 2017; Shank & Santiago, 2022). At the elementary school level, graduates have identified several issues that hinder effective classroom management, such as large class sizes, disruptive behaviour, short attention spans of children, and students wandering or leaving the classroom. For instance, graduate 6 had difficulties in maintaining control over the class. Despite initially preparing the class for studying, various disruptions occurred, requiring additional time to redirect the students' attention.

“I am really struggling, especially in the last session of the day, maybe because the class is hot, they are hungry, some are noisy. I need at least 15 minutes to set the condition before teaching. Even when teaching, I cannot always teach based on the plan. Things happened, one student looked for his missing shoe, one student spilt water, and many ‘ads’” (Graduate 6, Private, Elementary)

The mentioned "ads" in the quote indicate occurrences that were beyond the teachers' control within the classroom. In such situations, it becomes crucial for the teacher to remain calm and regain control of the class to guide them back to their studies. This kind of scenario is unavoidable at times, and the specific challenges may vary from day to day. Similarly, graduate 2, who teaches at a junior high school, encountered similar challenges and has yet to identify effective strategies for managing students in certain situations.

“I have not been able to control the students sometimes. They cannot stay in class. I still cannot manage who wants to be active in class, who wants to talk constantly or who wants to be quiet. I still cannot identify which time suits the children to work in groups or individually. I am still confused.” (Graduate 2, State, JuniorHS)

Similarly, the teacher graduate from a private ITE program also faced challenges regarding students' motivation to study. In many private schools, strict disciplinary measures may not be consistently enforced, leading to some students lacking interest in the lessons. Graduate 7 specifically highlighted the difficulties in managing students who demonstrated a lack of willingness to learn.

"Managing the students who do not have any willingness to learn is difficult. Some students seem very lazy in learning. They just follow what the other students do and did not do it in a maximum way." (Graduate 7, Private, SeniorHS)

This quote highlights that having subject content knowledge as a teacher does not automatically guarantee student learning. It is equally important for teachers to understand student characteristics, including how to address the needs of unmotivated students. Effective classroom management is built upon strong student-teacher relationships (Marzano & Marzano, 2003; Pianta et al., 1995). In line with this issue, earlier in the chapter, ITE educators emphasized the significance of teachers possessing fundamental skills in understanding student characteristics (refer to findings in section 6.2.2).

The data sheds light on how graduates quickly learn "on the job" and adapt to the challenges they face. Their discussions about these challenges revealed a mixture of confusion, frustration, and acceptance that such difficulties are part of the teaching profession. Educators may have reminded student teachers about these issues during their ITE program, but it is only when they are in the actual classroom, interacting with students, that the complexities of student characteristics become evident. Student characteristics can vary across various levels, such as between children and teenagers, between state and private school students, and even from one class to another. These individual differences often pose challenges for new teachers as they navigate different scenarios and settings. The findings emphasize the importance of understanding student characteristics as a crucial element in managing the classroom, making it an essential component of ITE programs. Graduates who possess this understanding are likely to have better classroom management and performance, which

reflects the quality of their ITE training. Moreover, understanding student characteristics also helps graduates in tackling another challenge, that is selecting appropriate teaching methods.

7.3.2 Teaching Method

The interview responses consistently indicate that teacher graduates encountered challenges in selecting the most appropriate teaching methods for their students. They emphasized the need to be flexible and prepared with a variety of teaching methods, considering the diverse needs and situations of learners in the classroom, which may require them to adapt and change their strategies. While teachers may have well-prepared lesson plans, it became evident that a single method does not always yield the desired results. For instance, one teacher graduate shared her difficulty in choosing the most effective teaching method for young children, despite believing that she had initially selected the appropriate approach. This experience highlights the complexities involved in determining the best instructional techniques even when thoughtfully considered.

“Actually, in ITE, we are already taught that children like to use the media, are not supposed to write continuously, or are supposed to be taught like that. But in the implementation, the character of the children is different. Even though I’ve used songs and movements, I still can’t hold them all.” (Graduate 8, Private, Elementary)

The quote acknowledges that ITE equips future teachers with knowledge about teaching methods. However, this knowledge alone cannot solve all classroom problems. Teachers must critically analyse and evaluate how to apply this knowledge in their unique classroom contexts. Different student characteristics and contexts require teachers to choose appropriate teaching methods. What seems a suitable method theoretically might not always be appropriate for certain students. Therefore, it is important for teachers to go beyond being practitioners. Teachers also need to be intellectuals as they can justify their approach in their context, incorporating research-based evidence and theoretical frameworks into their instructional approach. Thus, understanding student characteristics is essential not only for effective classroom management but also for selecting appropriate teaching methods. Educators have emphasized the importance of connecting theory into practice and

understanding student characteristics to address the challenges associated with teaching (refer to section 6.2.2).

However, applying theory to practice without reflective thinking can be problematic. Insufficient opportunities for this in ITE programs can lead to a mechanistic view of teaching. For instance, teaching theories solely through lectures as a means of teacher preparation, without providing opportunities for exposure to real-world contexts, can cause confusion among teachers. Another instance highlighting this issue is a case of a teacher graduate who faced challenges in selecting an appropriate teaching method while teaching in a junior high school setting.

“I am sometimes still confused about which strategies are fit to apply in this class. I am still wondering what method I want to use today, how to deliver it. It is still really tricky.” (Graduate 2, State, JuniorHS)

This quote highlights the struggles teachers face when it comes to selecting the most effective teaching methods. The teacher acknowledges that there is no “silver bullet” approach, and finding the right method often involves trial and error and gaining experience over time. Additionally, a graduate teacher working at a senior high school emphasizes the importance of continuously seeking out creative teaching methods to actively engage students in the learning process.

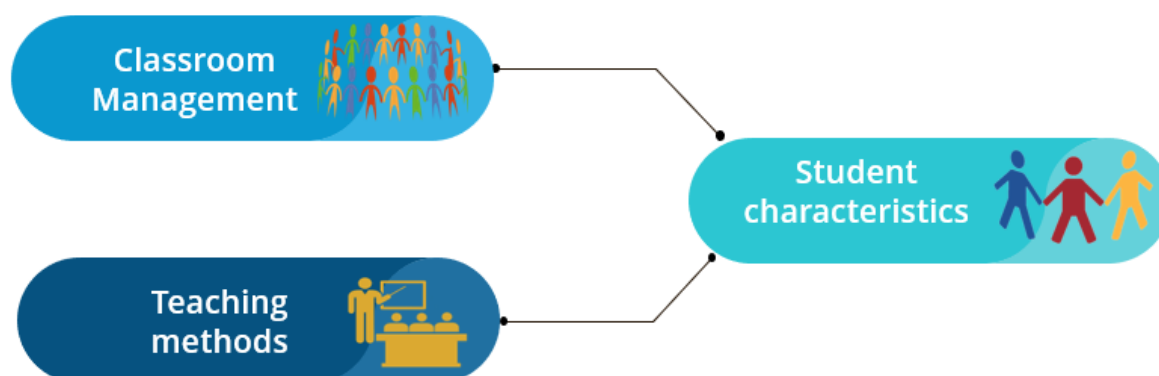
“The most challenging way is to give creative teaching, so students do not get bored in the class. Finding the best way to teach a particular student is the most difficult for me. I always prepare to improvise in the class, maybe even at the same level, but I need a different method in the different classes.” (Graduate 4, State, SeniorHS)

The quote indicates another challenge in selecting teaching methods: teachers must be ready with alternative plans or improvisation in case a particular method does not yield the desired results in a specific class. As teachers encounter unforeseen difficulties, it becomes necessary for them to explore and have multiple ideas for effectively delivering lessons. The capacity to address various issues demonstrates the preparedness of graduates for a profession that demands ongoing professional reflection and continuous learning, highlighting the importance to embrace growth mindset as suggested by the educator (see section 6.22).

The responses highlight the importance of understanding students' individual characteristics as crucial factors in addressing challenges related to classroom management and teaching methods. In ITE, educators emphasize the significance of adapting teaching approaches based on general characteristics such as age and class size. However, in real-world classroom settings, teachers also need to recognize and differentiate among students on an individual level. This necessitates the use of differentiated tasks and assessments that cater to a range of abilities within the class. By gaining a better understanding of students' characteristics, teacher graduates can identify appropriate strategies for managing the class and selecting suitable teaching methods. These interconnected aspects are depicted in Figure 7-1.

Figure 7-1

Understanding Student Characteristics to Deal with Teacher Challenges.



In general, there are no significant disparities in the perception of competencies and challenges among teacher graduates from private and state ITE programs. Both groups expressed the highest level of confidence in personal and social competencies. However, they felt less assured in their pedagogical competency, considering classroom management and teaching methods as the most challenging task. On the other hand, professional competence was regarded as reasonably strong. Pedagogical competency is closely intertwined with the quality of ITE programs, as it represents a fundamental issue in teacher development (Kansanen, 1991). The lack of opportunities to practice teaching during ITE might contribute to the difficulties encountered by graduates in this area as suggested by student-teacher

findings (see section 5.3.1). Figure 7-2 provides a summary of how graduates generally perceive their competencies, aligning them with the challenges they face as teachers.

Figure 7-2

Graduates' View on Their Competencies and Challenges as a Teacher



7.4 The Principals' Professional Satisfaction Towards Graduates

The responses show that principals' professional satisfaction with teacher graduates can be categorized into three groups: satisfied, partly satisfied, and less satisfied. The distribution of graduates among these categories varies. Out of the eight graduates assessed, principals expressed satisfaction with three of them (Graduates 2, 7, and 6), partial satisfaction with three of them (3, 4, and 8), and felt less satisfied with two of them (1 and 5). These responses reveal consistent patterns and specific indicators of what leads principals to feel satisfied, partly satisfied, or less satisfied with the performance of teacher graduates. The findings provide insights into the significance principals place on different types of competencies, as evidenced by their satisfaction ratings and the accompanying reasons provided.

7.4.1 Professional Competency and Creativity

The responses indicate that principals appreciate teacher graduates who possess specific characteristics such as proficient English skills and creativity, including unique talents. This category includes three graduates, one from state ITE (Graduate 2) and two from private ITE (Graduates 7 and 6). All three graduates demonstrate excellent English skills and creativity. For example, Principal 2 praised Graduate 2 from state ITE for becoming a beloved teacher and a role model in the comparative study of learning models. The way Graduate 2 displayed creativity in her teaching approach is demonstrated in this quote.

“When I had class supervision, compared to the other teachers, she’s among the best. She becomes one of the samples when there is a visit for a comparative study about learning models. She is part of teachers who are being idolised as well, and I noticed it that way.... She has another ability, becoming a master of ceremony. It turns out that since she was on campus, she has been a favourite MC. She has become our mainstay MC for English-speaking events. Even the other English teachers say that she is good. And she is an International MC.” (Principal 2, Junior HS)

The quote vividly expressed the principal's sense of pride with the teacher graduate's teaching abilities and notable talent. In the case of private ITE, Principal 8 expressed great satisfaction with Graduate 8, who effectively coached students for various competitions, resulting in successful wins. These accomplishments led the principal to speak highly of her achievements.

“Her English competence is good, and children also favour how she teaches. They become comfortable following the English lessons. Her creativity⁷ is also good, and she is not only using textbooks. She sometimes approaches a child and asks what is not understood or what's not clear yet. I observe her like that...Last time she was able to pass the students to the Olympic competition at the National level for the third graders. Then, in the speech context, the student won 2nd place and a silver prize at the National level. It's all under her guidance. She trained them as well.” (Principal 8, Elementary)

Similarly, Principal 7 expressed satisfaction with Graduate 7, who displayed proficiency in teaching English and showcased a range of talents. The principal described Graduate 7's significant contributions to various creative activities within the school, including drama, performances, and more. These principals appear to value the graduates' impact on the

⁷ The word creativity often appears in the principals' comments towards graduates' competencies, indicating that this skill is highly valued by the principals.

school beyond their classroom teaching, particularly in terms of their involvement in extracurricular activities. This highlights the added value of unique talents possessed by the graduates. Specific examples of these talents were mentioned in this comment.

“He is one of our best English teachers. His classroom management is also quite good. I used to supervise him. In class, he knows how to handle the students. Students’ character is very diverse, so the activity given is also not monotonous. It is quite creative. The methods used varied, such as presentation, game, and role play. It is good...His student engagement is good. He also becomes the instructor for martial arts as many students have talent and interest in that extra-curricular. Besides that, it happens that he is fluent in Arabic too. So, he is very multi-talented.” (Principal 7, SeniorHS)

The quote highlights that principals were highly impressed by the graduates' extensive subject content knowledge. Additionally, it demonstrates how Graduate 7 adeptly customized his teaching methods to suit the unique characteristics of his students, resulting in increased engagement with the lessons. The ability to understand student characteristics is considered crucial by principals, who view it as a significant indicator of an exceptional teacher.

“Ultimately, the best teachers are the ones who are the best for their students. First, they must know about the students’ characteristics through their own research so that they know about the potential possessed by each of these learners and relate them to teaching style and methods for the students...” (Principal 2, JuniorHS)

In addition to teaching performance, principals highly prioritize the creativity and unique talents of graduates due to the positive impact it can have on their teaching abilities and overall contributions to the school.

7.4.2 Personal and Social Competencies

Among the principals who expressed partial satisfaction with the professional performance of graduates, there was a common pattern of positive comments regarding their English competencies and negative remarks concerning their personal and social competencies. This category includes three graduates: Graduates 3 and 4, who teach at senior high schools from state ITE, and Graduate 8, who teaches at an elementary school from private ITE. In this group, principals generally appreciated the graduates' proficiency in teaching English. However, they also highlighted specific shortcomings. For instance, Principal 3 acknowledged

satisfaction with the English teaching performance of Graduate 3 but expressed dissatisfaction with his occasional lateness and difficulties in managing school events.

“I see him teaching professionally. He has initiative and great creativity. For example, he made a programme for the children to make a novel at the end of the semester. Then he is among the one who is superior in the use of technology. He is already digital, no longer paper-based.... However, as a person, I think he still needs to manage his time and tasks. Sometimes he still comes late. Another example is when he is assigned to organise an event; sometimes, some things are still forgotten.” (Principal 3, Elementary)

Likewise, Principal 4 expressed satisfaction with the English teaching abilities of Graduate 4. At this particular school, English teachers were required to consistently communicate in English. Additionally, Graduate 4 demonstrated skills in organizing events. However, there was a complaint raised by students regarding his emotional management. Graduate 4 occasionally struggled to regulate his emotions. An instance was highlighted where he engaged in a heated argument with a student who challenged him as a new teacher.

“He is good at teaching the subject. For the pedagogy, he will learn as time goes by. What is good about him is that he wants to learn, even for skills besides teaching. Once he was in charge on one occasion, he could manage it.....He used to have a heated argument with a student because he was new. He is still learning to manage the class and students.” (Principal 4, SeniorHS)

Similarly, Principal 6 expressed satisfaction with the English performance of Graduate 6. However, she relied too much on conventional teaching methods and appeared to be strict with students, which the principal disapproved of. It is worth noting that English is an additional subject in elementary school and not part of the national exam. The principal expected a more enjoyable and interactive approach to English learning that would alleviate students' fear of the subject. In contrast, the principal felt that Graduate 8 prioritized achieving objectives rather than emphasizing student motivation and interest in English. Her approach suggested a lack of understanding of children's characteristics, as indicated in this quote.

“Her English, pedagogy, and class management are good, but I have not seen the innovation and creativity, the real action. It is still conventional. English used to be feared, so I want the children to like English, probably for the first graders to learn songs, so the words are easy to remember. I told her not to have too many objectives, it is good that she is firm, but maybe it is needed for higher-level students. It is different for the first and the second graders.” (Principal 6, Elementary)

Similar to the previous section, the principals frequently mentioned the importance of creativity in their comments about ITE graduates. This was evident in discussions about classroom teaching strategies and the design and implementation of extracurricular activities. These references suggest that principals place a high value on teachers' creativity, as exemplified by Principal 7 in the following comment.

"I think creativity is making a person learn. It is urgently needed because now the students have a lot of English exposure. If we only use the conventional method, they might say, "Yes, I already know ". Students expect something more, something new. So, creativity is very important. One of the points I observe for the new teacher is how the teacher can deliver the lessons with various methods." (Principal 7, SeniorHS)

7.4.3 Pedagogical Competence and Communication Skills

The principals' responses reveal a consistent pattern: they are less satisfied with teachers who lack proficiency in English and receive complaints from parents regarding their teaching methods and lack of communication. However, principals tend to be more lenient with these issues for new teachers. This category includes two elementary school teachers: Graduate 1 from state ITE and Graduate 5 from private ITE. In a previous section, Principal 6 considered Graduate 6 to be goal-oriented but expressed the expectation for a more process-oriented approach to enhance students' enjoyment of English learning. Principal 5 shared a similar perspective, stating that Graduate 5 focused on achieving objectives by assigning excessive homework tasks to elementary students. Both principals disagreed with this approach, as it might not be suitable for young learners, particularly in rural areas where parents have limited exposure to English and are unable to assist their children with such tasks. One principal stressed the importance of understanding the learners instead of expecting them to strictly adhere to the teachers' schedule to achieve learning targets, as mentioned in the reference.

"I cannot imagine if the teachers, no matter how smart they are, do not pay attention to students. Passion is important. But don't expect students to understand us, but first, students are understood by us. That way, they can get the best learning process." (Principal 2, JuniorHS)

The quote suggests that principals may have varying expectations and levels of satisfaction for teachers at the elementary and secondary levels, which can impact how students are

treated. In addition to the pedagogical approach concern, Graduate 5 also faced complaints from parents regarding teaching English concepts inaccurately, as illustrated in this quote.

“Not everyone is ready to teach young students. We were surprised because she made many rules, at the next meeting, students must be able to do this and that. Maybe she thought children would understand right away once we taught them. Still, our focus is on the process, especially since English is only given once a week as an additional lesson. The other concern is the teaching material; I was informed that parents complained about why she taught ‘telling the time’ that way. In other words, it is wrong. I told the class teacher to talk to her. But we tolerated it as she was a new teacher and wanted to learn.” (Principal 5, Elementary)

The comment highlights the principals' concern about the pedagogical approach used for young learners and underscores the significance of graduates understanding student characteristics and contextual factors to employ appropriate teaching methods. Additionally, the comment reveals that although Principal 5 expressed disappointment, she tolerated the mistakes made by the new teacher, recognizing the opportunity for growth and improvement in the future. The following comment further emphasizes the principals' willingness to compromise and acknowledge that new teachers will continue learning as they gain experience.

“For me, the new teachers, whatever their faults in teaching, I tried to tolerate because they are not experienced yet. No need to blame as long as they want to improve. It is our job to guide them, tell them the right way or what they should be.” (Principal 5, Elementary)

The quote emphasizes that being a good teacher does not require perfection but rather the ability to learn from mistakes and strive for improvement. A similar situation occurred with Principal 1, who expressed dissatisfaction with the English skills and performance of Graduate 1 as a teacher. Additionally, Graduate 1 received a complaint from parents who felt that she prioritized extracurricular activities over the academic learning of her students. This sentiment is captured in the following comment:

“We discussed with the board that she needs to be much improved for her level of English. We see her more focused on her scouting activities, camping, she is more excited, and she really shows that she’s ‘alive’ there, but for teaching, she is still at the level that so so.... There used to be complaints from parents of students several times. It has to do with her being more focused on scouting activities than academics and students.” (Principal 1, Elementary)

Principal 1 clarified that due to Graduate 1's English skills falling below expectations, she was assigned as a class teacher instead of an English subject teacher. However, this arrangement

still provides an opportunity for Graduate 1 to enhance her English proficiency by teaching the subject. Principal 1 further expressed the expectation for Graduate 1 to prioritize her class students and teaching.

Overall, principals expressed overall satisfaction with graduates' English subject content knowledge, with six out of eight receiving positive feedback. However, when assessing the graduates' overall performance as teachers, the principals were completely satisfied with only three of them. In this study, principals with graduates from private ITE showed slightly higher satisfaction, as two out of four received excellent feedback compared to one out of four graduates from state ITE. The professional satisfaction of principals sheds light on the characteristics and competencies they value the most. They highly appreciate graduates with a strong content knowledge and value creativity, a willingness to continue learning on the job, and contributions to extracurricular activities. Personal and social competencies, such as discipline and good relationships with colleagues and students, are also highly regarded. Principals recognize the importance of pedagogical competency, but they tend to give new teachers time to develop their skills and may allow them to "learn along the way". Effective communication skills with parents are also emphasized. Figure 7-3 provides an illustration of the degree of professional satisfaction of principals regarding graduates' competencies and attributes.

Figure 7-3

Degree of Professional Satisfaction of Principals



Interestingly, the study revealed contradictive perceptions between the graduates and their principals. A comparison between the principals' views and the graduates' self-perceptions regarding their competencies and performance indicates several discrepancies. Table 7-2 provides an overview of these perspective differences.

Table 7-2*Different Perspectives Between Graduates and Principals*

ITE	Type of school	Graduate said	Principal said
State			
1	Elementary school	I handled the problem with students' parents better	Parents complained she rarely communicates her students' class activities
2	Junior high school	I find student engagement is hard	Her students idolise her
3	Senior high school No contradictive comments	I was trusted to design a learning programme for students, I feel confident there.	He is very creative and has bright ideas for learning.
4	Senior high school	I like to interact with students	He needs to manage his emotion, especially when dealing with challenging students
Private			
5	Elementary school	I don't like using technology much. It is complicated sometimes	She is active in using LCD and media to attract students, so they are not bored
6	Elementary school	I am responsible for making changes, so students achieve something when studying.	She'd better make students like English first because English is a subject that students are afraid of.
7	Senior high school	I find creative teaching for students is the most difficult thing for me	His activities are very varied, quite creative, sometimes presentation, games, role play, I think it's pretty good
8	Elementary school	I think I didn't teach the 1st grader well. I cannot handle the class; it is difficult to make them stay still.	She manages the class well. The students follow the lesson nicely without making any noise

The disparities in perspectives between principals and graduates can be attributed to several factors. Firstly, graduates may be unaware of their own shortcomings (as seen in Graduate 1 and 3). Secondly, if the graduates were able to effectively handle issues, the principals may not have been aware of the difficulties they faced (as observed in Graduate 2, 5, and 8). Thirdly, the differences in approaches could also contribute to the varied perceptions. For

instance, Graduate 6 may be more goal-oriented, while the principal may prioritise a process-oriented approach. Schools often have their own set of values, which teachers may learn from, but sometimes these values may not align with their own educational values. Additionally, principals may not have a complete understanding of the daily occurrences, making it challenging to provide accurate evaluations. Nonetheless, the contrasting perspectives underscore the importance of communication between principals and graduates to address shortcomings and overcome challenges.

7.5 Principals' Views on Teacher Preparedness⁸

The principals' perspectives on teacher preparedness revolve around two essential aspects. Firstly, they prioritize teacher standard competencies, which encompass the necessary knowledge and skills required for the teaching profession, including proficiency in 21st-century learning skills. Secondly, principals also consider additional factors when it comes to recruitment, such as core values, desirable traits, and talents in candidates. These aspects are carefully evaluated by principals when selecting teachers for their institution.

7.5.1 Teacher Competencies and 21st Century Learning as Essential Points

In the study, all the principals emphasized the importance of teacher standard competencies as the primary indicator of teacher preparedness. This is expected since teacher standard competencies is explicitly stated in the 2005 Teacher Law, which sets the benchmark for evaluating teachers' readiness.

“Certainly, according to the mandate of the law No. 14 Year 2005 about teachers, they must have the four competencies that are the most important. Understand these concepts and know-how to apply them. Teachers in the field always need these four competencies. They are inseparable. Basically, they must be integrated.” (Principal 2, JuniorHS)

The quote highlights principals' perspectives on the fundamental importance of teacher standard competencies that need to be applied and integrated in the teaching profession. For

⁸ Principals commented on teacher preparedness for teachers in general. They did not specifically comment on teacher preparedness of graduates from a particular ITE. Thus, the views of principals will not be compared in this section.

instance, English teachers are expected to demonstrate mastery of English skills (professional competence), effective lesson delivery and classroom management (pedagogical competence), possess a positive personality as an educator (personal competence), and exhibit strong interpersonal and communication skills with students, parents, colleagues, and the wider community (social competence). These four competencies serve as constant evaluation criteria, not only for assessing the preparedness of new teachers but also for ongoing supervision of practicing teachers in the field. The principal refers to these competencies as part of regular supervision, underscoring their significance.

“Because teachers should have four competencies: professional, pedagogical, personal, and social, I see and monitor these four competencies that are part of the supervision. I make sure that each teacher has these competencies.” (Principal 3, SeniorHS)

In addition to the four competencies mentioned earlier, teachers are also expected to have a strong awareness of technology and stay informed about current educational trends, such as 21st-century learning and the influence of the industrial revolution. It is essential for teachers to actively incorporate these elements into their lessons, ensuring a forward-thinking approach that effectively integrates technology and modern educational practices.

“We are in the age of advanced technology. The children are educated to be critical, communicative, and collaborative. So, the learning must contain those elements. 21st-century learning style differs from the learning we used to have. It is the time for the industrial revolution, so learning must take these concepts. It is very good, and we have applied them here.” (Principal 5, Elementary)

The quote suggests that teachers must be equipped with up-to-date knowledge and an understanding of the complexities and challenges associated with the ever-changing era, including the impact of the fourth industrial revolution, where technology plays a significant role in shaping people's lives. It also highlights the necessity for future teachers to embrace technology, as merely learning how to teach is no longer sufficient for adequate teacher preparation in today's educational landscape. In addition to technology, creativity is frequently discussed as a crucial competency for teacher graduates, as emphasized in the previous section. Likewise, when it comes to the recruitment process, principals actively seek candidates with creative skills, as illustrated in the following comment:

“Yes, surely, we prefer prospective English teachers who are innovative and creative in teaching. That’s what we emphasise to the English teachers we recruit in our place. We don’t pursue high scores but how children can use the language.” (Principal 6, Elementary)

Consistent with the findings in the previous section, this quote highlights the strong preference of elementary school principals for prioritizing the teaching process over solely pursuing specific goals. Moreover, principals appreciate creative candidates who use diverse learning media to actively engage students in the learning process.

“I am more into innovation and creativity, making students interested. Most ways of teaching are still conventional, still classical. Learning media is important. Teachers are only as facilitators, but it needs creativity. Need a good plan.” (Principal 6, Elementary)

In addition to discussing the fundamental aspects for teachers, principals explained the recruitment process, expectations and the methods used to assess teacher preparedness. The recruitment process ensures that candidates are adequately prepared for the teaching profession and suitable for the institution. This information is valuable feedback for ITE, allowing for reflection on whether the current ITE programs are effectively meeting the expectations of principals as prospective employers, as well as addressing the needs of students. The study's findings regarding monitoring and evaluation reported that Deans and HoDs considered input from principals seriously (see section 6.4.2).

The initial stage is crucial in the evaluation process. Principals assess candidates' professional competency, and the specific approach may vary among schools. For example, a candidate applying for an English teaching position might be required to present their IELTS or TOEFL scores and pass a written test. Additionally, English language proficiency could be assessed during the interview or through the use of English as the medium of instruction in micro-teaching. One principal elaborated on this initial stage in the following reference:

“Specifically for English teacher candidates, English test scores must be included in the initial selection process, the results of the TOEFL, minimum 550 for paper-based or minimum band 6, then we have subject testing, written and oral. The candidate was invited to talk in full English about their English ability continued by the content such as teaching material.” (Principal 5, Elementary)

During the interview, principals go beyond assessing candidates' English-speaking ability. They also explore candidates' understanding of teaching content and their awareness of pertinent educational issues. Principal 3 elaborated on this aspect in the following comment:

“After the test, we continued to the final stage, the interview. We’ll see how they communicate in English because we want an English teacher who can converse in English. We want to know their ideas of thought about English teaching or issues in education. We are also digging into their competence, what kind of personality they have. We judge their answer.”
(Principal 3, SeniorHS)

Microteaching serves as a platform to assess pedagogical skills. The principals main focus lies on candidates' ability to interact with students, effectively manage the classroom, and foster student engagement throughout the lessons.

“When the candidates teach, we see how they get the children interested in their lesson, how they manage the class, for example, when someone asks, what’s the answer. When the children are silent, what does it suggest, understanding the lesson or not understanding at all? Well, we see how the teachers design and control the class.” (Principal 3, SeniorHS)

Furthermore, principals acknowledge the upcoming challenges and hold the expectation that candidates possess current knowledge such as 21st-century learning skills. This includes competencies in areas such as creativity, digital literacy, and critical thinking.

“This is the 21st century, the digital era. How teachers teach is not supposed to be conventional anymore, like the model we used to teach when children sit quietly. In accordance with the curriculum of the 21st century, children are more active than teachers. How can a teacher create that? If the teacher does not understand the 21st century, he will be more tired himself as he does everything himself. But now we involve the children because we have to give opportunities to our children 4c (critical thinking, creativity, collaboration, communication). How can learning facilitate children to have the ability to think critically and communicate to work with their friends? How can we create such learning?” (Principal 3, SeniorHS)

The subsequent stage can be seen as a crucial turning point. Interestingly, the majority of principals prioritise personal and social competencies over professional and pedagogical competence when selecting teachers. They recognize the significance of these competencies in ensuring long-term teacher retention, as highlighted by a principal in the following remark:

“The four competencies cannot be separated from each other. The most dominant is the personal and social personality, and it can’t be formed overnight. So, when a problem arises in class, the child’s character that is different from one to another, there is a criticism, the responses will show who we are as a person, from the look on our faces, gestures, and communication. Equipping teachers in those two things that matter most. Campuses should provide reinforcement for applying these two things on and off campus, not just recognition. It is still very rare.” (Principal 2, Junior HS)

The lack of personal and social competency can be a “deal breaker”, meaning that even if teacher candidates demonstrate high levels of professional and pedagogical competence, principals would not hire them if there were concerns about their personal or social abilities. This quote implies that teacher education programs still need improvement in these areas, as they tend to prioritize the development of professional and pedagogical competencies, as evidenced by educators' opinions on teacher preparation (section 6.2). Similarly, Principal 5 emphasized the significance of personal and social competence over professional and pedagogical skills, specifically highlighting the importance of attitude, particularly when working with young learners.

“Theoretically, the four competencies, but attitude is one of the things that we observe. We educate children. No matter how good the curriculum is, the best part is the teacher, so the manner must be good. Usually, we observe when they are waiting for their turn to be interviewed or micro-teaching. It will be visible how they talk or respect each other. In the interview, we focus on which attitude we want to dig deeper. We also observe their personalities. For example, discipline, whether they come on time. If they don't have commitment. we'd better not continue.”
(Principal 1, Elementary)

The quotes affirm that having expertise in content knowledge is not the sole determining factor. In the realm of education, principals expect teachers who can go beyond simply delivering information and transferring knowledge. They also value individuals who are well-informed about current trends and future challenges. Consequently, the hiring process for teachers extends beyond evaluating knowledge and skills. The responses indicate that principals look for qualities beyond teaching ability, such as core values and talents.

7.5.2 Core Values and Talents as Favourable Attributes

The interview responses indicate that in addition to standard teacher competencies and 21st-century learning skills, principals also consider candidates' core values and talents when assessing their readiness for work in schools. This aligns with the findings in the previous section (7.4.1) regarding the most valued competencies and characteristics of graduates. Core values are crucial as they determine whether candidates are a good fit for a specific institution. Each institution has its own unique set of core values, which may differ from one

another. For example, while one institution may highly prioritise teaching commitment, others may emphasize specific disciplinary measures. In religious schools, the focus may be on the religious values of the candidates. During the interview process, principals typically evaluate whether candidates align with the core values of their institution.

“The last interview will be very crucial as we focus on the core value⁹. There used to be one candidate with a good score, but we chose not to hire that person. We will consider it very seriously when one does not fit with the core value of this institution.” (Principal 1, Elementary)

The quote suggests that there is a need for ITE to increase awareness regarding the importance of understanding schools' core values. Currently, it appears that ITE does not extensively delve into exploring these core values, which can vary among different institutions. Additionally, ITE may have reduced the emphasis on promoting specific values, such as the value of being a teacher and teacher professionalism. This shift could be attributed to government policies that allow graduates from any program to pursue a teaching career (See comments from graduates 3 and 7 in Appendix S for further information on related concerns.)

Apart from core values, principals also highlighted talents as a positive aspect for candidates. Candidates with unique talents in areas such as arts, music, drama, or other performances were viewed favourably. Having teachers who possess skills in public speaking, musical instruments, arts, or drama provides additional value to schools, particularly when organizing events and extracurricular activities for students. One principal specifically mentioned appreciating the talents of teachers and acknowledged it as a factor considered during the teacher selection process. This sentiment is illustrated in the following comment:

“Everyone might have a gift, whether it's the voice, the music, the dance, the writing, or tricks to make the children fascinated with the teacher. That attraction is a really important part. I suggest student teachers enrich themselves with additional skills: singing, martial arts, sports, public speaking, and various kinds. We can put those advantages close to learning when it fits. It is a beauty, and it doesn't have to be the same from one to another. That's part of our concern in determining the candidates for teachers.” (Principal 2, JuniorHS)

⁹ The core values are not described in detail in this thesis as it might identify a particular institution.

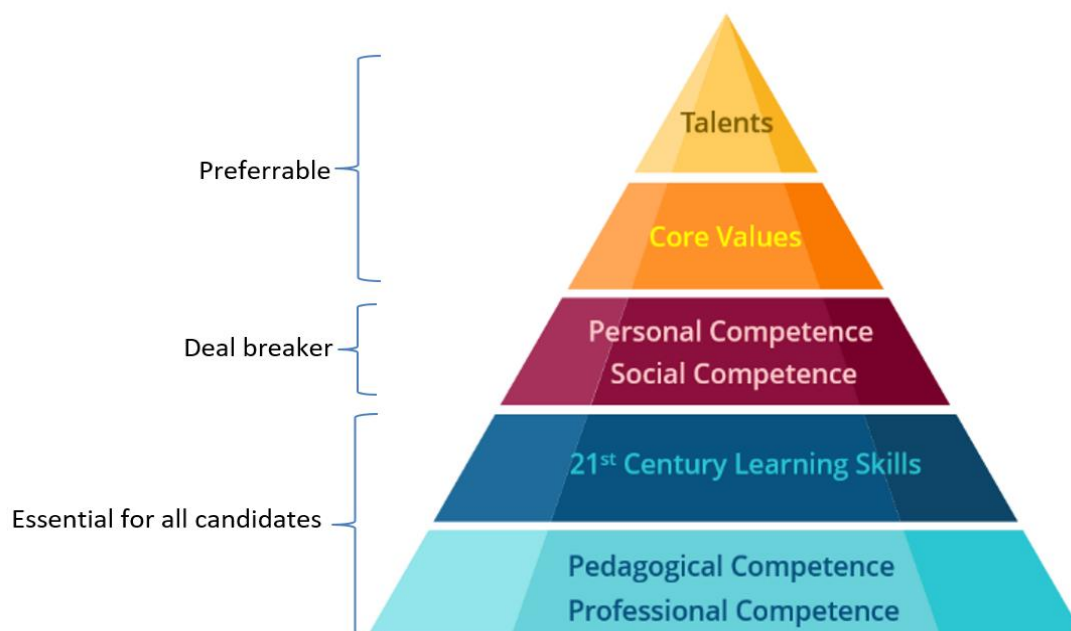
The findings on teacher preparedness indicate that being a competent teacher and staying updated with knowledge, such as 21st-century learning, are crucial. However, they also emphasize the importance of aligning with an institution's core values and possessing talents as favourable qualities for candidate selection as teachers. Particularly for younger teachers at the beginning of their careers, there may be higher expectations for involvement in extra-curricular activities, as they may have fewer family or caregiving responsibilities and may not yet be suited for curricular leadership roles. These findings highlight the need for teacher education to extend beyond teaching skills and consider aspects that hold value in the job market. While ITE programs may argue that they cannot cover everything and must prioritize teaching skills, the findings from principals suggest that they look beyond teaching competencies during the recruitment process, as indicated in this reference.

“Teacher education is supposed to become a place to develop comprehensive quality teachers, not just excellent at learning materials but also professional. They have good behaviour, personality, and social competence. So, they are a complete educator who can transfer good values to the future.” (Principal 1, Elementary)

The study found consistent findings on how principals perceive their professional satisfaction with graduates and how they evaluate the preparedness of teacher candidates. These findings provide valuable insights into the criteria that principals prioritize when selecting new teachers, as illustrated in the pyramid in Figure 7-4.

Figure 7-4

Criteria for Selecting a New Teacher



7.6 Summary of Findings from Teacher Graduates and Principals

The views of ITE graduates and their principal from the real-world classroom setting are important feedbacks in exploring the quality of ITE because they can help identify the missing gap and areas of improvement ensure the graduates well prepared to meet the demands of the teaching profession. This chapter focuses on two key aspects: the perception of graduates regarding their teacher competencies and challenges, and the professional satisfaction of principals with the graduates and their perception of teacher preparedness. The sampling strategy employed, which involves selecting principals and graduates from the same school, yields valuable insights and strengthens the research. This strategy not only triangulates the findings but also highlights the differing expectations, assumptions, and perceptions of teaching and teacher competencies between principals as employers and ITE graduates as teachers. However, it is important to exercise caution, as a significant limitation lies in the fact

that principals have limited knowledge about the ITE program and the daily teaching performance of ITE graduates.

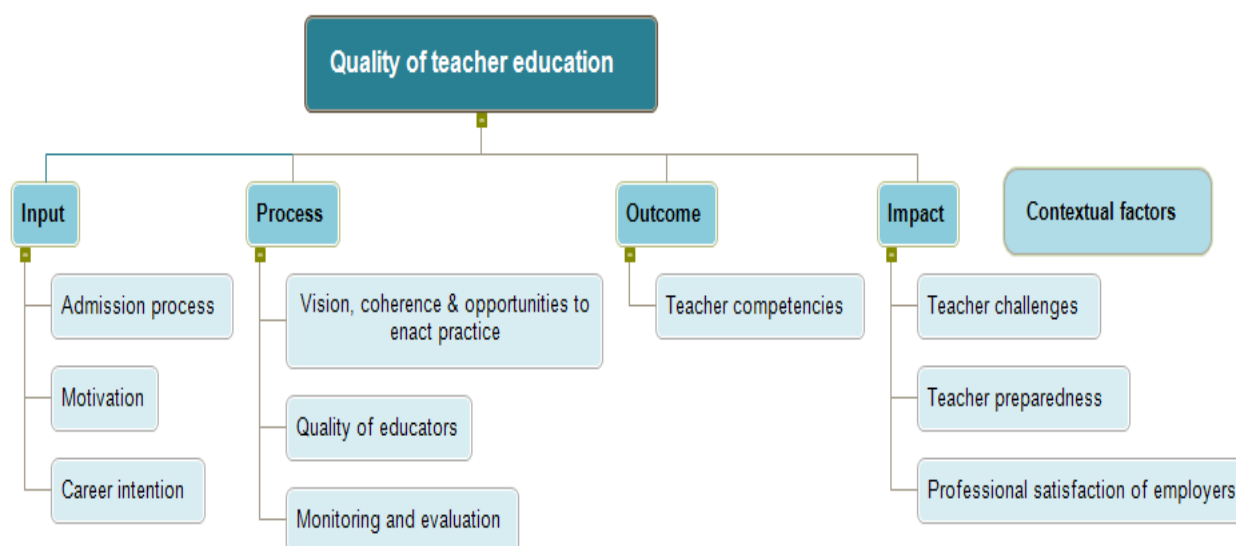
The voices of professionals like ITE graduates and principals can help identify areas that may be lacking in the ITE program. For example, the findings shed light on what is important during the hiring process, both before and after graduates enter the teaching profession. As a result, ITE may need to consider expanding its focus beyond teaching skills, as principals view teachers from a broader perspective in the hiring process and their performance within schools. The findings suggest that ITE programs may need to broaden their focus beyond teacher competencies and include essential aspects of teaching, such as 21st-century learning skills, growth mindsets to overcome challenges, and core values as a teacher. These findings synthesised with other findings provide insights on the approach of ITE in Indonesia, that will be discussed further in the next chapter. The Discussion Chapter will encompass the empirical and theoretical contributions of this study in understanding the quality of teacher education in Indonesia, along with potential recommendations for policy, practice, and the improvement of teacher education.

Chapter 8 Discussion

This chapter discusses the research findings from student teachers (Chapter 5), Deans, HoDs, and educators (Chapter 6), as well as from graduates and their principals (Chapter 7). The purpose of the study was to explore how stakeholders in teacher education perceived the quality of teacher education in terms of influential aspects, strengths, weaknesses, and possibilities for improvement. The study was guided by the conceptual framework derived from the influential aspects of ITE developed based on the literature review (section 3.7). The conceptual framework used in this study is depicted in Figure 8-1

Figure 8-1

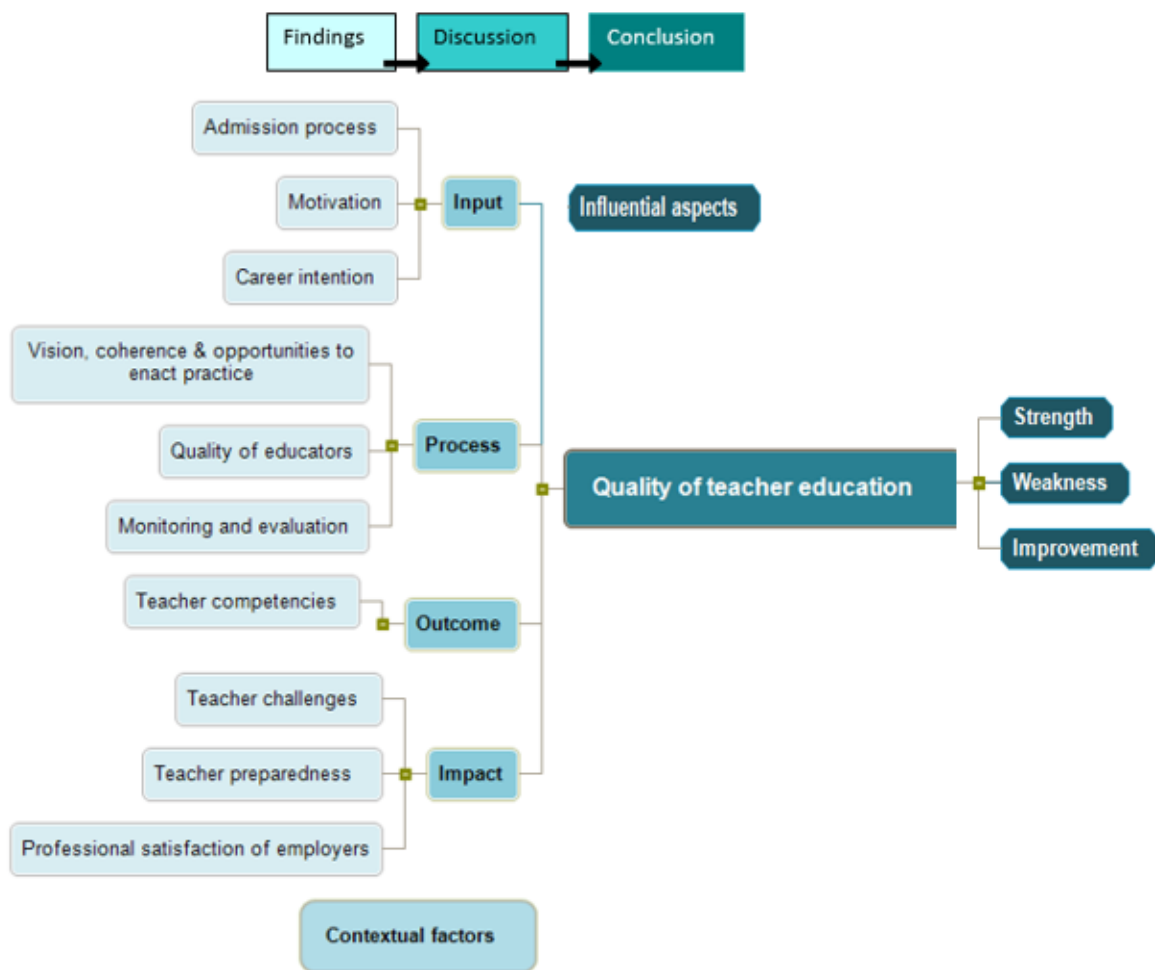
Review of the Conceptual Framework



The study investigated these aspects using a mixed-method complex design that combined a mixed-methods sequential design with qualitative methods to address the research aim. The following sections present the discussion thematically based on the programme's components (input, process, outcome, and impact). This structure helps explain the quality of ITE from the admission process, which is a key aspect of ITE, to the period after ITE, which concerns the professional satisfaction of employers as an impact of ITE. Figure 8-2 illustrates an outline of the discussion chapter.

Figure 8-2

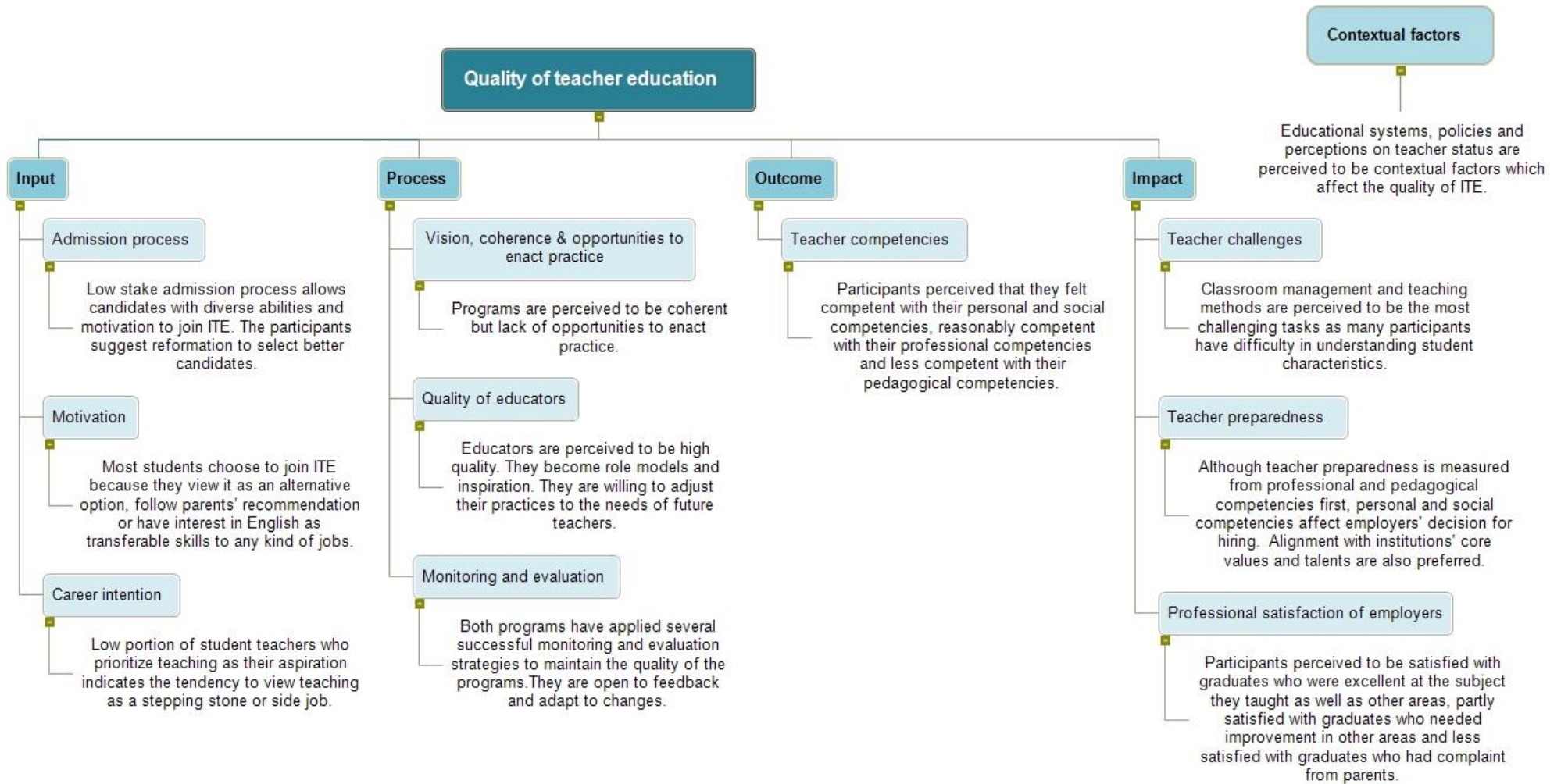
The Structure of Discussion Chapter



The first section interprets the study’s findings, linking them to the relevant literature, ITE quality and academic debates in the field. The section also discusses how the findings differ between private and state ITE and the internal issues within each programme. The second section, the contextual factor discusses PPG as the common concerns across stakeholders. The third section presents the core arguments from the synthesis of the findings and the fourth section discusses the strengths, weaknesses, and opportunities for ITE program improvement. The final section presents a summary of the chapter. A brief review of the key findings is presented in Figure 8-3.

Figure 8-3

Summary of Key Findings



8.1 Discussion of Key Findings

This section presents the brief overview of key findings and interpretations of the study's results from each aspect drawing from the existing literature on ITE quality. It also compares the findings to previous studies and demonstrates the research's contribution to the advancement of knowledge and its implications. In the next section, the findings from each aspect discussed in this section will be synthesized to contribute to the central arguments of the study and form a comprehensive overview of ITE quality in Indonesia.

8.1.1 Input

Admission process: Deans and HoDs' Views

The Deans and HoDs in state ITE indicate the admission process as ITE program's shortcomings and advocate for a more rigorous selection process to identify stronger and more motivated candidates. They argue that the lower standard in the current system make it challenging for educators to enhance the skills of student teachers. Previous studies have suggested several ways to improve the admission process, for instance, by recruiting, highly motivated senior high graduates (Masbirorotni et al., 2020), testing applicants' knowledge and characteristics (World Bank, 2020) and exploring candidates' short- and long-term goals (Suryani & George, 2021). In this study, Dean and HoD suggested to test candidates' subject content knowledge, for example, English teacher education tests candidates' English proficiency by taking TOEFL or IELTS test, indicating that when candidates have stronger content knowledge, educators could focus the training more on pedagogical skills such as teaching methods or classroom management which have been long standing issues for ITE graduates (Sulistiyo, 2015). However, implementing high stake selection process might pose a challenge for ITE in Indonesia due to the fact that over 80% of ITEs are private ITE programmes that rely on tuition fees and do not offer job security to their graduates (Negara & Benveniste, 2014a). Contrary to high performing countries like Singapore, Finland (Darling-

Hammond, 2017b), South Korea (Lee et al., 2019), Japan (Ishii, 2022), and the Netherlands (Snoek, 2021) where the teachers receive high levels of support, prestige, and financial compensation, the selection process in these countries is competitive because teaching job is considered attractive so there are more applicants than available positions. ITEs in Indonesia are in need of a new approach. As an illustration, the government could pilot a program to select and train the most motivated and talented students for ITE at no cost then ensuring their employment after graduation. If the program demonstrates positive outcomes, it could be expanded further.

Despite the small samples from qualitative data (HoD and Dean from two ITE programmes), this study presents new empirical evidence from ITE leaders on the admission process, reinforcing the need to reform in Indonesia. It also responds to the call from Bowers et al., (2018), who emphasized the importance of gathering perspectives from faculty staff to understand factors that contribute to ITE quality. A future study should delve deeper into admission process such as incorporating motivational and value-based factors into the selection process using a larger sample size of faculty staff.

Motivation to Join Teacher Education¹⁰: Student Teachers' Views

The results reveal that students enrolled in ITE are not primarily intended to become teachers, with private and state ITE participants showing similar patterns. The findings suggest that student teachers choose ITE mainly due to external factors such as an alternative choice to pursuing higher education and following their parents' advice, as well as internal factors like interest in English. The finding is in line with previous research that found a high number of students enrolling in ITE without intention of teaching (Suralaga et al., 2020) and the perception of ITE as a stepping stone for other careers, following parents' or friends' advice

¹⁰ The earlier version of the results on motivation is published in Novita, P. (2021). Motivation in teacher education: The forgotten element and its snowball effect. *Education and Self Development*, 16(3), 60–70. <https://doi.org/10.26907/esd.16.3.07>

(Suryani & George, 2021) and having no other choice (Masbirorotni et al., 2020). According to expectancy value theory, an individual's motivation to engage in a particular task is influenced by their expectations of success and the perceived value of the outcome (Wigfield & Eccles, 2000). This theory explains that student teachers who join ITE are supposed to believe it will lead to a fulfilling career, however, that is not the case in Indonesia, socio-economic factors in Indonesia impact their perception of teaching as a low paying job, leading to the decision to choose ITE as an alternative due to an easy admission process rather than desire to teach. Moreover, considering that the candidates are still young and have limited experiences beyond their schooling, they might be unsure about what they want to be.

Another reason for student teachers to choose ITE is following their parents' advice. According to Olsen (2008), students' personal histories would be expected to affect their decision to enter the teaching profession and their identity as teachers. The previous studies have identified the positive influence of parents or teachers for candidates to choose a teaching career (Christensen et al., 2022; Suryani, 2020). As an example, in Germany, Savage et al., (2021) found the influence of parents and suggesting their active involvement in screening talented candidates who may not be considering teaching to nudge into that direction. This study contradicts prior findings and highlights that not all students view having parents as teachers positively, as shown by a student teacher in the study who chose not to pursue teaching as a career due to the perceived complexity of their parents' teaching roles.

The other reason for student teachers to choose ITE is to be competent in English since English is perceived as a transferrable skill to other jobs. This finding is in line with a study conducted by Tustiawati (2017), who found that ITE in Bali attracts people who want to be teachers and those who want to learn English to join the tourism industry. The view of the English language as a valuable commodity influences people's interest in teaching English (Heller, 2003, 2010). According to self-determination theory, people are more likely to be motivated and engaged when they feel autonomous, competent and connected in their activities (Deci & Ryan, 2012). That explains why student teachers studying in English

language education. It suggests that their motivation stems from their mastering English, as they view it as relevant to their future job. This leads to a sense of autonomy in their learning and a drive to achieve competence in English language.

The finding shows that several student teachers have cited both their primary reason for entering ITE and their interest in teaching, highlighting the multifaceted nature of motivation, shedding light on human motivation, revealing its complexity and multidimensionality. It seems that motivation cannot be reduced to simple needs, drives, or causes and that it may not be defined by a single intrinsic, extrinsic, or altruistic reason. Instead, motivation may be a combination of choices or a flexible interaction between them, as shown in the example of student teachers who were motivated by both their parents' preferences and a personal interest in English. The context, environment, cultural differences, and experience can also shape motivation, making it difficult to generalize. Despite its complexities, motivation is crucial in ITE as it impacts how student teachers engage with courses, persist, and pursue their goals. Therefore, this study supports the previous studies that have emphasized the importance of considering candidates' motivation in the admission process. (Klassen et al., 2021; Rosyid, 2017; Surya, 2016).

Career Intention: Student Teachers' Views

The findings indicate that a limited number of students prioritize teaching as their career choice when given the option between teaching and another career. A previous study investigated student teachers' interest in teaching including those who choose it because of the possibility of having a side job (Suryani, 2017). However, comparing to this previous study, this finding shows that when this option is no longer available, the intention to become a teacher becomes significantly lower. This finding confirms the previous study of Suryani & George, (2021) who found that student teachers prefer teaching because of its flexible hours or as a stepping stone to other jobs. This finding contrasts with Mukminin, Kamil, et al., (2017) who suggest that the teaching profession in Indonesia remains a preferred and well-respected career for young

people. Meanwhile the study of Suralaga et al., (2020) shows that less than half of student teachers were committed to teaching from the beginning of the study. This contrasting finding identifies the gap between perception and career intention. This study shows that candidates joining ITE do not necessarily want to become teachers. These nuances reveal several reasons student teachers who often do not intend to become teachers, even if they believe that teaching is a well-respected career.

According to Social Cognitive Career theory, career aspirations is influenced by three interrelated components: self-efficacy belief, outcome expectations and goals (Lent et al., 2002). In the light of this theory, low number of student teachers interested in teaching in this study maybe due to their low self-efficacy beliefs regarding their English and their ability teach. In addition, student teachers may not find teaching to be an attractive career options due to factors such as demanding working condition including fixed schedules and heavy of administrative tasks or personal preferences such as a dislike for working with children or a lack of patience to teach. This may explain why student teachers may view that teaching as a well-respected career, but still choose not to pursue it because they perceive it to be less rewarding.

Furthermore, comparison of student teachers' responses at various stages (when joining ITE and just before graduation) shows a consistent pattern of lacking interest in the teaching profession. Those who did not join ITE primarily to become a teacher did not prioritise teaching as a career. This raises concerns about ITE's ability to foster a passion for teaching and highlights the need for further investigation to what extent ITE nurture enthusiasm for teaching in their program. Context plays an important role in this matter; this finding is similar with countries with the similar context also have low priority in teaching such as Ghana (Davis et al., 2019) or Myanmar where male student teachers low interest in teaching leading to feminisation of teaching profession with up to 85 % teachers are females (Htang, 2019). In MENA countries (Middle East and North Africa), for socio cultural and religious beliefs, female

teachers are preferred although there remains a concern regarding the lack of female teachers and their status due to lack of monetary and non-monetary incentives (Ayyash-Abdo, 2000).

Meanwhile high performing countries such as Finland and Singapore show consistency between motivation and their career intention as well, indicating that student teachers who join teacher education to become teachers, they work as a teacher after graduation (Darling-Hammond, 2017b). In Finland, teacher is considered a prestigious job for males and females, and most teachers employed in a school stay for life (Sahlberg, 2011). Similarly, in Singapore, the teaching profession is attractive because it is highly paid and considered as the most desired job among young people, therefore, most student teachers choose to teach after graduation (Darling-Hammond, 2017a). In the UK, policy attention to attract and retain teachers has been more focused on the issue of sustainability than recruitment, and therefore suggesting the effort to develop high-quality ITE since it has the potential to sustain new teachers to overcome challenges and stay in the teaching profession (Hulme & Wood, 2022).

However, it is important to note that career intentions may change due to other factors and no causal relationship can be assumed from this study. According to Rots et al., (2014) student teachers' career intentions cannot be understood from their motivation to join teacher education and their perceived employment opportunities. International literature capture the reasons for the shifting of teaching careers for ITE students include practicum experiences (Hong, 2010; Kuswandono, 2014; Sinclair, 2008) and teacher education experiences (DeAngelis et al., 2013; Rots et al., 2014). In both circumstances, student teachers might still have conflicts between their personal and professional aspects (Anspal et al., 2019). As suggested by Flores, 2020; Lutovac & Flores, (2021) teacher identity plays a vital role in their chosen career. Despite the fluid notion of carer intention, this finding adds understanding regarding career priority in developing country context like Indonesia, the gap between perception and intention and the consistency pattern between motivation and career intention of student teachers.

8.1.2 Process

Vision, Coherence, and Opportunities to Enact Practice: Student Teachers' Views

The research examines vision, coherence, and opportunities as the indicators of high quality ITE using the CATE survey, which has been implemented in several countries. This study provides a new understanding on the differences and similarities between Indonesia as a developing country and other countries with respect to these crucial aspects of ITE. The empirical findings also shed light on the unique qualities and challenges of ITE, contributing to a deeper understanding of the quality of ITE program in Indonesia. The findings revealed that both programmes in the study are perceived as coherent, but they both lack opportunities to practice in the programme. This finding is similar to student-teacher responses on the same questionnaire items in Qatar, Lebanon, and China (El-abd et al., 2021). Meanwhile, the student teachers in Malaysia, Cuba, Chile, Norway, Finland, and the USA experience less coherence in their teacher education programmes (Canrinus et al., 2017; Goh et al., 2020). On the scale of opportunities to enact practice, student teachers in this study have the most opportunities to see models of educators' effective teaching behaviours. Similarly, student teachers in Norway and the USA agreed that their educators had done considerable modelling of practices (Hammerness et al., 2020). Different from students in Chile, Cuba, and Finland who reported that they did not see their instructors modelling specific teaching practices. Meanwhile, In Lebanon and Qatar, teacher educators' modelling of strategies was rated low; therefore, this was categorised as an area for improvement (El-abd et al., 2021).

In this study, student teachers reported ample opportunities for observing and learning from their educators' effective teaching practices. Both programme participants rated this highly in the survey, aligning with their perspectives on the quality of their educators and the educators' practices in the interviews. The student teachers indicated that these role models of effective teaching had a profound and lasting impact on their future teaching practices. These findings

highlight the significance of having educators who effectively bridge their pedagogical theories with their practices. For example, when educators asked student teachers to create lesson plans, they themselves demonstrated a well-structured lesson plan and showed how to create it. When they encouraged creativity in teaching, they applied a variety of methods in their own teaching. By consistently demonstrating the quality of their teaching, they hoped to instil in their student teachers, these educators demonstrated the importance of “walking the talk”. For instance, educators in the English Department could also demonstrate good English proficiency and give examples of becoming an English teacher at various school levels. A role model in practice gives examples of pedagogical and didactical choices employed in the classroom (Korthagen et al., 2006; Lunenberg et al., 2007). Nevertheless, modelling alone does not guarantee the adoption of practiced skills. Educators must explicitly explain their teaching decisions for effective transfer of knowledge (Hogg & Yates, 2013). Although such practices maybe expected in highly accredited ITE programs, they offer valuable insights into other ITE programmes with varying degrees of quality, where the quality of educators remain a concern (Zein, 2016b).

Despite efforts to ground teacher education in practical experiences, the study found that both private and state ITE student teachers had only minimal chances to reflect and share their fieldwork experiences. This particular aspect was rated as the weakest on the evaluation scale for both programmes. On the contrary, student teachers in Finland, Norway, Chile, Cuba, and the USA rated this aspect higher and reported they could discuss fieldwork experience in some depth (Hammerness et al., 2020). Indonesian student teachers reported that they had confusion because they were given tasks to do reflective practices without clues on how to do them. They reported surface-level reflection, mostly describing the events during the practicum without more profound reflection on what this meant for their practices. This finding confirms Zhu (2011) who found that this type of reflection is common among student teachers and suggests modelling lessons to provide more opportunities for reflection during practicum. This is a crucial issue, as the investigation found a disparity in expectations for the practicum

among different stakeholders when cross referenced with mentors, principals, and educators. ITE educators argued that a complete practicum would be given in PPG (one-year teacher certification programme) since it has longer period of field work. While in PPG, it is assumed that ITE graduates should have enough practice in ITE as teacher preparation institution. Mentor teachers may argue that they have limited capacities to observe students' performance due to their teaching duties. Meanwhile, the principals were not sure about the expectations of ITE and principals' roles during practicum. At the same time, principals had responsibilities to parents, so they might not allow student teachers to practise teaching for a long time in 'a trial-and-error mode' as schools have objectives to achieve. Having multiple perspectives in this study enables these different expectations across stakeholders to be captured. These insights suggest that ITE needs to keep the conversation across stakeholders to identify the missing link between ITE, PPG and schools.

The finding also sheds light on school-based teacher education. It is often argued that time spent in school is essential, but the data from this study shows that students had confusion due to a lack of guidance from the school mentor. In other words, in Indonesia, spending longer time at school does not necessarily mean students will be exposed to good practices, and their needs will be supported. Although programmes such as Teach First in the UK spend nearly half of their training in schools (Muijs et al., 2012), it is essential to note that the context of school matters. This situation cannot be generalised to all contexts. Whether or not time spent at school is adequate depends on the school and student teachers' support. If student teachers are arguably to stay longer at school, the quality of mentoring and support student teachers receive during teaching practice must be ensured (Sulistiyo, 2015). Additionally, the coherence between school-based mentors' objectives for their development and those that their tutors in college are pursuing needs to be aligned to get the optimum benefit from fieldwork (Grossman, Hammerness, McDonald, & Ronfeldt, 2008). Although many studies promote starting fieldwork earlier to connect with the real world, the participants' responses show this idea might be counterintuitive, especially if the student teachers are not equipped

with enough guidance and knowledge. Field experiences without enough preparation may put student teachers in a 'swim or sink' situation (Heryatun & Damanik, 2021; Sinclair, 2008). The findings suggest that future studies may need to explore best practices in practicum that are useful and impactful for student teachers' competencies.

Quality of Educators: Student Teachers' Views

The results indicate that student teachers in both private and state ITE programs feel content with their educators. They appreciate educators who provide well-organized lessons, employ innovative teaching techniques, and share knowledge beyond the scope of the subject matter. This may become the strength and contributing factor on the quality of their programs. This finding is similar to a large-scale study in Australia that found high-quality educators as one of the indicators of a strong ITE programme (Mayer et al., 2017a). This finding may lead to a better understanding of which practices by educators are most impactful in facilitating student teachers' learning. Educators with well-structured lesson plans made it easy to follow, resulting in efficient use of time. Educators' innovative approaches could serve as concrete examples to implement in their future teaching practices. Educators with vast knowledge and thought-provoking views were highly regarded, as they inspired student teachers' curiosity and challenged their thinking, highlighting the power of educators' words and action. In the light of transformative learning theory (Mezirow, 1997), these types of educators facilitated transformative learning experiences as they likely created a safe and supportive learning environment that allowed student teachers to reflect on their beliefs and assumptions. Through this reflection, student teachers were exposed to new knowledge and perspectives, which they could use to transform their thinking and teaching practices. This finding corroborates a study by Izadinia (2012), who found that educators' words, behaviour, teaching styles, and practices influence student teachers' professional views and identity, who they are and who they become. Student teachers' positive responses and comments on their educators' practices and characteristics indicate good quality programmes.

Despite the possibility of bias, the participants' responses in both programs are consistently positive. While it may seem unsurprising that student teachers from top universities would report positive experiences, it is unlikely that such positive experiences are shared by student teachers in Indonesia, given the significant disparities in ITE program quality in Indonesia. The quality of educators is a critical factor in this discrepancy, as evidenced by research indicating that many ITE programs with diverse settings and quality of educators produce graduates with low competencies (Zein, 2016b). While there is limited literature on qualities that student teachers value in an educator, these findings provide implications for educators' practices highlighting the importance of being well organised, creative, and knowledgeable. More importantly, considering the crucial role of educators, it seems imperative to prioritise the improvement of educator quality as the first step in enhancing the overall quality of teacher education.

Quality of Educators: Educators' Views on the Vision of Good Teaching¹¹

The results suggest that educators in both programmes view good teaching as interesting and inspiring. This finding is interesting since educators are no longer rely on the achieved scores of the sit-in exams to measure learning outcomes. The study identifies a shift on assessment procedures where educators qualify students from a project and assess engagement in the lesson and long-term impacts (see a book project in Chapter 6). This argument is aligned with previous studies highlighting the essence of learning engagement (Bryson & Hand, 2007; Kearsley & Shneiderman, 1998). Educators particularly in private ITE emphasising and explicitly mentioning humanistic teaching approach. Aligning with this student centred approach (Arnold, 1998; Sharp, 2012), educators in this study focus on creating a positive, supportive environment that encourages self-directed learning and personal growth, rather

¹¹ The earlier version of the findings on the concept of good teaching is published in Novita, P. (2021). "Good teaching is interesting and inspiring": Teacher educators' views. *Imagining Better Education: Conference Proceedings 2020.*, Durham: Durham University, School of Education., 91–107. <https://dro.dur.ac.uk/33150/>

than simply transmitting knowledge and skills to students. For that reason, they make the lessons as enjoyable learning experiences and ensure the engagement with the lessons.

Educators also believe that good teaching motivates, transforms, and impacts students. What educators say and do throughout teacher education may inspire student teachers. When they join the teaching profession, they may remember the educators' practices and advice and apply similar approaches to good teaching in their classroom practices. The educators' view in this study share a similar perspective with Teaching Excellence Award winners who have linked the concept of quality in teaching with transformative learning (Cheng, 2011), which as Mezirow (1997) notes, can shape and change the learners' perspectives. As suggested by Akyeampong (2017), teacher educators' visions of good teaching and practices may impact future teachers' concepts of good teaching and practices and change the learners' perspectives. Educators are important individuals who inspire students' passion for learning, the global community, and people (Anderson et al., 2020). This is evident in both programs as most student teachers talked highly of their educators.

The study's findings highlight the importance of educators as role models and sources of inspiration for student teachers, whose teaching paradigms and practices are shaped by these influences. The research suggests two key practical implications for educators. Firstly, educators should not only articulate but also demonstrate good teaching practices. Teacher educators must possess the ability to deal with all types of learners (Smith, 2005). For instance, educators may act as schoolteachers and offer tangible examples in context instead of abstract concepts to assist student teachers in understanding how to apply theoretical knowledge to real-world situations. Effective teaching modelling is recommended by Klette & Hammerness (2017) as an indicator of a high-quality ITE program. Secondly, educators should integrate the values of teaching, the teaching process, and inspirational aspects into their everyday instruction to motivate student teachers to develop into better teachers and thinkers. More importantly, inspiring educators may help retain teachers by promoting values of teaching and being a teacher in ITE to encourage them to stay longer and contribute to the

profession. This argument is consistent with Tambunan et al., (2018) who suggests that improving a teacher's commitment to their career enhances job satisfaction and competence, emphasizing the importance of educators focusing on this aspect in ITE.

Quality of Educators: Educators' Views on Their Practices on Teacher Preparation

The findings revealed that educators in both programs connected the theory to practice and adapted their lessons to students' needs to anticipate the dynamic of the teaching profession which strengthen the quality of their programs. This finding confirmed the value of theory in ITE (Orchard & Winch, 2015), opportunities to enact practice (Klette & Hammerness, 2016) and the need of integration of theory and practice in ITE as a long standing issue for quality in ITE (Allen & Wright, 2014). In addition, the finding shows the importance of flexibility for educators in their teaching practices since the needs in teaching profession are always dynamic (Snoek et al., 2019). For example, in recent years, since schools emphasized the teachers to have digital literacies and technology savvy, the trend in ITE has shifted towards educators' integration of technology in the classroom to enhance students' proficiency in teaching and learning with technology (Lane & Havens-Haver, 2023; Reinsfield, 2021; Uerz et al., 2018; Voithofer & Nelson, 2021). Ben-Peretz (2001) claims that external factors such as globalization, high expectations of teacher education, and the complexities of teaching create daunting demands on teacher educators to meet their students' needs, values, as well as their program's visions, and missions. For that reason, informed by the complexity theory perspective, Yuan & Yang (2021) suggested that educators need to enhance their knowledge and skills as complex, adaptive and evolving. However, although the roles of educators are complex it is important to highlight that they have the power to shape future teachers' practices and education.

Educators' practices are closely linked to the approaches of their ITE programs in preparing future teachers. However, even though international literature has highlighted each approach's strengths, its application can present unique challenges in Indonesia. For instance,

practice-based teacher education emphasizes the importance of learning from real-world experiences (Jenset, 2017; Zeichner, 2012), however, Indonesian student teachers may be at a disadvantage as they are not always placed in schools with effective teaching practices and structured mentorship, which can expose them to ineffective teaching approaches and schools which offer inconsistent support and guidance (Sulistiyo, 2015). This can lead to negative effects on practicum teaching, such as confusion regarding their professional aspect (Anspal et al., 2019), questioning of identity as a prospective teacher and self-efficacy (Flores, 2020; Lutovac & Flores, 2021), including a potential disinclination to pursue teaching career (Azkiyah & Mukminin, 2017; Kuswandono, 2014; Sinclair, 2008; Trent, 2019). Meanwhile, competency-based teacher education offers a clear and structured framework to develop specific competencies (Field, 1979; Wang, 2021), however, not all educators integrating the concept in their teaching practices. A 2017 case study of five Indonesian ITEs revealed that none of them had fully implemented a competency-based curriculum. The study also found that most educators favoured a lecturer-centred approach over student-centred learning, highlighting the need for ITE educators to share ideas and prioritize competency-based curriculum concepts (Hatmanto, 2017). Similarly, teacher educators in Belgium view the competencies as impractical for classroom use, leading to the lack of implementation of a competency-based curriculum (Struyven & De Meyst, 2010). The core practices approach provides a clear framework for effective teaching strategies (Matsumoto-Royo & Ramírez-Montoya, 2021), however, the core practices may not be suitable for diverse learners with varying socio-economic and cultural backgrounds, especially in remote or rural areas of Indonesia, where teaching requires flexibility due to infrastructure, facility, and internet connectivity challenges. In a study of 21 former teachers posted in remote areas, 95.2% reported that “theories do not work well” in the teaching and learning process due to limitations in remote areas (Nurhayati & Dona, 2015).

Besides practice based and competency based teacher education, research-based teacher education which focuses on evidence-based practices to inform teaching practices (Jyrhämä

et al., 2008) is also a popular approach. It has been implemented in Sweden (Alvunger & Wahlström, 2018) and Norway (Munthe & Rogne, 2015; Steele, 2018) and has led to excellent results in Finland (Tryggvason, 2009). Nevertheless, the limited time for research courses in the ITE curriculum in Indonesia can make this approach challenging for student teachers, or overwhelming for teachers without research or data analysis background (Djajadi & Mokhtar, 2014). In Indonesia, outcome-based education (OBE) was adopted in 2015 for higher education level and becomes the main reference criterion for assessor for evaluating the program study accreditation (Berutu et al., 2022). OBE focuses on the abilities that students can do at the end of the study and therefore the curriculum is designed based on the expected learning outcomes (Sehabudin et al., 2020). However, challenges for educators arise from the lack of a clear method to map learning outcomes to courses and evaluate their effectiveness in implementing the OBE approach. (Kristianto et al., 2021). Considering the challenges from each approach, ITE programs in Indonesia might need to consider alternative approaches to complement the existing approach.

The finding from educators suggests the flexibility in their teaching practices to meet the current demands and the dynamic of teaching profession. In the light of this finding, it is conceivable that educators should raise awareness of teaching profession dynamics in courses to prepare future teachers with a growth mindset open to challenges. Teacher readiness to implement education policies such as curriculum changes as a regular phenomenon in Indonesia is one of indicators of teacher quality (Pribudhiana et al., 2021). While Indonesian outcome-based ITE curriculum focusing mostly on the observable student teachers' skills and knowledge by the end of the study (Sehabudin et al., 2020; Wijaya, 2020), the finding suggests that preparing student teachers with only the necessary skills and knowledge is insufficient for them to thrive in the dynamic nature of the teaching profession. In addition to professional development strategies, educators should also highlight the importance of values in future teachers to shape their identities and promote a growth mindset. This is important as constant change requires adaptation and critical analysis, which cannot

be achieved through observation and imitation alone. The findings on educator quality indicate a consistent pattern and correlation between educators' views on the concept of good teaching, their practices, and impacts perceived by student teachers (see section 8.1.1). For that reason, the study suggests ITE include this fundamental characteristic into the program.

Monitoring and Evaluation: Deans and Heads of English Department Views

The study found that both ITE programs have effective monitoring and evaluation procedures that maintain program quality and receive high accreditation. The conclusion is based on the feedback from the Deans and Heads of Departments in private and state ITE, who reported similar characteristics contributing to their program's quality. The elements include strong leadership, a clear vision and mission, frequent monitoring, adaptation for improvement, rigorous quality control, and openness to feedback. This finding broadly supports the work of other studies focusing on program quality. For example, the literature suggest that the strong leadership has provided multiple positive influence and impact on the organisation (Arsenault, 2007; Braun et al., 2009) despite the leadership approach that has been changed over the years such as the Trait (1940s), the Style (1960s), the Contingency (1960s to 1980s), the New Leadership (after 1980s), Post Charismatic and Post-transformational (the late 1990s) (for details see Dopson et al., 2016). Besides strong leadership, clear vision and mission have also been identified as the strength of strategic management for HI (Rosa et al., 2011) and strong indicators of ITE quality (Klette & Hammerness, 2016). Bolitho (2015) suggested that high-quality ITE is characterized by a congruence between the values and beliefs of teacher educators and the delivery of the program. In addition, several studies have also highlighted the importance of clear vision and mission to establish clear goals and standards that are aligned with the needs of schools and communities (Darling-Hammond, Bransford, et al., 2005), to promote a strong sense of purpose and directions among stakeholders (Zeichner & Conklin, 2008) and to culture of continuous improvement in ITE (Grossman & McDonald, 2008).

The ability of the two programmes to adapt for improvement provides a significant insight into their capacity to navigate changes and challenges. According to the responses of the faculty staff, they do not avoid changes but instead see them as chances for reflection and improvement. The ability of these programmes to embrace change is indicative of their proactive approach to professional development and commitment to providing high-quality education. This finding supports the argument that the success of teacher education programmes is closely tied to their ability to adapt to changing circumstances and remain responsive to the evolving needs of their students and communities. This idea is supported by Dean et al., (2005) who found that continuous improvement is a core value shared by the four award-winning ITE programs in the USA, and they actively encourage their faculty to embrace this culture through various measures. In light of these findings, it is imperative that teacher education programs prioritize the development of a culture that embraces change and encourages continuous improvement.

The programme's openness to feedback and positive attitude towards the dynamic nature of the teaching profession, as demonstrated by public hearing or conversation with principals and graduates, fosters a culture of reflective practice, and ultimately leads to improved program quality. These results align with Safaryan's (2020) findings that active participation of stakeholders in the monitoring and evaluation process can lead to better management systems for educational institutions. This is also consistent with the work of Harvey & Green (1993) who argue that incorporating the perspectives of competing stakeholders is necessary for assessing program quality.

This finding makes a noteworthy contribution for two reasons. Firstly, there is a lack of input from Deans and Heads of Departments regarding the quality of Initial Teacher Education (ITE) as suggested by (Bowers et al., 2018), thus their opinions hold great value. Secondly, the research identifies key attributes that are characteristics of high-quality ITE programs across different types of institutions. Although potential stakeholder bias cannot be ruled out, the

findings are significant as they are consistent with the feedback received from both educators and student teachers. Moreover, the accreditation of programs and international certifications they have attained further reinforces their claims about maintaining the quality of their programs. While a high demand for quality in teacher education programs is necessary, it is equally important to ensure that educators have a manageable workload that does not lead to feeling overwhelmed by program duties and associated high expectations. Furthermore, even though this study offers significant insights, it is important to recognize that the identified factors are not exhaustive, and other important aspects may exist.

8.1.3 Outcome

Teacher Competencies: Teacher Graduates' Views

According to the results, ITE graduates felt reasonably competent in their professional competencies and had mixed perceptions of their English language strengths and weaknesses. They felt most competent in personal and social competencies, with pedagogical competencies being their weakest area. The ITE curriculum may contribute to teacher graduates' perceived lack of pedagogical competency. The English department prioritizes English proficiency in the first two years, limiting the time for teaching theories and practicum later on. This aligns with student teacher survey findings that reported a lack of opportunities for practice in the program, resulting in limited classroom exposure. Accordingly, despite ample English preparation time, those with basic proficiency may still struggle, impacting the practice, confidence, and overall competence. In the previous section, the Head of department and Dean argue that improving ITE's selection process and student intake with better English proficiency could enable the program to allocate more time for developing pedagogical competency (see section 8.1.1 regarding admission process). The pattern across findings suggests that even the quality of educators in this highly rated ITE is perceived as good; however, low-stakes selection process and less opportunities for pedagogical development and practice may contribute to students' low pedagogical competency.

This study confirms that the teacher preparation may be still inadequate since ITE graduates reported their weak perceived pedagogical competency. A similar point is raised by Wati, (2011), who found that 55 English teachers in 20 schools perceived that English compulsory courses in their ITE were insufficient to prepare them to become English language teachers. One reason why ITE may be inadequate in preparing English teachers is due to the discrepancy between what is taught and what needs to be done at school as a result of curriculum changes (Gultom, 2015; Lengkanawati, 2005), as well as the inadequate quality of teacher educators in ITE, as highlighted by Zein (2016). However, this study indicates that while the quality of educators is essential in improving the quality of ITE, it is not the sole factor and requires support from the system and the other aspects in the program.

Graduates' voices from the field are valuable in evaluating the quality of ITE. Their "insider-outsider" viewpoints can also highlight areas for improvement within the program. As an illustration, exploring novice teachers' competencies in Malaysia, Goh et al., (2017) suggests that teacher educators must acknowledge the variety of practices adopted by teachers and refrain from restricting them to a single acceptable definition of competence. Novice teachers face complex challenges beyond teaching, so oversimplifying the complexities of teaching is not realistic. For that reason, researchers have highlighted the importance of non-cognitive attitudes for teachers to 'survive' their teaching career such as resilience, empathy and organization (Klassen et al., 2018) critical thinking (Yuan & Stapleton, 2020) and employable skills which include communication; information and communication technology; critical thinking and problem-solving; collaboration, cooperation, and teamwork; research; and leadership (Caingcoy, 2021). In addition, a systematic review analysis on trends of competencies in ITE from 2015 to 2020 found that the research focuses on enhancing teachers' competencies to meet 21st-century professional criteria through emphasis on inquiry, innovation, reflection, mutual respect, personal connection, collaboration, and community building. (Albarra et al., 2022). The trends of growing literature in teacher education also supports the need to develop digital competencies in ITE (Alnasib, 2023; Instefjord &

Munthe, 2017; McGarr et al., 2021; Røkenes & Krumsvik, 2014). Indonesia's teacher standard competencies currently cover four areas: professional, pedagogical, social, and personal (S. Zein, 2022). However, recent research suggests that teacher education programs need to go beyond teaching competencies alone to fully prepare student teachers to be effective teachers.

8.1.4 Impact

Teacher Challenges: Teacher Graduates' Views

The findings highlight how English teacher graduates face classroom management and teaching method as their most difficult challenges in their first post, varying by school level. These results might be expected as ITE programs have limited exposure to authentic classroom environments and diverse students (as shown by the survey result). Classroom management difficulties have been a global persistent issue in teaching, as acknowledged by many studies (Abdullah, 2017; Akcan, 2016; Neill & Stephenson, 2012; Paramita et al., 2021; Shank & Santiago, 2022). In Indonesia, Mustafa (2013) survey of 327 high school teachers from 12 schools revealed that all participants felt incompetent in classroom management. However, experienced female teachers displayed greater competency, indicating that teaching skills improve with experience. Effective classroom management is crucial for teachers, as the failure to effectively handle disruptive student behaviour can result in emotional exhaustion (Skaalvik & Skaalvik, 2017). According to Klassen et al., (2013) high-quality ITE programs should prioritize equipping graduates with strong classroom management skills to prevent novice teachers from experiencing frustration, stress, and a decreased intention to remain in the teaching profession.

Besides classroom management, teacher graduates reported challenges in selecting suitable teaching methods for students with varying characteristics, including those who lack interest in studying. Several factors may contribute to this difficulty. Firstly, the dynamic nature of the

classroom requires teachers to adopt different approaches to cater to diverse students. Additionally, as students are increasingly exposed to interactive media, conventional teaching methods such as lecture may not effectively engage them. With the era of the Internet and YouTube, teachers are no longer viewed as the sole source of knowledge (Chtouki et al., 2012; Rosenthal, 2018). As a result, teachers must exert extra effort to capture students' attention and present lessons in a way that facilitates comprehension. The challenge of implementing effective teaching methods is a commonly discussed topic in the literature. For instance, recent literature focused on the challenges teachers encounter when incorporating technology into their teaching practices during the pandemic (Khatoony & Nezhadmehr, 2020; Lukas & Yunus, 2021; Nugroho et al., 2021). Considerable research has also been conducted on utilising interactive digital platforms like Kahoot (Kohnke & Moorhouse, 2022; Suharsono, 2020), Google Jamboard (Stafford, 2022) or Padlet (Jong & Kim Hua, 2021) as effective teaching methods. However, this finding emphasizes the importance of not simply accumulating numerous teaching methods, but rather selecting the appropriate ones. This requires teachers to exercise critical thinking and evaluate their options carefully, rather than blindly following trends. Particularly in the context of Indonesia, where schools in rural areas often have limited resources, teachers' thinking abilities become paramount. It is crucial for teachers to not only determine what tools to use, but also understand why they are chosen.

Having said that, most participants in this study expressed concern about their inability to understand their students, leading to confusion in choosing methods and effective classroom management strategies. This finding highlights the importance of incorporating standalone courses on learner psychology in ITE, rather than solely integrating it into other courses such as TEFL or Micro teaching. This study supports previous research that emphasizes the importance of the student-teacher relationship (Corbin et al., 2019) and adds to the growing evidence that effective classroom management requires teachers to understand student characteristics (Franklin & Harrington, 2019). These issues, also raised by educators (see section 6.2.2), should be considered as areas for improvement within ITE.

Teacher Preparedness: Principals' views¹²

The findings reveal that principals assess graduates' preparedness according to teacher standard competencies (professional, pedagogical, personal, and social competencies), skills, core values, and talents. This finding is aligned with previous studies that consider personal and professional practice skills as two main aspects of hiring new teachers (Engel, 2013; Harris et al., 2010; Rutledge et al., 2010; Tamir, 2021). However, most previous studies look at what aspects principals looking for when evaluating candidates' preparedness such as a degree from highly competitive university and certification (Clotfelter et al., 2007, 2010; Goldhaber, 2007; Goldhaber & Anthony, 2007). Meanwhile, this study's findings reveal which aspect that becomes the school principals' priorities in selecting new teachers, with certain personal and professional aspects being considered more important than others. Interestingly, contrary to the previous findings which look at the subject content knowledge (Hill et al., 2005; Piasta et al., 2009) and classroom experience (Giersch & Dong, 2018; Harris & Sass, 2011; Kersting et al., 2013), the finding shows that although principals initially looked at teacher professional and pedagogical competencies, most principals indicated personal and social competencies as deal-breakers. This indicates that competent candidates might not be hired if the principals dislike their personalities or ways of thinking even when they seem experienced and competent professionally.

This finding is consistent with that of Anugerahwati & Saukah (2010) who found that personal competence is the most influential in shaping exemplary teachers into professionals as it permeates other competences and fosters their enthusiasm for professional development. In a similar vein, Bandura argues that personal competence beliefs are critical for human agency (Bandura, 1977). He affirms that self-efficacy, which reflects beliefs in one's ability to succeed, is a powerful predictor of academic performance due to its relevance to learning and

¹² The principals were asked about teacher preparedness in general; the principals were not asked to view the preparedness of ITE graduates from a particular ITE. Therefore, no comparison was done in this matter.

motivation. However, the negative effects of low self-efficacy can be mitigated by adopting a growth mindset, which emphasizes the ability to improve and grow through effort and persistence. In summary, Bandura's argument highlights the link between personal competence and growth mindset, as the latter can help individuals overcome the challenges of low self-efficacy and enhance their performance. Simply put, growth mindset is important element in teacher development since it helps teachers to reflect and develop their professionalism to strive in teaching profession.

Principals also consider not hiring candidates who might have difficulties getting along with their colleagues, highlighting the importance of social competence. Despite the importance of personal and social competencies in the development of teachers, they are often overlooked in ITE programs. Instead, most programs prioritize the development of professional and pedagogical competencies, which are considered indicators of preparedness for graduates (Ingvarson et al., 2007). This argument is supported by a study in Semarang, Indonesia (Zamili et al., 2020) which found that teacher competency tests only assess professional and pedagogical competencies, neglecting important personal and social competencies necessary for effective teaching, and therefore, cannot be used as the only measure for the quality of teachers. The lack of evidence regarding personal and social competencies in the Indonesian context could be attributed to the absence of an instrument to measure them. This finding underscores the significance of these competencies and highlights the need for further research to create a tool for exploring them.

The study also revealed that principals favoured candidates whose values were in line with the institution's core values and possessed additional talents, such as public speaking, arts, music, or drama. Non-teaching abilities were seen as advantageous as they appeal to students and can enhance school events. This highlights the importance of ITE graduates distinguishing themselves from other candidates by developing skills beyond teaching. As a result, teacher preparation institutions should emphasize the significance of possessing a

diverse skill set to excel in the competitive job market. The perspectives about teacher preparedness shared by school principals are insightful, suggesting the need for teachers who possess a growth mindset (Dweck, 2017; Song, 2018). In hiring process, principals have a long-term vision for teacher career and prefer candidates who are more likely to not only teach effectively but also could stay in the profession. Therefore, it's critical that teacher education programs focus on more than just professional and pedagogical knowledge. They should also prioritize developing the personal and social competencies of future teachers, equipping them to flourish in their careers. In essence, ITE need to educate teachers beyond learning to teach to ensure they are set up for long-term success.

Professional Satisfaction of Employers: Principals' Views

The results on principals' job satisfaction regarding graduates' overall performance provide insights into the criteria that principals prioritize when evaluating teachers' performance. One key finding is that principals highly value teachers with strong professional competencies, a view that has been long supported by existing literature (Akram et al., 2011; Hadriana et al., 2020). These findings suggest that teachers who possess the necessary knowledge, skills, and abilities related to their subject matter and teaching methods are more likely to receive positive evaluations from principals. The results also reveal that principals place great importance on creativity as a key indicator of highly valued teachers, distinguishing them from mediocre teachers. Creativity has been recognized as an important factor in teaching for decades and become a formal criterion for evaluating teacher performance (Da'as, 2021; Jeffrey & Craft, 2004). This finding highlights the significance of teachers' ability to generate innovative and engaging teaching methods to enhance students' learning outcomes, suggesting ITE promoting strategies to cultivate creativity in their courses. Several studies highlight the importance of creativity for teachers and teacher education. As an example, Sir Ken Robinson argued that teachers play a critical role in fostering creativity, and therefore need to be given more support and training in how to promote creative thinking and problem-

solving in their students (Robinson, 2017). Another example is a study based on the findings from three award-winning teachers who emphasized important factors for creative teaching (Horng et al., 2005). They recommend that ITE programs equip student teachers with knowledge and strategies for creative instruction, led by experienced educators who have a deep understanding of creativity, while also providing an environment that fosters creativity. Creativity is one of the essential 21st-century learning skills that needs to be developed by student teachers to enable them to thrive in ever-changing and complex teaching professions.

In addition to the areas of strength found in teachers, such as their professional competencies and creativity, the research also highlights some areas of concern, including personal, social, pedagogical competencies, and communication skills. One potential explanation for these shortcomings is the lack of opportunities for teacher graduates to practice these skills in real-world contexts during their teacher training. For instance, the practicum component of ITE programs typically prioritizes student teachers' ability to instruct students rather than their ability to communicate effectively with parents. This study has shown that communication with parents are still a concern. These research findings align with those of Shepherd & Devers (2017) who observed that principals were dissatisfied with the communication skills of novice teachers when interacting with parents. Principals often found the inconsistency between the skills emphasized in ITE and required at schools (Truog, 1998). Effective communication with parents is an essential skill for teachers (Darling-Hammond & Bransford, 2007; Stamatis & Chatzinikola, 2021; Symeou et al., 2012). However, the international literature indicates that teacher education programs provide inadequate preparation for teachers to communicate effectively with parents (Denessen & Kerkhof, 2009; Walker & Dotger, 2011). The similar case happens in Indonesia context where student teachers have limited or might not have the opportunity to interact with parents during their training. As a result, many teachers learn this by doing and have average competence to communicate with parents. Several studies suggest strategies to overcome this issue. For instance, Gartmeier et al., (2016) who surveyed 677 teachers in Germany regarding their communication with parents recommend that ITE

programs prioritize the development of teacher-parent communication competencies and training in the use of differentiated and empathetic strategies that are responsive to parents. Similarly, Chatzinikola, (2021) emphasizes active listening and empathy to understand parents' position as basic skills of communication between teachers and parents. These results supports the idea to allow student teachers to observe or interact with parents in the curriculum or practicum.

Furthermore, the study also revealed contradicting perceptions between the principals and teacher graduates on certain aspects, as outlined in section 7.4.3. Additionally, the research revealed that principals in elementary schools considered parent feedback crucial for evaluating teacher performance. While acknowledging its significance, they also displayed patience towards novice teachers, hoping that they would improve over time. These findings underscore the importance of effective communication between principals and teachers to ensure clear expectations and promote professional growth. The study's finding suggest ITE explore ways to align the curriculum with principals' expectations and address the areas of concern identified in the program.

8.1.5 Contextual Factor

The stakeholders who participated in this study voiced concerns regarding various aspects of Indonesia's policy, educational system, and teacher working conditions. These concerns encompass a wide range of issues beyond civil servant recruitment, such as teacher welfare, technology, and the quality gap between teachers in urban and remote areas. This finding highlights the importance of both internal and external factors in improving teacher quality. While the improvement of ITE is crucial, as emphasized by the national policy reviews conducted by the OECD and the Asian Development Bank in 2015, it must also be supported by policies that address the aforementioned concerns raised by the participants. A detailed summary of the concerns expressed by the 42 interviewees can be found in Appendix S, although not all issues could be explored in detail due to the study's scope. This section will

focus specifically on the PPG policy, which has significantly impacted teacher education practices and is extensively discussed in the Research Context Chapter.

PPG as an Emerging Issue. The emergence of PPG as a key theme in this study reflects the diverse concerns expressed by stakeholders, despite the study's initial focus on undergraduate ITE. This policy affects various stakeholders at different stages of the education system. For instance, PPG is managed by faculty staff, including the Dean and HoD of ITE, and is also taught by educators in state ITE. PPG practicum takes place in schools, involving principals and teacher graduates. Additionally, student teachers who graduate from ITE must compete with non-ITE graduates for enrolment in PPG to become certified teachers. As a result, stakeholders perceive PPG and the quality of its graduates as critical concerns. This finding underscores how research can provide new insights into related issues and amplify stakeholder voices. Given the clarity and importance of this issue to stakeholders, this section focuses on discussing this overarching concern in detail.

The Impact of Pre-Service PPG on ITE Graduates and Practices.

The quality of ITE has been a long-standing issue in Indonesia, as evidenced by the significant number of low accreditations of ITE institutions. One of the educators who participated in this study questioned the government's decision to introduce a new program, given the "chronic" problem of poor ITE quality. The educator expressed the expectation that the government would prioritize finding a solution for ITE before adding another separate program. This sentiment is captured in the following quote:

"I don't understand what PPG is doing. Why don't we just improve the quality of teacher education? I've been sceptical about this policy issue because not all student teachers go to PPG." (Educator 1, State)

The participant's concerns extended beyond the government's decision to prioritize PPG over addressing the chronic issue of poor ITE quality. The limited spaces available in PPG raised concerns about the impact on ITE graduates, as not all of them would be able to continue their

education in PPG. Additionally, the diverse quality of ITE graduates and the significant number of low-accredited institutions led one educator to express doubts about ITE graduates' ability to compete with graduates from other universities who may have more substantial content knowledge. The participant viewed this situation as a potential threat to ITE graduates.

“Many teacher education graduates are not good at content knowledge and even teaching skills. Their positions are threatened because of PPG. When graduates from the mathematics department join PPG, we are lost in content knowledge. Then where are our teacher graduates going?”. (Educator 2, State)

The cost of PPG is another factor that affects the ability of ITE graduates to enrol in the programme. As one participant noted in this quote, not every ITE graduate can afford to pay the additional tuition fee required for PPG.

“I disagree with PPG because it means I go to university again, and it is costly” (Graduate 8, Private)

The quote indicates that PPG has unintentionally decreased ITE student teachers' interest in pursuing a teaching career due to limited opportunities and additional tuition fees, as also noted by an educator in this quote:

“We have many rules for being a teacher. We must go through PPG. That's what might make the interest decrease. We are still proud of adopting education from other countries, but we have not thought about what our students' character is like, an education that works for us. And that's compounded by the ever-changing policies...” (Educator 6, Private)

The educator's criticism of policy borrowing raised concerns regarding the quality and approach of ITE at the postgraduate level. The introduction of PPG as a professional training program for teacher certification in Indonesia has led to a re-evaluation of the purpose of UG ITE for providers, students, and other stakeholders. Previously, the teaching route in Indonesia was primarily through the undergraduate level program of ITE, with some programs also offering a master's program. However, with PPG's introduction, bachelor's and master's degree holders must complete the program for teacher certification. This has led to questions from student-teachers regarding the importance of joining ITE as anyone from any program can become a teacher. Because of this, some students do not take the lessons seriously,

leading to a lack of motivation that could affect their competencies as teachers. This phenomenon is illustrated in this quote.

“PPG allows everybody to teach, then why does teacher education exist? I don’t worry. It’s just a little bit strange. Many student teachers don’t realise that they will be educators who teach humans. They are not serious to study.” (Student teacher 4, State)

The policy allowing non-ITE graduates to enter PPG has caused ITE to shift towards a more general higher education approach, raising questions about its focus on teacher preparation. As an illustration, some ITE programmes promote non-teaching jobs and adjust the curriculum to attract more students (Suryani & George, 2021). The HoD expressed concerns about ITE’s role in improving teacher competency, given that both ITE and non-ITE graduates have equal opportunity to enter PPG.

“I don’t know if we or PPG must make such an improvement in teacher competency. Now that we have PPG, what I am going to do is I don’t have many plans, fixing here and there, especially when there is a PPG.” (HoD, Private)

The quote reveals a shift in responsibility for teacher preparation from ITE to PPG due to unclear content separation, as shown by the reduced practicum time, transferring some teacher preparation responsibility to PPG, assuming that if ITE graduates truly want to become teachers, they will receive training in PPG. While PPG aims to strengthen ITE graduates’ competencies, limited practicum time impacts the teaching performance of uncertified ITE graduates who become teachers. Although certification is not yet compulsory, some employers require certified teachers, while others still recruit uncertified ITE graduates and allow them to join in-service PPG certification later on.

Stakeholders in ITE, including educators, student teachers, HoDs, and Deans, have expressed concerns about PPG’s impact on job opportunities for ITE graduates, ITE practices, the role of ITE, and the quality of PPG graduates. These concerns align with a longitudinal study conducted by RISE in 2018-2020, which found that PPG was ineffective in improving teacher quality, with no impact on teacher professional knowledge or student outcomes (Alifia et al., 2019; Yusrina et al., 2022). The study also revealed that PPG materials were repetitive

of lessons taught in ITE, suggesting a need for differentiation between PPG programmes for ITE and non-ITE candidates. For that reason, it is suggested that to strengthen PPG, the government must take concrete steps to improve low-quality ITE programmes instead of using PPG as a means of sweeping problems under the rug.

8.2 The Differences Between Private and State ITE

The findings from the result chapters reveal significant differences between private and state ITE, as noted by stakeholders within the programme, with internal issues being an overarching concern.

8.2.1 Findings

The Deans and HoDs in private ITE expressed more concern about the admission process compared to their counterparts in state ITE due to the differences in their selection procedures. While Deans and HoDs in state ITE expected a better selection process to recruit high-quality students, those in private institutions did not set high expectations, as private ITE is often seen as a last resort after students are not accepted into state universities with perceived better quality and lower tuition fees. Private ITEs are also able to set their own selection criteria, which can be a potential concern. However, it is worth noting that the private ITEs in this study were top universities that could be selective if there were more applicants than available spaces. The issue lies in the significant number of low-quality private ITEs that still need students to run their programmes. Typically, they pass everyone, particularly in low-accredited ITEs. Although the government has imposed an annual quota of 40,000 teacher candidates to enrol in ITE, the number of students and low quality of ITEs remains high (Chang et al., 2014). One possible reason is that many individuals enter ITE as a fallback option, as "no other choice" is the most popular reason for enrolment (Masbirorotni et al., 2020).

Private and state ITE student teachers exhibited similar motivations to join ITE, but private student teachers showed less interest in becoming teachers. This is possibly due to private

ITE's promotion of several other graduate profiles during admission, and a curriculum that places more emphasis on transferrable skills such as ICT and entrepreneurship, and optional teaching subjects. This shift away from a primary focus on teacher education may undermine the role of ITE as a teacher preparation institution. While it may be challenging to limit student teachers' career intentions, ITE can influence their views by instilling teaching values and providing career advice. However, this effort is less apparent in private ITE, indicating a need for improvement in promoting the value of being a teacher.

The quality of educators is perceived highly in both private and state ITE, yet there are significant differences in the interaction between student teachers and educators. Private ITE educators are more approachable and accessible, while state ITE educators maintain formal boundaries. Private ITE emphasizes a humanistic approach to education, and student teachers' satisfaction is prioritized. Private ITE provides fieldwork earlier and assesses students through project-based assessments, whereas state ITE has written tests. In terms of monitoring and evaluation, despite the similar strategies pattern, the private university seems more active in pursuing accreditation at the international level, such as ISO or QS star for their programmes, including ITE; as a result, their ranking is higher than state university¹³. The leadership style in the program is also different, in state ITE, the HoD used a personal approach, while in private ITE, the HoD used a collegial approach to decision-making. However, the educators in both programs expressed their appreciation for the successful leadership strategies employed.

8.2.2 Internal Issues

Lack of Educators in Private Teacher Education. Private teacher education is faced with various issues, including the deployment of educators who have pursued their doctoral studies abroad. As a consequence, some of their colleagues are required to substitute their positions

¹³ The ranking number is not disclosed to protect the identity of the university.

in teaching certain subjects. This often leads to an imbalance in the workload of educators, where one educator may have to teach more subjects, including subjects that are not their area of expertise, and a teaching assistant may have to assist them in teaching. Additionally, every semester, there is a rolling system for assigning subjects to educators, which often results in educators having to teach different subjects every semester. This situation has raised concerns among student teachers regarding the teaching capacity of freshly graduated teacher assistants, as well as the expertise of educators teaching subjects outside their specialization, as illustrated in this quote:

“Typically, lecturers just master the field of study that they teach. One lecturer named Miss Sue (pseudonym) was assigned a new subject. I have a strong feeling that she has never taught this subject. I see that her confusion is very visible. Surely, if all lecturers knew everything, she would not be that confused. This issue was raised in a public hearing. Someone asked about it, and the Head of Department explained that it was the first time she had taught that subject. Even now, teaching assistants are mushrooming. When I asked my friend who taught one subject, he told me he was taught by an alumnus who just graduated two years ago”. (Student 9, Private)

In order to assess the potential impact of this issue on the quality of teaching and learning in ITE, the researcher cross-checked this issue with the Head of Department and educators to gain a balanced perspective. During these discussions, the HOD shared their preference for educators who could teach multiple subjects, even if it meant they were teaching outside their area of expertise.

“As we’re still undergraduates, I think there is no focus yet. If one lecturer focuses on teaching reading and writing, for example, we only have these subjects in the first year, who will teach curriculum design while nobody has expertise in curriculum design and nobody is interested. I have six classes in semester five to be taught curriculum design, while three people are only interested in teaching reading and writing...” (HoD 2, Private)

Educators exhibited some degree of reluctance and disagreement towards the assignment; however, they recognized it as part of their responsibilities and acknowledged it as a temporary situation until their colleagues completed their degrees and returned to the university. These sentiments were echoed by one educator who expressed her feelings about the situation.

“The subject to teach is assigned. It can be requested but, in the end, assigned. It’s because of the workload, meaning the existing classes and the number of educators are sometimes not matched. For example, some educators are more interested in some courses, while not many lecturers are interested in others, so nobody teaches those subjects if no one is assigned. For

example, I am interested in the use of technology integration in education but not in practice the use of technology. So actually, it's not my interest, and I was nervous about teaching when I was assigned that class, but yes, I just do it because of the need." (Educator 8, Private)

To sum up, the references discussed above have shed light on the varied perspectives and expectations regarding the issue of insufficient educators, which has led to noticeable frictions among stakeholders. By leveraging access to multiple stakeholders, the researcher was able to cross-check ideas, obtain balanced perspectives, and gain a more comprehensive understanding of the phenomenon in question, including its underlying causes and how it was perceived by different parties. This advantage point could be considered the strength of this study.

Limited Budget in State Teacher Education.

The issue of limited budget is a significant challenge faced by state teacher education. In this study, the issue was highlighted during interviews with the Dean, Head of Department, and educators. The Dean, in particular, reiterated the phrase "limited budget" multiple times, underscoring the extent to which this issue impacts the faculty's ability to implement various programs, including awarding scholarships to deserving students, proposing new lab initiatives, inviting speakers to conferences, and facilitating student exchange programs, as evidenced in this reference.

"In the Faculty of Education, the highest tuition fee, at least up to 4 million rupiahs (around 200 pounds), that's every semester. If we want to send students out of the country, where do we get the budget? The tuition fee is various. There is a level 7 tuition fee of 3 million rupiahs. The lowest is 400 thousand rupiahs per semester, depending on the student's ability, so not all pay three million. Many students applied for a reduction in tuition fees as they could not pay. I often convey to my students, 'I want to give you many opportunities abroad, want to do this and that, but what to do, I am not able to help, often I open a link then wonder if we can do it due to our shortcomings in the budget.'" (Dean 1, State)

The Head of the English Department found himself in a difficult position, expressing concerns about the limited budget, as evidenced in the following quote.

"Once, we invited speakers from one university in Scotland. They all came because we know them well. We can carry it out without being financed. But we still hope to have the same thing as other campuses. Department is supported with operational funds, so we do not feel 'dizzy' when organising events. We will evaluate the curriculum following the new system soon. We will

invite experts who understand curriculum development very well. But usually, at the beginning of the year like this, we are confused about funding. Funding is always the problem, and it's hard to move, a dead-end here and there..." (HoD 1, State)

The reference highlights the challenges faced by the HoD in organizing an international event on a limited budget. Despite this difficulty, the HoD was able to leverage his broad network and various channels to successfully manage the situation. The resulting collaboration was mutually beneficial, as it allowed the department to secure international speakers while also affording keynote speakers the opportunity to showcase their expertise on an international stage. During the interview, it became apparent that the HoD and educators had many innovative programs that were constrained by budgetary limitations. One educator conveyed her ideas and concerns regarding this issue in the following comment:

"I actually want to make a camp, or if the department asks me to do it, I can do it, a three-day leadership camp, for example. Our students will be trained to cooperate, be responsible, and share with others. But how about the cost? We need funds to make it most effective because we hold an activity. Where is the fund from? That's a dead end. It can be allocated from the tuition, actually. But you know this is a state university, the increase of tuition will make people react..." (Educator 2, State)

In conclusion, the references reveal that the faculty members' aspirations to expand the program were constrained by the limitations of a limited budget. The prospect of greater opportunities without financial constraints would undoubtedly enhance the quality of the program. However, given that increasing tuition fees is not a viable option due to the risk of student protests, the faculty must make the best use of the available resources and connections to support the program. Despite these challenges, the faculty remains committed to optimizing the program's potential and providing the best possible education to their students.

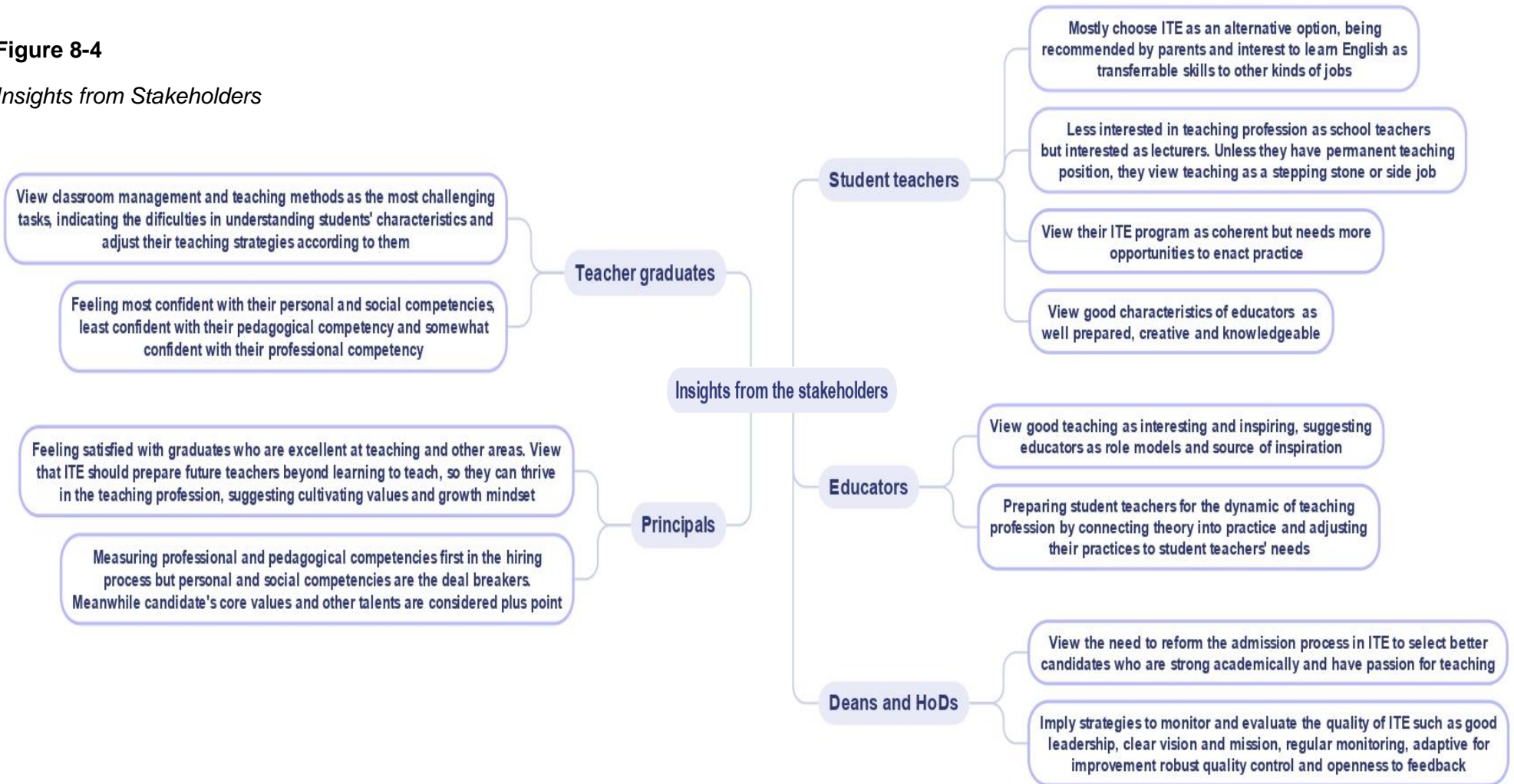
8.3 Core Arguments of Key Findings

The previous discussion thoroughly examines each influential aspect, contributing to the understanding of the overall quality of ITE while offering theoretical contributions and practical implications. In this section, a step back is taken to examine the results as a whole, considering their combined significance. The analysis and synthesis of these findings reveals the overall

argument, emphasizing how they collectively contribute to the field and provide new insights, specifically for four-year UG ITE programmes in Indonesia. A key strength of this research lies in its ability to investigate each influential concept and then provide a comprehensive perspective on the connections across aspects and stakeholders. With this bird's eye view, the analysis links the findings to provide insights into possible solutions for the issues addressed in the introduction chapter, namely the quality of student intake, the quality of the institution, and the quality of graduates. These arguments close the loop of the research problem in the study and shed light on the quest for better teacher education quality. In this section, the number in the brackets indicated where the findings or source are located. The stakeholders' insights drawn from the key findings are illustrated in Figure 8-4.

Figure 8-4

Insights from Stakeholders



8.3.1 The Quality of Student Intake Should be Pursued, Not Compromised

The findings based on admission process, student teacher motivation and career intention have indicated that the low-stakes admission process is problematic because it often results in the recruitment of candidates with varying abilities and motivations to join ITE (5.1, 5.2 and 6.3). Consequently, educators may face challenges in training unmotivated students into effective teachers, especially when these students struggle with their content knowledge. This, in turn, impact their teaching efficacy and leads to a lack of confidence in their teaching abilities and diminished interest in pursuing a career in teaching. Deans and HoDs hoped that implementing a more robust admission process would yield better candidate selections, facilitating a smoother learning journey and allowing educators to focus more on developing pedagogical knowledge, which has been lacking in the field for a considerable period. Teacher education often overlooks the crucial aspect of motivation. It seems there is significant gap between research recommendations and practical implementation, resulting in a lack of consideration for motivation during the admission process. The findings indicate that student teachers entering teacher education programs may not necessarily have a desire to become teachers but rather view ITE as an alternative option. Insufficient motivation negatively affects their engagement in lessons and their intention to pursue a teaching career upon graduation.

The study shed new lights into the impact and relation of the admission process, motivation, and career intention. Low-stakes admission processes and lack of teaching values integrated into the programmes contribute to the consistent correlation between lack of motivation and career intention. By comparing student teachers' initial motivation upon entering their studies with their career intentions in their final year, the study expands the understanding of the potential long-term consequences of lacking motivation in ITE. Interestingly, the findings reveal that some student teachers who join ITE as an alternative option, view teaching as an alternative to their intended career paths. This implies that those who choose ITE without the intention of becoming teachers may not pursue teaching as their career even after completing

a four-year ITE program. Furthermore, the study uncovers a gap between perception and intention, indicating that students who hold positive perceptions about the teaching profession may not necessarily have the intention to become teachers. This cautions against assuming that all students in ITE have the intention of becoming teachers when studying their motivation, as it may not accurately reflect the reality. While contextual factors and the learning experience in ITE may influence student teachers' career intention, the study indicates the close relationship between motivation at the beginning of the program and students' interest in teaching. However, it is essential to exercise caution due to the limitations of small sample sizes and the potential influence of other factors. As such, the findings cannot be generalized, particularly across different contexts.

The key argument for reforming admission process for better student intake have been supported by local and international literature. ITE in Indonesia has faced criticism regarding its quality (De Koning, 2012; World Bank, 2020). Many studies have suggested reforming the admission process to select better candidates as one of the possible solutions (Suralaga et al., 2020; Surya, 2016; Suryani, 2020). However, to date, no significant changes have been made yet. One possible reason is the centralization of the government system for state ITE. Meanwhile, private ITE admission boards may lower the admission score to attract more students since high-stakes entrance requirements could lead to insufficient student recruitment. Different approaches have been adopted by various countries in managing the admission process in ITE. For instance, in the UK, school-led recruitment has been employed (Davies et al., 2016) while in Ireland, priority is given to enhancing the diversity of the teacher workforce (Heinz, 2008). These strategies aim to broaden access to ITE by accommodating mature students who pursue non-traditional pathways, such as post-graduate diplomas, which attract graduates from diverse primary degree backgrounds. In contrast, Singapore follows a different approach by implementing a limited number of candidates for the teaching profession and offering scholarships (Lukas, 2015).

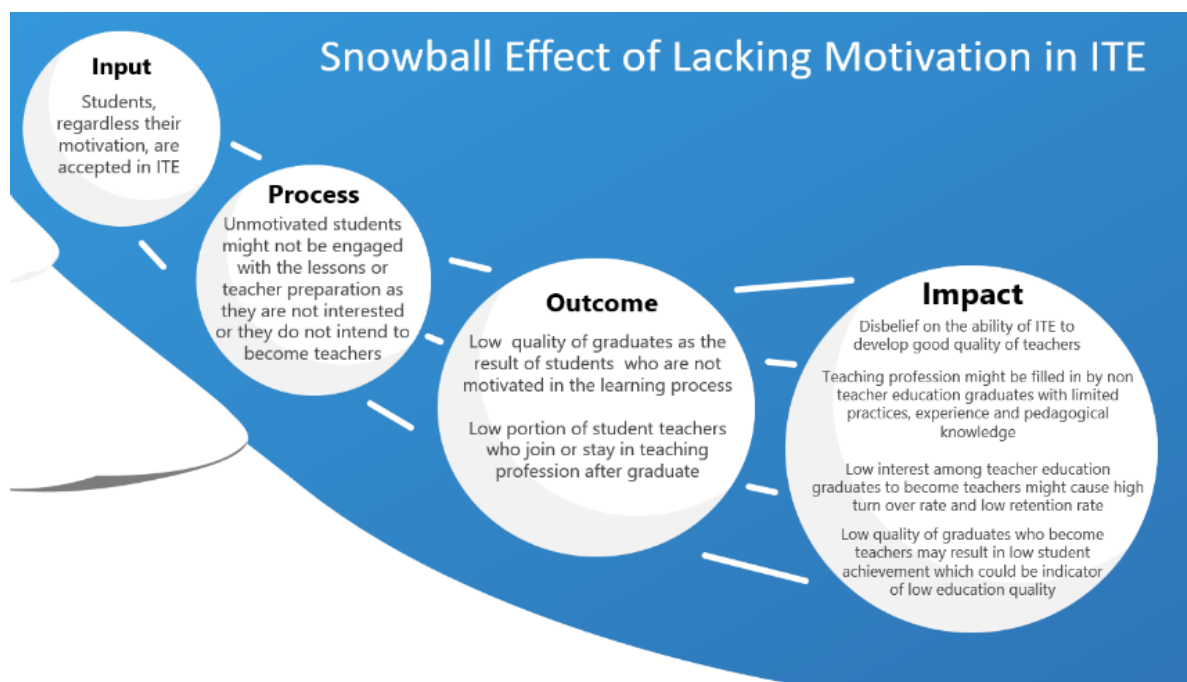
Indonesia's approach in ITE sets it apart from high-performing countries like Finland and Singapore, where there is a strong emphasis on selecting students with a long-term vision and commitment to investing in human resources (Darling-Hammond, 2017b). In these countries, there is a coherent alignment between attracting suitable candidates, preparing them effectively, and retaining them as dedicated teachers. However, in Indonesia, many private teacher education institutions prioritize student enrolment over the quality and suitability of candidates. Whether they ultimately pursue teaching as a career or not is another matter. Teaching and teacher values are pushed aside and compromised. This fact is disturbing as it has the potential to distort the role of ITE and the long-term sustainability of the teaching profession. The focus on practicality and economic considerations undermines the values and integrity of teaching. It is crucial to view recruitment in teacher education as the beginning of a continuous process towards professionalism (Surya, 2016). A high-quality teacher education program should be transformative, equipping student teachers with the skills and knowledge to excel not only in acquiring a teaching job but also in thriving within the teaching profession.

This study highlights the importance of a selective admission process in ITE, which considers candidates' motivation and academic abilities. Resolving the issues with the admission process is crucial to address the ongoing concern of student intake. While selecting high-achieving students is vital for improving ITE quality, it is not sufficient on its own. Factors such as the quality of educators and programs also play a significant role. Additionally, the government can contribute by creating a more secure teaching profession, encouraging high-achieving ITE graduates to commit to teaching and staying in the job. The study proposes a potential admission process that offers specialized ITE courses with higher entrance requirements, targeting specific groups motivated to become teachers. Furthermore, implementing effective two-year pre-service PPG programs for pedagogical training and practicum can accommodate other individuals interested in teaching.

A key argument of this study is to pursue high quality and motivated candidates in ITE. According to Robinson and Aronica (2014), motivation has the transformative power to shape one's career. Furthermore, motivation in teacher education is vital since it can have implications for societal and educational issues in the long run. Neglecting student teachers' motivation in the recruitment and learning processes can result in lower-quality graduates. Meanwhile, the low-stakes admission processes in ITE can result in candidates with lack of motivation to pursue teaching joining the program primarily for the purpose of continuing their higher education, leading to potential long-term repercussions on the quality of teachers in the profession. Figure 8-5 shows the snowball effect of lacking motivation in ITE (Novita, 2021, p. 68).

Figure 8-5

Snowball Effect of Lacking Motivation in ITE



Note. From "Motivation in Teacher Education: The Forgotten Element and its Snowball Effect," by Novita,P., 2021, *Education and Self Development*, 16(3), p. 68. <https://doi.org/http://10.26907/esd.16.3.07>. CC BY-NC

Considering the possible effect of lacking motivation in ITE, this study suggests that motivation needs to be taken seriously in teacher education, not compromised, or forgotten. Although motivation is fluid and likely to change, the study has provided a deeper insight into the impact of motivation on the learning process, career intention, and overall education in the long run. These findings have substantial implications for teacher education practices, specifically in the admission process, highlighting the importance of considering motivation during the admission process in ITE and raises awareness of the potential consequences of neglecting this factor. These interrelated findings also show that the inquiry about teacher education quality need to consider multiple interrelated concepts as focusing on a single aspect may only provide partial understanding, a piece of the puzzle of the complex issues in ITE.

8.3.2 Coherent Programme and Rigorous Quality Control are Essentials

The findings have indicated that both programs in this study demonstrate coherence (5.3.3 and 5.3.1) and rigorous quality control (section 6.4.2), which are indicators of high-quality ITE programs. Coherent programs have visions of teaching and learning that are reflected within and across courses, fostering integration between them and fieldwork experiences (Hammerness & Klette, 2015). Regular meetings among faculty and staff contribute to a shared understanding of the program's vision and goals, facilitating the evaluation of ongoing activities, resolution of issues, and planning of future programs. The outcomes of these meetings are then communicated to ensure students are well-informed. The findings also highlight the effectiveness of monitoring and evaluation strategies employed in both programs, which have successfully maintained program quality. Rigorous quality control is one explanation for the programs' attainment of A-level accreditation. This quality control involves internal assessments, including performance index indicators for educators, as well as external assessments through national and international accreditations. Public hearings are regularly conducted to provide a platform for student representatives to voice concerns and offer feedback, further ensuring program quality. The input from principals is also highly

valued, as it helps in curriculum adjustments to meet the evolving demands of the teaching profession. These strategies can be valuable examples for other ITE to enhance the quality of their programs.

The study provides a significant understanding of the connection between vision, coherence, and quality control in the program. A crucial factor in maintaining program quality is the presence of a shared vision and mission among all faculty staff. This vision is integrated into the curriculum, ensuring that all activities align with the overall vision. The vision and mission serve as a “north star”, a guiding force for quality control by consistently referring back to them. This interplay between coherence, the achievement of the vision and mission, and quality control serves as indicators of program quality. This insight is in line with the substantial evidence of the importance vision (Cavanna et al., 2021; Hoban, 2004; Tatto, 2015) and coherence (Banks et al., 2014; Hammerness, 2006; Richmond et al., 2019) for facilitating powerful learning in ITE program. Numerous studies have indicated accreditation as important quality assurance measure in ITE (Ingvarson et al., 2006; Jalal et al., 2020; Midraj & Harold, 2016). Nevertheless, this finding support other studies which suggest that additional rigorous quality measures need to be adopted for ensuring the quality of the program beyond accreditation (Cochran-Smith, 2021; Darling-Hammond, 2006a; Harvey, 2002; Rowe & Skourdoumbis, 2019; Yeigh et al., 2017). Rigorous quality measures are important for the improvement and survival of teacher education.

8.3.3 Bridging The Gap Between Theory and Practice: Old Issues, New Challenges

The findings have indicated the lack of opportunities to enact practice for student teachers in the program (5.3.1). The limited opportunity practice separates student teachers from the reality of the teaching profession and its challenges. One possible challenge is facing students with diverse characteristics as they are not exposed much to interact with students in ITE (7.3.2). The value of understanding student characteristics has also been highlighted by the educators and principals (6.2.2 and 7.4.1). This may one possible reason why the teacher

graduates face difficulties in classroom regarding teaching methods and classroom management (7.3). A lack of practical experience in ITE can undermine the confidence of student teachers in their teaching abilities and potentially discourage them from pursuing teaching career (5.2.2). Consequently, ITE has long been critiqued for the disconnection between theory and practice (Hammerness, 2013). Nevertheless, this study acknowledges contrasting view towards real context experiences (2.3.3 and 8.1.2). For that reason, this study suggest innovative ideas to connect theory into practice as outlined in suggestion for improvement (8.4.2). Several studies from the international literature have also explored various strategies to connect theory into practice such as mandatory experiential learning programme from a community-based project in Hongkong (Harfitt et al., 2018), an action research project in Norway (Ulvik et al., 2018), and a co-teaching model in the USA (Levi et al., 2018). All these findings suggest that ITE needs to provide more opportunities to connect theory and practice to expose student teachers to the actual classroom to evaluate their capacity and capability to overcome challenges in the teaching profession.

This study provides deeper understanding of the possible impact and consequences of disconnection between theory and practice in ITE. Thus, it underscores the crucial significance of bridging theory into practice, as highlighted in previous studies focusing on preparing teachers for a changing world, uncertainty, and an unknown future (Darling-Hammond, Bransford, et al., 2005; Schuck et al., 2018). The opportunities to enact practice enables student teachers to translate abstract theoretical knowledge into real-world applications. Merely listening to lectures in a classroom setting cannot adequately capture the complexities and challenges that arise within an actual classroom environment (Yin, 2019). Without first-hand experience, it becomes difficult for student teachers to grasp the unique nature of teaching. Only through practical engagement can they gain a deeper understanding of classroom management techniques and the selection of appropriate teaching methods. This argument aligns with studies who suggest that student teachers can only become better prepared by actively engaging in the actual work of teaching practices (Klette et al., 2017;

Matsumoto-Royo & Ramírez-Montoya, 2021). Moreover, it is essential for student teachers to be exposed to the realities of teaching in order to engage in reflective practice and better prepare themselves for the demands of the teaching profession (Loughran, 2002; Menon & Ngugi, 2022; Rodgers, 2002; Schon, 1992). By experiencing the real difficulties in the classroom, they can develop a deeper understanding of what it truly means to be a teacher and make necessary adjustments to meet the new challenges and evolving demands of the profession. As John Dewey eloquently stated (as cited in Madden, 2012), "If we teach our children as we did yesterday, we rob them of the future." In the context of teacher education, this can be interpreted as the need to move away from outdated training methods and continually bridging theory into practice through various means. By doing so, future teachers are prepared for the ever-changing landscape of education, ensuring children have teachers who are best suited to meet their unique needs in the present and future.

8.3.4 Preparing Future Teachers Beyond Learning to Teach

The findings of this study have indicated that student teachers hold positive views towards their educators and greatly admire knowledgeable educators who have the ability to expand students' knowledge and inspire them (5.4). This notion is further reinforced by the findings from educators themselves, who emphasize the significance of educators as role models and sources of inspiration (6.2). The student teachers' survey results from both programs confirm this, as they indicate that experienced educators who effectively model teaching are rated the highest in the survey (5.3.1). These findings suggest that the educators who prepare future teachers and go beyond simply teaching content demonstrate a key strength of the ITE programs in this study (8.4.1). When educators become role models, they are fully aware of their influence, and as a result, they practice what they preach by providing examples of effective teaching practices and tangible demonstrations of teaching, rather than simply lecturing. This is crucial for both the professional growth of educators and the development of student teachers. Inspirational educators have the power to transform lives by challenging

their students' thinking and leaving a lasting impact, not only professionally but also as better individuals. Knowledgeable educators possess extensive knowledge, expanding the horizons of student teachers to show the world beyond the classroom. It could be argued that when the quality of teacher education is low, the first aspect to be addressed should be the quality of the educators themselves. Educators play significant roles in teacher education, as affirmed by previous studies (Darling-Hammond & Hyler, 2020; Izadinia, 2012; Khan et al., 2021; Lunenberg et al., 2007). Their impact can truly make a difference. Therefore, it is essential to consider the best practices of preparing future teachers beyond learning to teach and to cultivate them within ITE.

Preparing future teachers beyond learning to teach include various aspects that educators need to consider. Firstly, they must raise awareness of future challenges and equip student teachers with the necessary skills and knowledge to effectively address them. Instead of merely offering technical advice, educators should provide student teachers with thinking tools that foster exploration, adaptability, creativity, and critical thinking. These qualities are essential for tackling unknown and unpredictable challenges. Additionally, educators should strive to develop teachers as transformative intellectuals (Giroux et al., 1988), going beyond the traditional role of technicians and reflective practitioners. This shift in mindset encourages teachers to be active and proactive in engaging with teaching discourse and reform efforts, rather than being passive or negative. ITE programs need to cultivate critical thinking of student teachers to evaluate classroom practices with analytical thinking, not blindly accepting what they observe. With the informed knowledge gained from ITE, student teachers can seek ways to improve practices instead of simply conforming to norms or following the crowd. As an intellectual, student teachers should be able to justify their actions by understanding why a particular measure needs to be taken. They must be aware that each classroom is unique and may require different approaches to cater to diverse needs.

Moreover, the argument for the need of preparing future teachers goes beyond the scope of teaching itself. The insights shared by principals who emphasize the significance of aligning core values with the institution and considering unique talents when hiring teachers (7.5.2). These factors are crucial as teachers with unique talents can contribute to school events and having shared core values with the institutions can help in retaining teachers. This suggests that principals look for other attributes beyond their teaching skills. Consequently, it is suggested that ITE raise awareness of this matter in ITE programs. This does not necessarily mean adding more subjects to ITE but making student teachers realize to equip themselves with attributes that set them apart from others. The main point is that ITE should expand its emphasis beyond teaching skills, as principals hold expectations that extend beyond the traditional teaching role.

8.3.5 Contextual Factors Matter

The findings regarding contextual factors have indicated professional teacher education (PPG) as a shared concern across stakeholders (8.1.5). Despite the effort to provide comprehensive picture on the quality of ITE, this study acknowledges other relevant issues related to teacher education quality such as curriculum, teacher welfare or teacher policies that cannot be extensively discussed due to limited scope of this study (Appendix S). Through conversations with stakeholders, it becomes evident that the quality of teacher education cannot stand alone because it needs to be reinforced by a supportive educational system, policies, and good teacher working conditions. The study argues that the contextual factors matter and need to be considered since the efforts to improve the quality of teacher education do not happen in a vacuum, as suggested by other researchers (Brooks, 2021; Schindler et al., 2015). External factors, whether they originate from the national context or the institution, might link and pull ITE in another direction. This phenomenon is visualised in Figure 8-6.

Figure 8-6

The Influence of Internal and External Factors



8.3.6 Embracing the Concept of Quality in ITE as a Moving Target

The findings of the study have indicated that the faculty staff exhibits the characters of a strong ITE program by acknowledging the dynamic nature of the teaching profession and adapt their approaches accordingly. Principals express a preference for candidates and teachers who go beyond traditional teaching methods, emphasizing the importance of innovation, creativity, adaptability, and exploration in the face of curriculum changes and challenges like difficult students (7.4 and 7.5). Educators, recognizing their role in preparing future teachers, demonstrate flexibility by adapting their teaching practices to meet the needs of student teachers. They also raise awareness about the future challenges teachers may encounter, equipping them to navigate these challenges and be resilient to face the changes (6.2.2). Similarly, Deans and Heads of Departments show positive attitudes towards the evolving demands, changing needs, policies, and unknown challenges in the field. They consider these factors as natural and expected, evident in their monitoring and evaluation strategies that emphasize reflective practices and stakeholder feedback for continuous improvement, including curriculum adjustments (6.4.2). This study contributes to a deeper understanding of the importance of connection, collaboration, and ongoing dialogue between principals as potential employers and users, and ITE as a teacher provider. It highlights the need to assess what fits and what is missing in order to enhance the quality of ITE programs. The concept of quality in ITE is viewed as a moving target due to the inevitable ever-changing landscape of

education and the shifting demands placed on teachers. As a result, what constitutes quality in ITE remains dynamic, requiring ongoing evaluation and adjustment of standards to ensure relevance and effectiveness.

The study argues that the concept of quality in ITE should be viewed as a moving target due to the dynamic nature of the teaching profession, as highlighted by both Indonesian and international literature. An example of an expected change is the curriculum in Indonesia, which has undergone eleven transformations primarily driven by political changes and the Minister of Education (Ilma & Pratama, 2015; Prihantoro, 2014; Susanti, 2021). It is likely that further changes will occur in the future, requiring teachers and teacher education to continuously adapt to the new curriculum. Additionally, unexpected events such as the Covid-19 pandemic have forced teachers and ITE to embrace changes (3.5.3). The pandemic has disrupted traditional teaching methods, leading to the adoption of online learning by teachers (Castroverde & Acala, 2021). In response to this challenge, it is no longer sufficient for teacher preparation to focus solely on the existing knowledge framework (Assunção Flores & Gago, 2020). Consequently, digital competence and technological pedagogical content knowledge are now more essential than ever (König et al., 2020).

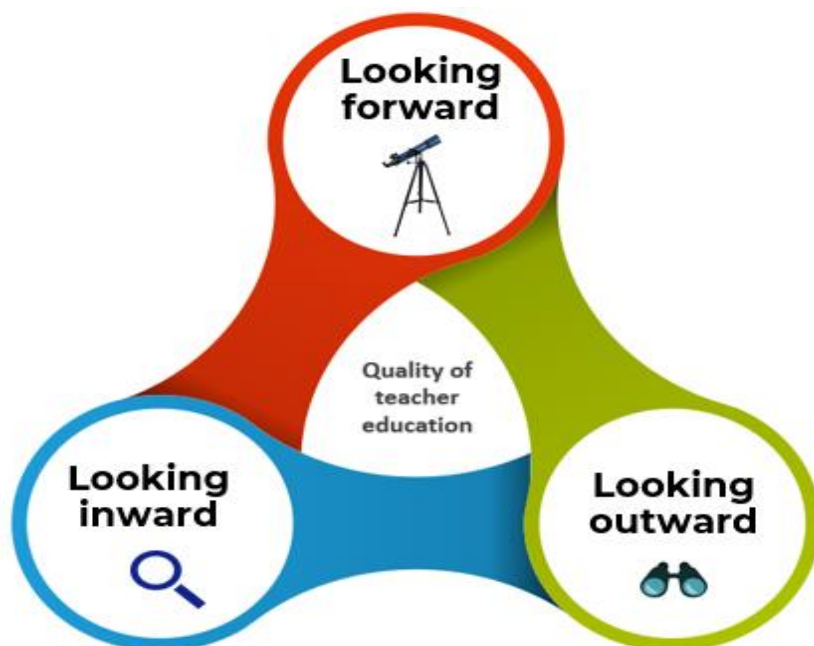
Another reason why teacher education need to embrace the concept of quality as the moving target is because the teacher quality concept itself is dynamic and multifaceted construct (3.4). According to Cochran-smith (2021), the concept of teacher quality is dynamic and subject to diverse interpretations by various stakeholders, including researchers and policymakers. She argues that viewing teacher quality as a dynamic concept is necessary because the prevailing approach of defining and describing the work of teachers often oversimplifies the intricate complexity and diversity of their profession. Olsen (2021) expands on the idea that the notion of good teaching is a multifaceted and ever-evolving concept, shaped by contextual variables, personal factors, and educational reforms. This implies that the definition and understanding of what constitutes effective teaching can change over time. Furthermore, the findings

highlight the significance of flexibility for educators in adapting their teaching practices to the dynamic needs of the teaching profession (Snoek et al., 2019). Therefore, teacher education needs to be responsive, reflective, and adaptive to changes in order to effectively prepare teachers' needs of a changing world.

Thus, to effectively adapt to the ever-changing nature of the teaching profession and meet its demands, the study's findings suggest that teacher education programs should focus on three key areas. Firstly, looking inwards, ITE needs to conduct internal, and external program evaluations, along with regular feedback from stakeholders to ensure continuous improvement. Secondly, looking outward, ITE needs to raise awareness of external challenges impacting the quality of teacher education and learn best practices from other institutions. Lastly, looking forward, ITE needs to stay informed about current issues and debates within the field to anticipate the future needs of student teachers and plan appropriate preparation strategies. Figure 8-7 illustrates the directions for addressing the concept of quality as a moving target.

Figure 8-7

Directions to Look for Maintaining the Quality in ITE



However, even as ITE programs strive to be adaptable, it remains crucial to identify the essential components that should be present in all teacher preparation programs, emphasizing the importance of reaching a consensus on key features (Martin & Mulvihill, 2017). It is worth noting that although accredited ITE programs align with government criteria and teacher competencies, they may not fully encompass all core features. The dynamic nature of quality in ITE suggests that these core features are subject to change and can be subject to debate. Additionally, due to the complex nature of issues in teacher education, core features may not always be applicable in every context.

Considering the importance of identifying essential components in ITE programs, the collective findings of stakeholders in this study provide valuable insights into the key components necessary for effective teacher preparation, specifically within the context of four-year undergraduate ITE programs in Indonesia. These findings reveal four essential elements within ITE: values, mindset, skills, and competencies. These elements are crucial for fostering the growth of student teachers into transformative intellectuals. As a result, this study introduces a proposed approach known as intellectual-based teacher education.

8.3.7 An Alternative Approach Called Intellectual-based Teacher Education

The synthesis findings of this study have provided insights into four important elements needed to be incorporated into a high quality ITE.

Values. The findings have indicated a low level of interest among student teachers in pursuing a teaching career after graduation (5.2). This may be attributed to a significant number of student teachers entering ITE without the intention to become teachers (5.1). Compounding this situation is the insufficient emphasis on the value of being a teacher and teacher professionalism within ITE (Appendix S graduates 3 and 7). Additionally, educators in ITE are reluctant to encourage student teachers to join the teaching profession (7.5.2) due to concerns about teacher working conditions (Appendix C). Moreover, government policies allowing

graduates from any program to pursue teaching careers contribute to increased competition for teaching positions (8.1.5). The lack of interest in teaching may lead to recurring problems in education, such as low-quality teachers, high turnover rates, and ineffective teaching practices. The findings suggest that solely focusing on equipping teachers with the necessary skills and knowledge for the profession, without instilling teaching values and an understanding of the importance of being a teacher, poses significant challenges. The consequences may range from competent teachers who lack commitment to teaching, to incompetent teachers who remain in the profession due to limited alternatives. If these alarming concerns left unaddressed, ITE risks deviating further from its intended purpose of effectively preparing teachers to contribute to long-term educational quality.

Highlighting the values of being a teacher and professional values within teacher education is crucial. Without them, ITE may succeed in attracting high-quality candidates, but retaining them becomes uncertain. Evidence suggests that candidates from programs like Teacher for America and Teaching Fellow, who are initially seen as promising, are more likely to leave the profession compared to other recruits (Boyd et al., 2006; Kelly & Northrop, 2015). The strategy of attracting brighter students to ITE may not yield the expected outcomes if they fail to value the teaching profession and view it merely as a steppingstone to other opportunities. It could be suggested that it is of significant importance for teacher education programs to actively promote the values associated with being a teacher (Chong & Cheah, 2009; Guven, 2017). Considering the profound weight attributed to values, the study argues that ITE needs to incorporate short-term, medium-term, and long-term visions in the programmes. The study identifies a significant issue with ITE programs that solely prioritize developing teacher competencies as a short-term objective but fail to maintain focus on enhancing teacher quality in the medium term and educational quality as a long-term vision. The values upheld by teachers are closely related to their professional identity. Teachers who believe in the transformative power of knowledge keep on learning to pursue their own intellectual growth.

Mindset. The findings have indicated that despite receiving courses in ITE, teacher graduates still face challenges in classroom management and selecting appropriate teaching methods (7.3). The findings suggest that expecting ITE to fully prepare student teachers for all unknown challenges that they may face as graduates could be unrealistic. Therefore, it is crucial to instil a growth mindset in student teachers to enhance their confidence in adapting to changes and overcoming challenges in their roles. Without such a mindset, teachers may easily feel overwhelmed by the demands of the job. This insight is reinforced by the findings of educators, who have emphasized the significance of mindset, thinking tools, problem-solving skills, and critical thinking abilities in effectively navigating unforeseen challenges that may arise in the future (6.2.2). A growth mindset is essential for future teachers to navigate the dynamic nature of the teaching profession, enabling them to adapt to changes, overcome challenges, and navigate uncertainties. The importance of cultivating a growth mindset has been highlighted in teaching and teacher education, as it has the potential to greatly impact personal and professional growth (Dweck, 2017; Kroeper et al., 2022; Orhan & Aydin, 2021; Ronkainen et al., 2019; Song, 2018).

With a growth mindset, teachers develop a sense of confidence in embracing changes and challenges that come with their profession, enabling them to avoid feeling overwhelmed by the demands of the job. Various factors such as parents' high expectations, schoolwork, socio-economic pressure, and government policy changes can significantly impact teachers' identity, professionalism, and overall well-being. Consequently, teachers require a set of beliefs that empower them continuously learn and adapt their intellectual capacities to tackle challenges. In this context, it could be argued that it is beneficial for ITE to adopt a holistic approach, preparing teachers who are not only equipped to enter the profession but also prepared to thrive in their roles and flourish in their teaching career,

Skills. The findings have indicated that teachers in schools require a diverse set of skills to effectively perform their jobs. Principals have stated that they assess candidates' 21st century

learning skills, including creativity, digital literacy, and critical thinking, during the recruitment process (7.5.1). Educators are fully aware of the significance of these skills and actively nurture them through project-based assessments, such as creating a textbook. These assessments require students to apply 21st century skills like creativity, collaboration, effective communication, and digital proficiency (6.2.1). Among these skills, creativity is highly valued by principals. It is evaluated in micro teaching demonstrations during recruitment and observed in teachers' overall performance. The use of creative teaching methods significantly impacts the professional satisfaction of principals, as it enhances the students' learning experience (7.4.1). Principals also provide feedback to Deans and Heads of Departments, emphasizing their preference for creative teacher graduates and suggesting the inclusion of creativity in the curriculum (6.4.2).

Additionally, student teachers acknowledge the importance of their educators' creative teaching methods, as they serve as real-life examples that inspire their future practice (5.4.2). These findings indicate that content knowledge alone is not sufficient for recruitment and successful teaching, additional skills are necessary, as supported by the literature. Numerous studies have explored 21st century learning skills for both teachers and aspiring teachers (Caena & Redecker, 2019b; Darling-Hammond, 2006b; Rajandiran, 2021; I. Smith, 2010; Zaragoza et al., 2021) Additionally, the literature highlights a variety of skills important for teachers, including research skills (Mayer & Mills, 2021; Oancea et al., 2021), communication skills (Khan et al., 2017; Yusof & Halim, 2014), and soft skills (Nurul Huda et al., 2021). These findings underscore the multifaceted nature of effective teaching and emphasize the significance of a broad skill set for teachers that need to be fostered in ITE. This is important since teachers need diverse range of skills to facilitate intellectual growth and provide meaningful learning experiences for their students.

Competencies. The findings have indicated that teacher standard competencies as a primary factor assessed by principals when evaluating candidates for teaching positions (7.5.1). This

is expected since teacher standard competencies are considered as the outcome of ITE, indicators of professional teachers and essential requirements for certification (2.2.1). Additionally, the quality of teacher preparation is theoretically evaluated based on the ITE's ability to equip candidates with national teacher standard competencies (3.3). Deans and Heads of Departments have identified the need for a more rigorous selection process to admit candidates with stronger content knowledge (6.3.1) as their insufficient subject content knowledge can hinder educators in effectively addressing the diverse learning needs of students, impacting their confidence of their professional competence and teaching ability (6.3.2). Student teachers have indicated that their perception of their own competences also influences their career choices (5.2). Importantly, dedicated time should be allocated to developing pedagogical competencies, which student teachers have mentioned as one of their weakest areas (7.2.3). Principals have emphasized the importance of personal and social competencies as crucial factors in the hiring process call them as “the deal breakers” (7.4.1).

Nevertheless, they have suggested that these competencies may have been overlooked in teacher education (7.5.1). For that reason, ITE should strive to cultivate and balance the development of these competencies within the curriculum, prioritizing the necessary knowledge, such as understanding student characteristics through the psychology of learners (7.3). Teacher education programs are widely recognized as institution to develop teacher competencies (Albarra et al., 2022; Julia et al., 2020; O’Flaherty & Beal, 2018; Pantić & Wubbels, 2010). However, ITE also needs to emphasize the significance of lifelong learning to ensure that teacher competencies remain up to date beyond graduation from ITE. Teachers need a range of competencies to effectively facilitate intellectual growth and create meaningful learning experiences. These competencies improve teachers' intellectual capacity which are needed to meet the evolving needs of students and make a lasting impact in the educational landscape.

The findings highlight the importance of the integration of values, growth mindset, skills, and competencies in teacher education that underscores the significance of cultivating teachers as intellectuals who possess a deep commitment to their profession, embrace continuous learning, and employ their diverse abilities to foster intellectual growth and meaningful education. Hence, it can be concluded that the insights provided by stakeholders highlight key elements in teacher education for developing teachers as intellectuals. This study refers to this approach as intellectual-based teacher education (IBTE). The subsequent section examines the existing knowledge surrounding this concept and presents a definition of IBTE based on the study's findings. This study makes a significant contribution by introducing an alternative approach to teacher education, thereby enhancing our understanding of the important elements that contribute to the quality of teacher education.

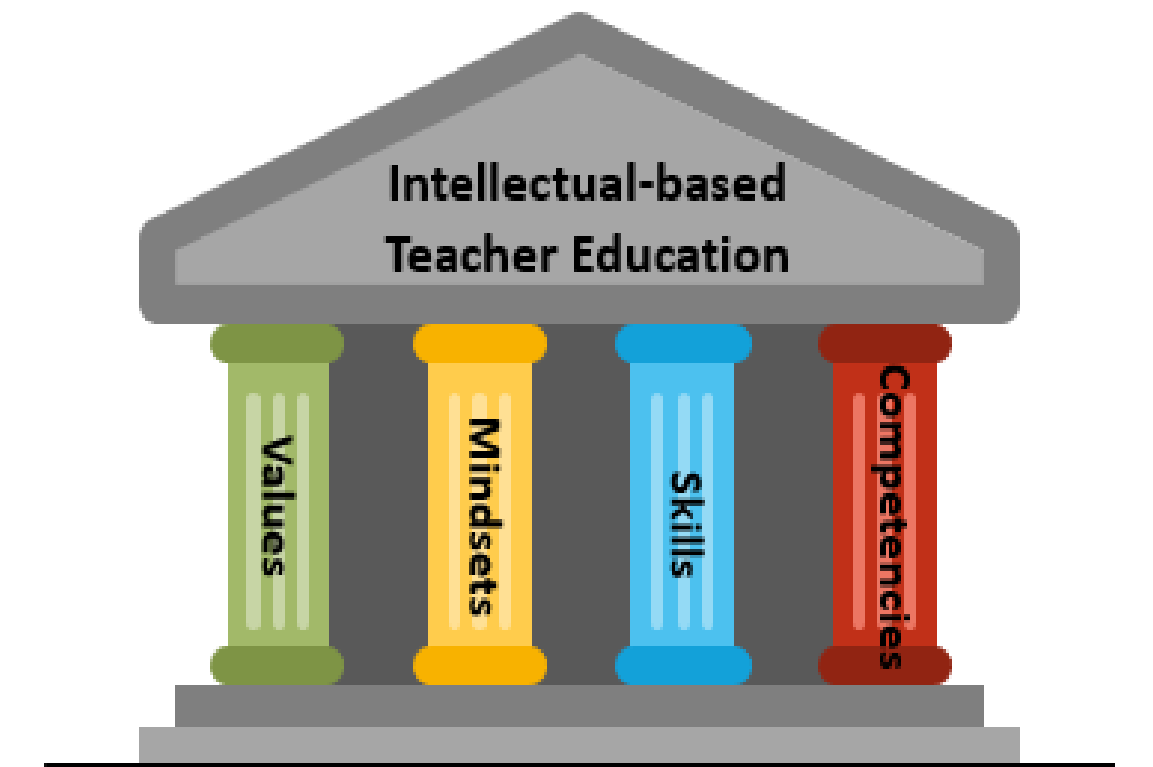
The concept of intellectual-based teacher education may be limited in the literature, but the idea of teachers as intellectuals has been discussed for decades in the literature. Giroux (1988) proposes the idea of transforming the perception of teachers' roles from technicians to transformative intellectuals, serving as catalysts for societal change and promoting critical thinking in their communities. Inspired by Paulo Freire's critical pedagogy, Giroux's work aligns with the notion of education as a means for social transformation (Freire, 1970). Many studies have also explored and emphasized the importance of teachers as intellectuals (Herath, 2015; Rigas & Kuchapski, 2018; Safari, 2017; Téllez & Varghese, 2013; Tezgiden, 2016; Yogev & Michaeli, 2011). Additionally, The UK's UCET (Universities' Council for the Education of Teachers) report on the intellectual base of teacher education envisions high-quality teacher education that values teachers as intellectuals, contributing meaningfully to the professional knowledge base (UCET, 2020). However, there are notable differences between the UCET's IBTE and the proposed IBTE in this study. While UCET's approach responds to UK policy and government initiatives, the IBTE in this study is grounded in Indonesian context and addresses specific challenges in teacher education.

Moreover, intellectual-based teacher education serves as an umbrella term encompassing competency-based, practice-based, and research-based approaches, aiming to develop teachers as intellectuals. Transformative intellectuals are not mutually exclusive from other teacher roles, such as being technicians or reflective practitioners; instead, they complement and enhance them. Therefore, teacher education programs need to adopt a critical approach within this theoretical framework. Overall, the concept of intellectual-based teacher education builds upon existing discussions and offers a comprehensive perspective on developing teachers as transformative intellectuals, aligning with critical pedagogy principles, and addressing specific context-related challenges.

Intellectual-based teacher education (IBTE) is an approach that develops student teachers into competent, skilled, critical, adaptive, dedicated, and inspirational intellectual teachers by focusing on four key elements: values, mindsets, skills, and competencies. IBTE cultivates personal and professional values, along with essential skills like 21st-century learning and research. IBTE also fosters a growth mindset and develops teacher competencies such as professionalism, pedagogical skills, personal and social competencies. IBTE aims to prepare student teachers to become professional teachers who are competent, committed to teaching, thriving, and contributing to educational quality. IBTE prioritizes the development of teachers as intellectuals through theories and practice, character building, thinking tools, and the acquisition of skills and competencies necessary to thrive in the dynamic teaching profession. Figure 8-8 depicts Intellectual-based teacher education, illustrating how values, mindsets, skills, and competencies support the transformation of student teachers into intellectual teachers.

Figure 8-8

Intellectual-based Teacher Education



Intellectual-based teacher education (IBTE) offers an alternative approach to initial teacher education (ITE), envisions short, medium, and long-term goals that revolve around developing teacher competencies, ensuring teacher quality, and enhancing educational quality. IBTE aims to align policies and practices with these goals, shaping a new profile of graduates known as intellectual teachers who possess the ability to transform education into an enlightening experience, fostering independent and critical thinking among students. The change process within IBTE begins with a clear vision of the type of teachers ITE should strive to develop. In the words of Sugar Ray Leonard, "We find our opportunities within our dreams and aspirations.". Similarly, intellectual-based teacher education seeks to prepare teachers as intellectuals. Although the concept seems idealistic but through a clear vision, focus, and action, it can be achieved. In essence, IBTE may provide the answer to the "so what" questions raised by this study's finding. Finland and Singapore exemplify this approach, where teachers are regarded as professionals and intellectuals who have the autonomy to determine what is

best for maximizing their students' learning outcomes based on informed knowledge. The researcher's engagement with stakeholders and extensive literature review has led to this point, the importance of teachers to become intellectuals, even though the path to this point seems not straight forward or linear but that is the essence of the message conveyed. By the end of this research, this idea sounds loud and clear, demanding attention and therefore cannot be neglected or ignored. While the conclusion may not be definitive, it serves as a catalyst for ideas that warrant consideration, leading to deeper investigations for future research.

8.4 Strengths, Weaknesses and Possibilities for Improvement

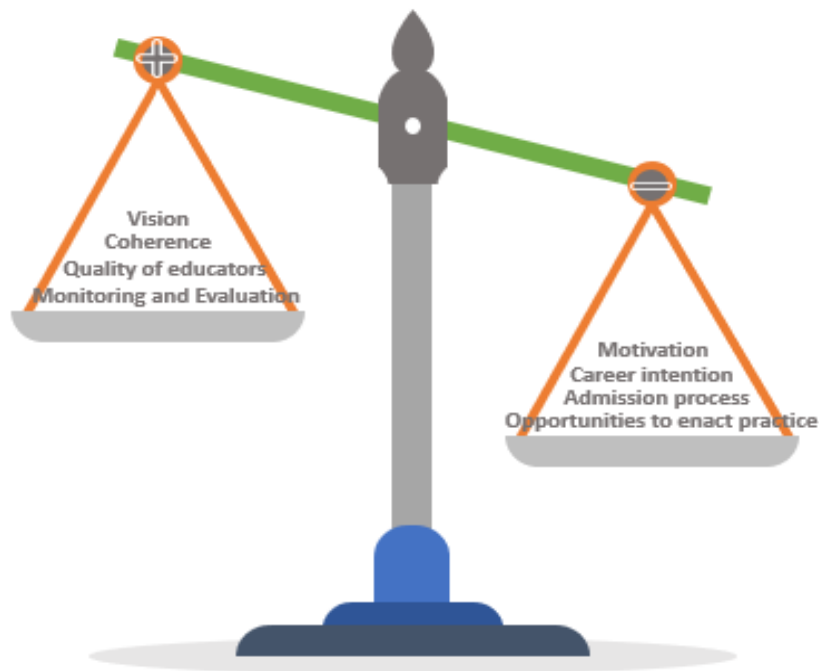
The study findings inform the strengths, weaknesses, and possibilities for improvement in ITE.

8.4.1 Strengths and Weaknesses

The literature review chapter highlighted the significance of the influential factors and indicators of good quality in ITE. Despite the divergent findings discussed earlier, both state and private ITE programs show similar trends, implying the strengths and weaknesses of these programs. The research findings reveal that the institutions under this study have strengths in terms of vision, coherence, quality of educators, and monitoring and evaluation. Nonetheless, the admission process, as well as student teachers' motivation, career intentions, and opportunities to enact practice, remain a challenge for both programs. A visual representation of the programs' strengths and weaknesses is provided in Figure 8-9.

Figure 8-9

Strengths and Weaknesses of the Programme



The strengths of both institutions explain the reason behind their A-level accreditation, as all influential aspects related to the learning and teaching process are deemed to possess good quality. As a result, this research's findings are in agreement with the program evaluation outcomes of the national board for accreditation. On the other hand, the weaknesses are predominantly influenced by contextual factors, such as government policies and teacher working conditions in Indonesia. These results offer insights and recommendations for policy and practice, which are presented in the concluding chapter.

8.4.2 Possibilities for Improving ITE for Teacher Preparation

The perspectives of both teacher graduates and principals serve as crucial indicators of the quality of a teacher education program. However, it is important to exercise caution when drawing associations between the program's input and process and its outcomes and impacts, as the participants in the study may vary in terms of their stage of study in ITE. It is therefore not appropriate to claim that the competencies exhibited by teacher graduates are solely

attributable to the program at the time of the study, as these graduates were trained at a different time. Conducting a longitudinal study would be necessary to fully evaluate such claims, but this is beyond the scope of this PhD research. Nonetheless, the perspectives of ITE graduates and their principals are invaluable sources of insight for identifying areas in which the program may be improved. The graduates, having completed the program, can offer valuable feedback regarding gaps in the program, while the principals, as prospective employers, can provide guidance regarding the expectations of ITE graduates in the workforce. By incorporating such feedback and insights, the program can be adjusted accordingly to better meet the needs and expectations of its graduates and employers.

According to these findings, this study has identified possibilities to improve ITE in four areas: curriculum, collaboration, practice, and information. Firstly, the ITE curriculum could benefit from a greater emphasis on certain key areas, such as classroom management and learner psychology, and could provide student teachers with ample opportunities to practice their teaching in real-life settings under the guidance of a mentor, with constructive feedback provided on their performance. Furthermore, the curriculum could also allocate time to the development of personal and social competencies, such as conflict resolution, effective communication with parents, and self-improvement, while also promoting the teaching profession and instilling the core values of teacher and teaching in educators' everyday lecture. Secondly, to enhance the quality of ITE, effective collaboration with schools and other stakeholders is essential. To this end, ITE could benefit from the insights and experiences of accomplished teachers who could share their strategies for effective classroom management, as well as their best teaching practices (Egeberg et al., 2021). Additionally, principals and professional learning communities could share their current needs, promoting teaching and teacher values as well as providing feedback on how the ITE curriculum could be improved (Thomas et al., 2018). Meanwhile an alumni event could help identify the motivations and challenges of those who have entered the teaching profession. According to Suralaga et al. (2020), mentoring activities could build students' motivation and commitment to pursuing a

career in teaching. Finally, student exchanges with institutions in English-speaking countries could be established to provide student teachers with exposure to authentic teaching situations and to improve their global English language proficiency.

Thirdly, providing student teachers with ample opportunities to practice in real-life contexts, outside of formal observation and practicum settings, could help further enhance their skills and competencies. For example, ITE could provide tutoring classes or short courses in English, enabling student teachers to practice their teaching skills without disrupting regular school schedules. Finally, ensuring that student teachers remain up to date with current developments and issues in the teaching profession is essential. ITE could establish a dedicated webpage to provide updated information on the national curriculum, teaching strategies, lesson plans, and the state of the teaching profession in Indonesia and other relevant contexts. This webpage could also feature job vacancies, internships, and scholarship opportunities. These areas for improvement in ITE are highlighted in Figure 8-10 and represent a roadmap for further enhancing the quality of ITE and supporting the development of highly skilled, motivated, and effective teachers.

Figure 8-10

Areas for Improvement in ITE



8.5 Summary of the Discussion Chapter

The synthesis of the findings shows that the quality of ITE in Indonesia is not fit for the purpose and is not transformative yet, as evidenced by the limited influence ITE has on student teachers' interest in teaching even after four years of training. Teacher working conditions are perceived as contextual factor that influences individuals' interest in choosing a career in teaching. The study identifies misalignment in vision, policy, and practice in teacher education, potentially weakening the ITE programmes' quality. For instance, poorly accredited ITE programs often operate with a short-term vision, focusing on minimal requirements to sustain the program rather than prioritizing quality. This leads to issues such as the low quality of student intake with lack of motivation. Consequently, these chronic problems detrimentally affect the quality of teachers and education as a whole. The government policy regarding teacher training programmes for certification (PPG) open to all university programmes seems to have unintended consequences because PPG might contribute to shifting ITE from teacher preparation to general higher education. Therefore, an improvement in the overall system policy may be necessary to address these challenges. In light of the findings from different stakeholders, the study suggests the continuous efforts to improve ITE quality. To strengthen teacher education graduates' preparedness, it is recommended that PPG needs to be structured as a seamless continuation of ITE, rather than running a separate program that duplicates content covered in ITE. The findings of this study highlight several core arguments that should be considered. Firstly, it emphasizes the importance of pursuing and not compromising the quality of student intake. Secondly, it underlines the necessity of a coherent program and rigorous quality control measures. Additionally, the study emphasizes the need for bridging the gap between theory and practice in teacher education. Furthermore, it stresses the significance of preparing future teachers beyond simply learning how to teach. Moreover, the study acknowledges that contextual factors play a crucial role in teacher education. Then, it advocates for embracing the concept of quality in ITE as a dynamic and evolving target. Finally, it highlights the importance of values, growth mindsets, skills, and competencies in

teacher education. Intellectual-based teacher education (IBTE) is proposed as a positive recommendation for reimagining teacher education. This approach aims to prepare and transform student teachers into intellectuals who can critically evaluate their teaching practices and identify optimal learning strategies to enhance their students' outcomes. The possible contribution of this study, implications, limitations, and suggestions for further research are presented in the concluding chapter.

Chapter 9 Conclusion

Teacher education in Indonesia has long been criticised for its weak capacity to effectively develop the competencies of future teachers (Raihani & Sumintono, 2010; Zein et al., 2020). The proliferation of low-quality ITE institutions, characterized by lenient admission processes, has resulted in an oversupply of teacher graduates, exceeding 300,000 annually (World Bank, 2020). The consequences of this situation are twofold: public scepticism towards the quality of ITE and a detrimental impact on the overall quality of teachers in the field. Despite ongoing criticism for poor performance, a significant number of ITE-trained teachers continue to be employed in schools and will be for the foreseeable future. This persisting issue is further highlighted by students' consistently low academic achievements in international standardized tests such as PISA and EF (Education First, 2020; OECD, 2019). Any efforts to enhance the quality of in-service teachers may prove futile if new teachers graduating from ITE lack the necessary competence. It is imperative to break this vicious circle. Both national policy reports and local research call for improvement in teacher education (Chang et al., 2014; World Bank, 2020). Although the introduction of a one-year pre-service teacher professional education (PPG) in 2013 aimed to address this concern, doubts regarding the program's effectiveness persist (Fibrianto & Yuniar, 2020; Simanjorang et al., 2020; Yusrina et al., 2022). Therefore, there is a pressing and ongoing need to sustain and improve the four-year undergraduate teacher education program (ITE) as the primary institution responsible for equipping future teachers with the necessary skills and knowledge to meet the demand for high quality teachers in Indonesia. This urgent need that motivated the conduct of this research.

This study explores how stakeholders perceive teacher education quality in terms of strengths, weaknesses, and possibilities for improvement. In this concluding chapter, the essential findings and recommendations relating to the research questions and aim are summarized. The chapter begins by highlighting the value and contributions of the study, including the list

of publications as the research output of this study. Theoretical and practical implications are also discussed, shedding light on their significance. Furthermore, the chapter acknowledges the study's limitations and suggests recommendation for future research. Finally, the chapter ends with a reflection on the research process.

9.1 Main Contribution

This study contributes new empirical evidence from Indonesia to a global database of teacher education research from developing countries. This study is original because, to the best of the researcher's knowledge, this study is the first attempt to involve multiple stakeholders, various aspects, and multiple phases of ITE within the Indonesian context, using a mixed methods complex design, in which the data is collected from both private and state institutions. In addition, it is important to highlight that one of the justifications for originality lies in its potential to be the first study using an international instrument like the CATE study to understand the coherence of the programme, including the connection between theory and practice and then connect the findings across stakeholders from ITE and schools in Indonesia.

This research is significant due to the fragmented and disconnected nature of existing studies on teacher education in Indonesia. Previous research has been insufficient in providing a comprehensive understanding of the quality of ITE programs, lacking methodological rigor to advance knowledge in this area. Moreover, these studies have often focused on a specific stakeholder group, providing only one-sided evidence, while the issues surrounding ITE quality in Indonesia are complex. This study addresses the gap by taking a comprehensive approach and incorporating the perspectives of six different stakeholder groups and exploring the issues related to the input, process, outcome, and impact of ITE programs. The findings contribute research evidence on influential aspects that significantly affect the quality of ITE in Indonesia including admission process, motivation, career intention, vision, coherence, opportunities to enact practice, educator quality, monitoring and evaluation, teacher competencies, teacher challenges, teacher preparedness, and professional satisfaction of

employers. These findings provide a more complete picture and a better understanding of the influential aspects which affect the quality of student intake, the programme itself, and teacher graduates.

The study contributes a newly developed conceptual framework integrating different elements from previous research on the influential aspects which affect the quality of ITE in different phases of ITE. This framework draws upon the principles of program theory and a logic model framework (Bickman, 2000; Cooksy et al., 2001), as explained in Literature Review Chapter. The conceptual framework was generated from in depth analysis of the issues affecting ITE quality. It not only serves as a model for investigating ITE quality issues in Indonesia and other developing countries but also offers a transferable framework applicable to diverse educational systems.

The existing research on teacher education quality, both locally and internationally, lacks comprehensive evidence that connect multiple perspectives from universities and schools. Most prior studies have primarily focused on the viewpoints of specific stakeholders regarding particular issues in one specific site either from the school or the university. In contrast, this study emphasizes the importance of considering the perspectives of all stakeholders involved in ITE programs. It aims to identify the connection between the findings from ITE as providers, graduates as the output, and principals as the users, as they are directly involved in and affected by the quality of these programs. By highlighting the holistic involvement of these key stakeholders, this research brings attention to their central role in shaping the quality of ITE programs. This research fills an important knowledge gap and provides valuable insights by incorporating a broader range of perspectives and exploring various aspects of ITE quality and what the results mean for the improvement of ITE quality in the context of new routes to teaching via pre-service PPG introduced by the Indonesian government in 2013 (Pangestuti et al., 2021).

Methodologically, this research is a single study on teacher education quality that explores influential aspects in different programme phases: input, process, outcome, and impact. To ensure a thorough investigation, the research also involves six types of stakeholders (the Dean, HoD, educators, student teachers, teacher graduates, and their principals) using a mixed-methods complex design¹⁴, which compares the findings from two highly accredited institutions, private and state ITE. In other words, in this study, the investigation of teacher education quality was designed to be more comprehensive than previous similar research by drawing on multiple concepts, phases, stakeholders' perspectives, methods, and types of institutions. Such comprehensive studies are scarce in the existing literature, particularly in Indonesia, despite researchers advocating the importance of this approach. For instance, Harvey and Green (1993) emphasise the importance of understanding the preferences of different stakeholders when assessing the quality of higher education. Darling-Hammond (2006) argues that employing multiple measures to evaluate teacher education allow a comprehensive understanding of how programs contribute to candidates' learning and performance. Mayer & Oancea (2021) suggest a more diverse approach, including comparative and multi-site research. This study adopts these recommended approaches and applies a mixed-method complex design to explore the quality of teacher education, including the joint display for meta-analysis visualisation (Younas et al., 2021). The comprehensive views from this research design allow the study to identify the different expectations of stakeholders, bridge any existing gap, and inform possible solutions to meet stakeholders' expectations.

¹⁴ Mixed-methods complex design is a type of mixed-methods in which the core design of mixed-methods, in this case, explanatory sequential design (survey and interview) embedded with another methodology or method, in this study, qualitative (interview) and triangulated to address the research aim.

9.2 Research Output of the Study¹⁵

Several research papers have been published from this PhD project to better understand the quality of teacher education in the Indonesian context and contribute to the conversation in the teacher education field.

Novita, P. (2023). Teaching is (not) a career priority for student teachers: Empirical evidence from Indonesia. *Journal of Educational Studies and Multidisciplinary Approaches (JESMA)*, 3(2), 174–197. <https://doi.org/10.51383/jesma.2023.78>

Novita, P. (2022). The quest for teacher education quality in Indonesia: The long and winding road. In: Khine, M.S., Liu, Y. (eds) *Handbook of Research on Teacher Education*. Springer, Singapore. https://doi.org/10.1007/978-981-16-9785-2_32

Novita, P. (2022). Challenges and possibilities for improvement in teacher education. *Proceedings of Indonesia Focus 2021*, 1(1), 1–7. <https://www.indonesiafocus.net/index.php/PIF/article/view/53>

Novita, P. (2021). A conceptual framework for analysing a teacher education programme: A pursuit of quality. *IPEM Journal for Innovations in Teacher Education*, 6(July 2021), 1–12. <https://www.ipemgzb.ac.in/educational-journal.php>

Novita, P. (2021). Motivation in teacher education: The forgotten element and its snowball effect. *Education and Self Development*, 16(3), 60–70. <https://doi.org/10.26907/esd.16.3.07>

Novita, P. (2021). "Good teaching is interesting and inspiring": Teacher educators' views. In S. Riddle & P. Bhatia (Eds.), *Imagining Better Education: Conference Proceedings 2020* (pp. 91–107). Durham University, School of Education. <https://dro.dur.ac.uk/33150/>

Novita, P. (2020). Tantangan guru dan pendidikan keguruan di era perubahan (Challenges for teachers and teacher education in the changing world). In S. Oktavilia, N. Rahayu Kistanti, S. Utami, & D. Rahmayani (Eds.), *Bunga rampai: Dinamika pembangunan berkelanjutan (Bertahan di tengah pandemi Covid 19) (The dynamics of sustainable development: Surviving in the midst of the Covid-19 pandemic)* (pp. 346–358). Beta Offset. <https://ep.unnes.ac.id/web/BungaRampai/>

Novita, P. (2019). What happened to initial teacher education in Indonesia? A review of the literature. *European Journal of Social Science Education and Research*, 6(3), 88–103. <https://revistia.com/index.php/ejser/article/view/6720>

¹⁵ <https://research-information.bris.ac.uk/en/persons/pipit-novita/publications/>

9.3 Implications of the Study

This section presents the theoretical and practical implications grounded in the empirical evidence of this study.

9.3.1 Theoretical Implications

This section highlights the theoretical implications of this study. This study provided a detailed picture of stakeholders' views of strengths and weaknesses in two elite UG ITE English programmes, providing insights on the significance and contributions to existing body of knowledge.

The study provides a better understanding of the quality of ITE in Indonesia. Drawing on the concept of quality in higher education proposed by (Harvey & Green, 1993), it becomes apparent that the current state of ITE in Indonesia may not align with its intended purpose. In the country, ITE is often perceived as a last resort for individuals seeking to pursue higher education, primarily due to the low stake selection of the admission process. Consequently, the role of ITE has shifted to that of a more general form of higher education, as teaching positions are open to graduates from any programmes. A considerable number of low-accredited ITE institutions allow all students to pass without rigorous evaluation. This study adds the understanding of Deans and HoDs' perspectives as the leaders in ITE regarding the admission process. These stakeholders are concerned with the low quality of student intake and call for a better selection process, expecting more highly motivated candidates with better subject content knowledge. These concerns raised by the Deans and HoDs are indeed valid, as the study also reveals that a significant portion of student teachers join ITE without the intention of pursuing a career in teaching. Instead, they perceive ITE as an alternative option, influenced by parental suggestions or driven by the desire to acquire English language skills for other job prospects.

The results are consistent with their career intentions, as the study shows a low portion of student teachers who intend to become teachers after four years of studying in ITE. This finding suggests a minor impact of ITE on student-teacher identity, professionalism, and commitment to teaching. Therefore, it can be inferred that the ITE program in its current state may not be transformative yet. Moreover, various contextual factors, including teacher working conditions, the educational system, and policies, may contribute to the lack of interest among ITE graduates in pursuing teaching careers. Therefore, these factors should also be taken into account when addressing the issues surrounding ITE in Indonesia.

The findings shed light on how Indonesia performs differently from high-performing countries in teacher preparation, shedding light on the misalignment among vision, policy, and practice. alignment between vision, policy, and practice. Countries such as Finland and Singapore, known for their excellent education systems, prioritize quality from the beginning. In these countries, ITE programmes carefully select candidates with long-term visions, considering them as valuable investments in the future of education. Consequently, consistent efforts are made to support these candidates until they become professional teachers. In contrast, Indonesia's approach to teacher preparation is compromised from the start, driven by a short-term vision. Candidates are recruited into ITE programs without a clear focus on whether they will ultimately become teachers or pursue alternative paths, as elaborated upon in the Discussion Chapter. The shift in the perception of ITE as general higher education undermine the efforts to prepare professional teachers, making it disconnected with the long-term vision, affecting teacher quality, and preventing the achievement of educational quality. It is crucial to recognize that the quality of a country's education system cannot exceed the quality of its teacher education, both pre-service and in-service training.

The study argues that teacher education quality, teacher quality, and education quality should be viewed as interconnected components, forming a continuum. Consequently, it is suggested that ITE adopts a broader perspective and embrace a long-term vision concerning practices

and policies in teacher education. Failing to see this through, may break the link between teacher education and teacher quality, thereby affecting education quality. These three elements—teacher education quality, teacher quality, and education quality—must be intricately connected through a unified effort. Any mediocrity or shortcomings in one element during a specific phase will inevitably have a ripple effect in subsequent phases. Therefore, it is imperative for ITE programs to consider the bigger picture and adopt a longer-term vision to ensure the cohesiveness and effectiveness of teacher education and its impact on educational quality.

The thesis has provided valuable insights into significant factors that can improve the quality of graduates. Firstly, as indicated by the Deans and HoDs in this study, there is a need to improve the quality of student intake. Secondly, the quality of educators emerges as a crucial concern. Educators in this study are perceived as highly qualified, possessing a deep understanding of effective teaching practices that equip students for the dynamic nature of the teaching profession. They see themselves as sources of inspiration and role models, bridging the gap between theory and practice while adapting their teaching to meet students' needs. Student teachers also express a preference for well-planned, creative, and knowledgeable educators. These findings contribute to the existing literature on educators' perceptions on the concept of good teaching, best practices, and the attributes of highly qualified educators. Thirdly, the quality of the program itself is highly relevant. The ITE program in this study is coherent and it has robust monitoring and evaluation processes, which are considered strengths of the ITE in this study. The findings highlight common characteristics that contribute to program quality, including strong leadership, a clear vision and mission, regular monitoring, a willingness to adapt and improve, rigorous quality control, and openness to feedback. These evidence-based practices categorize the ITE program in this study as highly accredited. This finding further enriches the literature on the characteristics of a strong ITE program.

A previous study suggests that, in the context of teacher education, the learning process at school is more crucial than the school's input in achieving desired outcomes (Scheerens & Ehren, 2015). Within this teacher education context, this study argues that the quality of input (i.e., student intake), the quality of the program where the learning process occurs, and the quality of educators are equally significant. Therefore, ITE programs should consider these three elements in their pursuit of producing high-quality graduates, as neglecting any one of them can have a substantial impact on the outcomes of teacher education, as illustrated by the snowball effect discussed in Discussion Chapter.

Furthermore, the study contributes to a better understanding of addressing teacher challenges in the field and meeting employers' expectations. Teacher graduates express a perceived lack of competence in pedagogical knowledge, particularly in areas such as classroom management and teaching methods, which has long been an issue. However, the study adds to the literature by emphasizing the importance of understanding student characteristics to mitigate this problem, as learner variability is a constant challenge that teachers undoubtedly face. Additionally, the study adds insights from principals' and employers' perspectives, offering a different angle on teacher preparedness. Principals prioritize personal and social competencies over professional and pedagogical competence when hiring. They highly value candidates' core values and talents. As principals recognize the demands and dynamics of the teaching profession. Principals seek competent candidates who demonstrate professionalism, adaptability, and strong interpersonal skills to effectively interact with colleagues, students, and parents. Hence, personal, and social competencies hold significant importance in their hiring decisions. In addition, principals believe that candidates who possess values and a growth mindset are more inclined to stay in the teaching profession for an extended period. This has a beneficial effect as it helps decrease the number of teachers leaving their positions, which, in turn, has a positive influence on the learning process and contributes to improved student achievement.

The insights derived from this study propose an alternative approach to teacher education that enhances and expands upon existing concepts. Four key insights emerge: values, mindset, skills, and competencies. Traditionally, teacher preparation has focused primarily on developing competencies (Cooper et al., 1973; Gutiérrez-Martín et al., 2022; Nousiainen et al., 2018; Pantić & Wubbels, 2010). However, this study argues that competencies alone are no longer sufficient and should not be the sole goal of ITE. Instead, the study emphasizes the importance of cultivating teachers as intellectuals who can navigate unforeseen challenges. Previous research has proposed different approaches to teacher education, such as competency-based (Bawane & Spector, 2009; Wang, 2021), practice-based (Forzani, 2014; Zeichner, 2012), and research-based teacher education (Alvunger & Wahlström, 2018; Jyrhämä et al., 2008; Krokfors et al., 2011). This study contributes to the existing literature by offering an alternative approach called intellectual-based teacher education (IBTE) as a potentially positive approach to address weaknesses in processes and outcomes identified by stakeholders of ITE, as highlighted in detail in the Discussion Chapter. This constructive recommendation aims to prepare student teachers to be fit for the teaching profession and to be transformative. Thus, this approach is designed to develop student teachers to become intellectual teachers who are competent and take an active role in making decisions on the best possible strategies to improve learners' outcomes. IBTE is expected to develop student teachers to become well-prepared for the job, thriving, committed to teaching, and willing to contribute to educational quality in the long run.

9.3.2 Practical Implications

This section highlights practical implications for educators, ITE programmes in Indonesia, and teacher education as a field of study.

Educator. This study supports previous international research highlighting the importance of educators being active role models and sources of inspiration, as their words and actions significantly influence the beliefs and practices of future teachers (Lunenbergh et al., 2007;

Mezirow, 1997). Educators as role models imply two things. Firstly, educators serve as models of professionalism by implementing effective teaching practices in their classrooms. This includes developing lesson plans, employing diverse teaching methods, possessing subject knowledge expertise, staying updated with advancements in the field, and incorporating real-world insights. As a result, their lessons become engaging, inspiring, and serve as models of exemplary teaching that they actively promote. Additionally, educators demonstrate a willingness to adapt their teaching to meet the current needs of their students, ensuring relevance and effectiveness. Secondly, educators can also serve as models of being a schoolteacher within their specific subject area. For instance, if they teach student teachers education for young learners, they can demonstrate what it means to be a kindergarten teacher. Similarly, if educators are preparing student teachers to become English teachers, they can exemplify the qualities and practices of English teachers for junior or senior high school students. By doing so, educators provide tangible examples of how the theoretical concepts they teach are implemented in real classroom settings.

Educators as sources of inspiration could be rooted in their achievement and powerful teaching. For instance, student teachers in the study admired their educators who were overseas graduates, high-profile researchers, experts in the field, or practitioners with much experience. Therefore, educators may want to promote themselves with continuing professional development. Educators with powerful teaching could provoke student teachers' thinking, challenge their perspectives, shift their views, and influence their decisions. For instance, a student-teacher in the study said that once her educator asked students to write down the characteristics of a good teacher. One by one, students came to the board and wrote what they wanted from a good teacher. After the board was filled in with the writing, the educator asked the student teachers, "Can you do them all?" The students were silent. They just realised teachers' expectations; it is not easy, and they need to prepare themselves well.

Preparing future teachers to learn to teach without encouraging the values of teaching and being a teacher seems to miss the fundamental purpose of their training, leaving a void that could be filled in with other aspirations and derail prospective future teachers from the essential role of educating the young generation. Educators may need to take on the responsibility of motivating future teachers. One effective approach is for educators to share stories, offer advice, or present ideas that emphasize the value of teachers and teaching as a profession, while underscoring the lifelong learning commitment necessary for effective teaching. Moreover, educators can employ strategies and tasks that cultivate the mindsets of student teachers, encouraging them to be critical thinkers, innovators, creative problem solvers and adaptable individuals which equips them with the necessary qualities to navigate the dynamic nature of the teaching profession successfully. By fostering these mindsets, educators ensure that student teachers not only become well-suited for a teaching role but also thriving.

ITE programme. The findings of this study highlight specific areas of improvement required in Initial Teacher Education (ITE) programs, namely curriculum, collaboration, practice, and information. Detailed information on these practical aspects can be found in the Discussion Chapter, specifically in Section 8.4.2. The study also suggests practical implications for the admission process in ITE programs. To enhance the admission process, ITE institutions could implement measures such as assessing candidates' subject content knowledge and exploring their motivations for becoming teachers. The government could consider implementing multiple selection phases to enable ITE programs to identify candidates with suitable characteristics and abilities in their chosen subjects. Collaboration among ITE institutions could be encouraged to establish a consensus on the materials used for tests and interviews. For instance, in the English education program, candidates could undergo a three-phase selection process. The first phase could involve a national entrance exam to assess general aptitude. In the second phase, candidates would undergo a subject content knowledge test specific to the study program, focusing on their English skills. The final phase would be an

interview to assess motivation, personality, aptitude, and cognitive skills. To streamline this process, mini-interviews lasting 5 to 10 minutes could be conducted, as suggested by Metsäpelto et al., (2020) and Salingré & MacMath, (2021). The objective of implementing rigorous selection processes is to identify candidates with better abilities and higher motivation. This approach allows educators to focus on developing other competencies during the learning process, rather than starting from the basics to accommodate candidates with diverse abilities. However, it is crucial to recognize that a robust selection process must be complemented by high-quality ITE programs to ensure the overall effectiveness of teacher education. The findings of the study indicate the need for improvement in certain areas, such as practicum and personal and social competencies. Strategies to enhance the practicum experience could involve providing guidance to students on how to maximize the benefits of their practicum, including engaging in deep reflection on their reports before the practicum begins. Additionally, after the practicum, ITE programs could offer personalized feedback on student teachers' teaching performance and facilitate class discussions to enable mutual learning from each other's experiences.

Another area for improvement is the development of personal and social competencies. ITE programs can achieve this by providing a balanced portion of the curriculum dedicated to fostering competencies such as discipline, task and time management, effective communication skills, and conflict resolution. One approach could be incorporating orientation and character-building activities into the program or integrating them into daily lessons. It is also crucial for ITE to raise awareness among student teachers about school culture, the core values of educational institutions, and the unwritten rules of what is considered appropriate behaviour in schools. Furthermore, ITE should encourage student teachers to engage in extracurricular activities that support their talents in various areas such as arts, music, drama, organization, public speaking, martial arts, or other non-academic skills. These additional talents may be attractive to prospective employers or principals as they showcase a diverse skill set that can contribute to students' activities and school events,

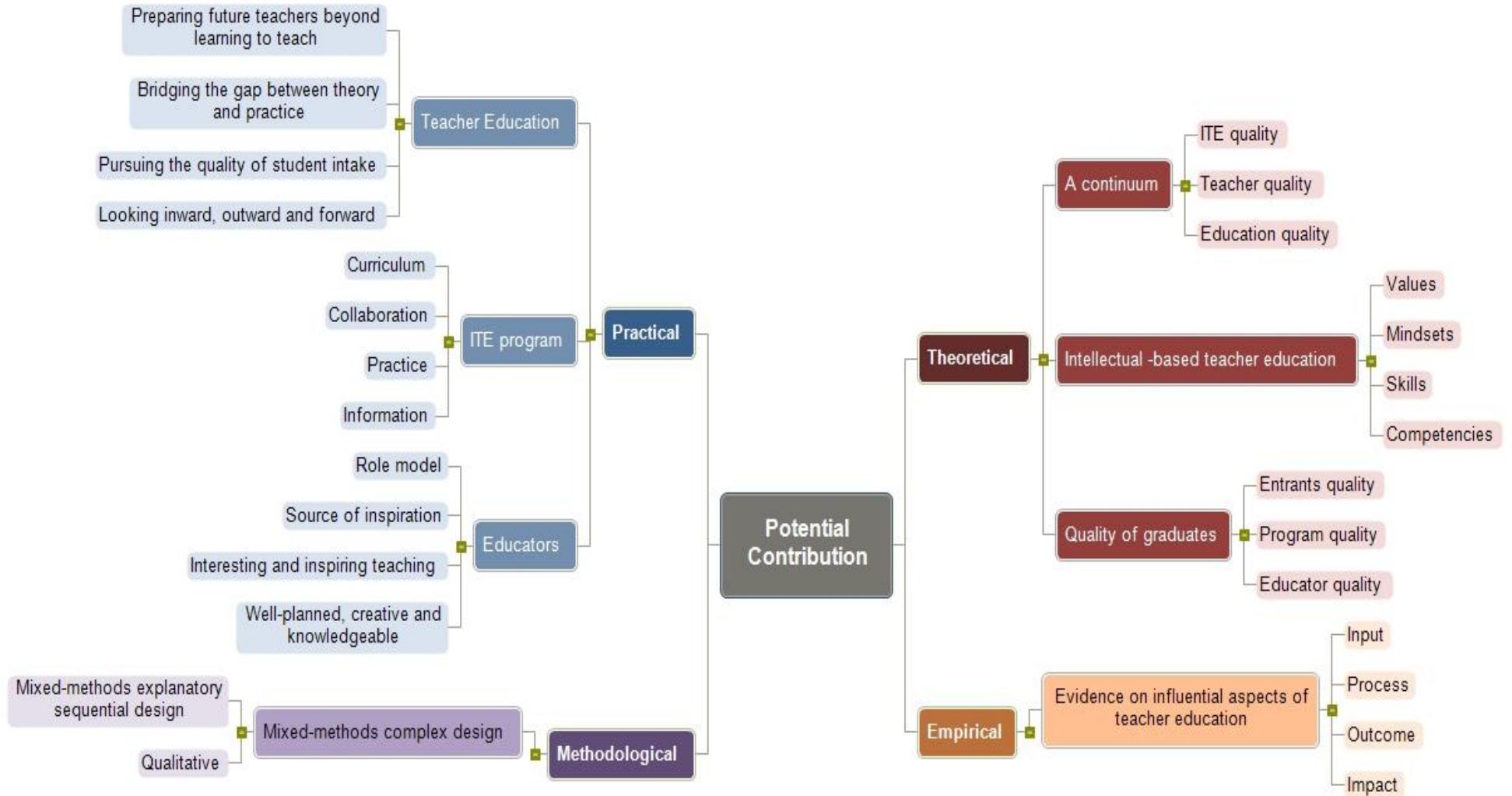
Teacher Education. The study provides several key points to consider in teacher education. Firstly, it suggests that future teachers should be prepared beyond the basic aspects of teaching. Teacher education should focus on cultivating values, fostering a growth mindset, and promoting lifelong learning in the field of teaching. Within a broader context and alternative routes to teaching through PPG, future policy agendas may need to consider the role of UG ITE as the initial part of teacher certification to avoid overlapping material between ITE and PPG. While candidates from other programs than ITE could do matriculation programs before joining PPG. Principals may look for other criteria beyond candidates' content knowledge or teaching abilities in the hiring process, such as their teaching values or passion for teaching. They may also consider disposition to determine whether the candidates can thrive in the teaching profession. Secondly, the study emphasizes the need to bridge the gap between theoretical knowledge and practical application in teacher education. Extensive research has consistently highlighted this practical implication, and this study reaffirms the importance of addressing this issue. Furthermore, it reveals that the concept of quality in ITE is dynamic, with new challenges continually arising. Therefore, ITE programs should consistently strive to bridge the gap between theory and practice, adapting to new challenges as they emerge.

The third point emphasizes the significance of focusing on the quality of student intake in teacher education. High-performing countries have placed great importance on selecting the most capable and motivated individuals for teacher training. This study supports this argument, as it demonstrates that higher-quality candidates with the right motivation, supported by a robust ITE program, are more likely to become committed professional teachers. In turn, this can help prevent long-term issues such as high teacher turnover, ineffective teaching, and teachers leaving the profession. Lastly, the study suggests that teacher education should adopt an inward, outward, and forward-looking approach. Looking inward involves conducting program evaluations to ensure continuous improvement. Looking outward entails conducting comparative studies with other ITE programs to identify and implement best practices in the field. Looking forward requires embracing innovative solutions

to address the evolving changes and challenges within the teaching profession. Figure 9-1 provides a summary of the main contributions of the study.

Figure 9-1

Main Contribution



9.4 Limitations of the Study

The study has several limitations. While methodological limitations have been discussed in the Methodology Chapter, other limitations are presented in this section.

The study acknowledges its limitations, primarily in terms of scope. It focuses solely on one type of program, undergraduate ITE, which restricts the generalizability of the findings to inform broader policy recommendations. This study provides no evidence regarding the comparability of different pathways to becoming a teacher. Furthermore, the study's scope is also limited in terms of its coverage of the teacher education quality issue. The complexities surrounding teacher education quality imply that the study may not capture the complete picture of these challenges. For instance, educators from ITE who also taught at PPG raised concerns about the effectiveness of teacher professionalism program. Student teachers also questioned the importance of joining ITE when becoming a certified teacher through PPG without ITE is an option for all university graduates. Questions raised during conferences touched upon issues such as teacher turnover, retention, and the role of ITE in addressing these concerns. While the study sheds light on several pertinent issues in Indonesian teacher education, it cannot fully explore all identified topics due to their broader nature, which falls beyond the study's scope. Other significant issues, like the examples mentioned, were recognized during the research but could not be further examined in this study.

Several factors may limit the findings of this study. Firstly, since the focus was solely on stakeholders' perceptions, there was no opportunity for triangulation of the findings. While the consistency in responses about educator quality across participants was notable, it is essential to acknowledge the potential bias in these responses. Although class observation could have provided richer evidence regarding educator quality, practical constraints such as limited time and access prevented its inclusion in this project. Secondly, study lacks flexibility because of the structure of the data collection. The predetermined influential aspects within the conceptual

framework and the involvement of a wide range of stakeholders allowed for multiple perspectives and rich insights. However, there is a trade-off with depth. When intriguing findings emerged during interviews, the researcher lacked the flexibility to probe further into those areas. Thirdly, because this study was not a longitudinal study, the graduates' perceived competencies cannot directly and causally explain the quality of ITE during the study period. Since they came from different cohorts and experienced different learning processes. However, their insights help highlight the gaps in the programme, particularly regarding teaching experience in the field.

The findings of this exploratory mixed-methods study may not be generalisable beyond the scope of this research due to its research design and non-probability sampling approach. The study focused exclusively on private and state ITE institutions with high accreditation, which were selected to provide evidence-based practices for sustaining ITE program quality. However, it is important to note that these samples, consisting of elite universities in major cities, may not represent the entirety of ITE in Indonesia. The country exhibits significant disparities in quality, stemming from variations in performance, inadequate facilities, and vast geographical and social differences among cities and regions. To capture a more comprehensive range of perspectives, a larger sample representing different levels of ITE accreditation could have been included in the investigation. Such an approach would have shed light on ITE issues that may be overlooked in high accreditation programs. Additionally, studying ITE quality across various accreditation levels could provide insights into the extent of differences between them and highlight common issues present in ITE programs with lower-level accreditation.

Another limitation of this study is the potential for researcher bias due to the researcher's personal and professional experiences. Having been exposed to ITE in Indonesia for an extended period, it is possible that certain preconceptions about ITE may have influenced the interview process. However, steps were taken to address this issue. Member checking was

conducted to ensure that interpretations aligned with participants' intended meanings. The researcher also actively engaged with local and international literature to gain diverse perspectives and sought feedback on the interpretation of findings from research colleagues. These measures were implemented to mitigate the impact of potential bias and enhance the validity of the study's conclusions.

9.5 Future Research

The significance of educator quality in ensuring high-quality ITE has been highlighted by research findings. However, further research is needed to delve into the determinants of educator quality, specifically in Indonesia. To gain better insights, it is essential to employ both quantitative and qualitative research methods. For instance, conducting surveys can help explore various aspects of educators, including qualifications, characteristics, teaching practices, and professional development. Following this, observations and interviews can be conducted across teacher education institutions with different accreditation levels, allowing for a comprehensive comparison of findings. On a related note, prior studies have already identified the low quality of educators as a contributing factor to the quality of ITE graduates in Indonesia (Raihani & Sumintono, 2010; Zein, 2016b). Consequently, future research should undertake a thorough examination of this issue by investigating the causes, challenges, and potential avenues for improving educator quality within ITE.

A longitudinal study, as an extension of this study, could track the student teachers from the beginning of their ITE journey until they complete three years of employment to determine whether experience in ITE makes a difference. The data could be collected at three points: at the beginning of the study, the final year of ITE, and three years after graduation. The study might also investigate retention issues, exploring the possible reasons for teachers to stay or leave the profession and examining these factors to their experiences in ITE to determine whether ITE plays a role in teacher retention or whether other personal or external factors primarily contribute to the low retention rates observed.

The study has presented a comprehensive understanding of ITE quality from various perspectives. However, further research is necessary to assess the effectiveness, impact, commitment, resilience issues in the teaching profession as well as the role of ITE in relation to these factors. This investigation unveiled several unresolved questions that require further exploration, such as redefining the outcomes of ITE. It is worth considering for ITE to clarify the expectations for its graduates. Should the outcomes of teacher education solely focus on preparedness for the job, or should they also encompass thriving within the teaching profession? Furthermore, ITE needs to establish clear expectations regarding its role in preparing teachers. Does ITE consider its responsibility fulfilled once teachers are hired, or is it expected to instil essential values such as persistence, commitment, and dedication? If the latter is the case, ITE must reflect on how these values are integrated into its programs. These inquiries lead to the question of how the effectiveness of ITE is measured. Should it be evaluated solely by student teachers' preparedness, or should it also consider the number of graduates successfully entering and remaining in the teaching profession? Assessing ITE's effectiveness based on its impact on employers' satisfaction and teacher retention in the field raises another crucial consideration. To what extent has ITE contributed to these outcomes, considering that personal and environmental factors may also influence teachers' performance and commitment? Suppose ITE is indeed expected to support student teachers in thriving within their profession. In that case, it prompts the question of whether the traditional focus on teacher competencies, which has long been the primary emphasis of ITE, is sufficient. Should other elements, such as values and growth mindsets, be incorporated to better prepare teachers for the dynamic nature of the profession? This study also challenges the line between in-service and pre-service teacher education. It questions the extent to which ITE contributes to professionalism and teacher identity, and whether it shapes student teachers' personalities and thinking or solely develops their knowledge and skills.

The issues raised by participants in this study require further investigation. PPG is a teacher professional education, driven by government policy, that aims to certify both ITE and non-ITE

graduates as teachers. However, concerns have been raised about the quality and effectiveness of the PPG (Mariana, 2021). These concerns stem from the challenges of covering a wide range of subjects within a limited timeframe and the lack of practical experience, especially for non-ITE PPG students who have not undergone a practicum. Moreover, it is important to examine the distinction between the content covered and the duration of practicum in ITE and PPG. This exploration seeks to avoid redundancy and the tendency to assign blame by assuming that one program should provide more than the other. ITE may argue that its practicum is shorter because extensive practical training is offered during the PPG. Conversely, PPG may argue that it cannot cover all the material and fieldwork opportunities since some were already covered in ITE. It is worth considering that PPG admits non-ITE candidates without prior teaching practice. Therefore, these arguments raise questions, as non-PPG candidates, unlike candidates from ITE, may lack previous practicum experience. As a result, an evaluation of the PPG curriculum is necessary to determine whether it adequately addresses the needs of both ITE and non-ITE students. It is important to carefully assess how the PPG curriculum can cover these needs without overlooking essential elements for non-ITE candidates or introducing unnecessary repetition for ITE candidates.

The study emphasizes the need for ITE to consider the broader aspects of policy and practice in teacher education. Intellectual-based teacher education has been proposed to prepare future teachers with a long-term vision in mind. By equipping teachers with values, mindsets, skills, and competencies, this approach aims to address issues related to teacher quality and attrition caused by the demanding nature of the profession. However, beyond the focus on competencies and skills, a crucial concern revolves around enhancing teaching values, the values associated with being a teacher, and fostering a growth mindset within teacher education. The extent to which values and mindsets impact the quality of ITE graduates or teacher retention remains largely unsupported by concrete empirical evidence. Therefore, it is essential to conduct more comprehensive studies that delve into the significance of values

and mindsets in teacher education, as this argument is expected to stimulate further in-depth research on the subject. By cultivating future teachers as intellectuals, ITE is anticipated to improve the quality of teachers, foster their professional growth, and have a positive impact on the overall quality of education in Indonesia in the long term.

9.6 Reflection on the Research Process

Throughout the research process, I have gained valuable insights into what worked well and what could have been done differently. Reflecting on this process, there are several aspects I would approach differently if I were to conduct the same research again. Firstly, I would dig deeper into stakeholders' perceptions of the role of teacher education (ITE), exploring why ITE remains important and relevant, and how it can be tailored to better suit the needs of future teachers, considering that the teaching profession is open to both ITE and non-ITE graduates. Secondly, I would place greater emphasis on participants in their final year of ITE, as they would offer more comprehensive insights and reflections on their entire learning journey, as opposed to selecting only one participant from each class. Participants from the mid-year cohort had limited field experience, which restricted the depth of their perspectives. Thirdly, I would have better planned my data collection by aligning it with the academic schedule. Specifically, I would have synchronized the survey data collection between the two institutions, even though they were located in different cities. In my previous attempt, data collection at one university took longer than anticipated, resulting in the second university being closed due to the holiday season. This posed challenges in gathering data as educators and students were on holiday and difficult to reach.

The PhD journey has been a transformative experience, offering valuable insights and realizations along the way. It has taught me to approach my reading and writing critically, ensuring a thorough examination of every aspect. I have learned designing and managing research projects, making informed decisions at every step. I have also acquired the skills to analyse and interpret data, effectively visualize the findings, and communicating their

significance. Furthermore, I have come to recognize the importance of research dissemination in advancing the field, as evidenced by the research video, poster, and PowerPoint presentations available in Appendix I. While presenting at conferences and writing academic papers have been beneficial, they have also challenged me to overcome my fears of public speaking and embrace constructive feedback. Ultimately, this journey has taken me to new perspectives and ways of thinking that have surpassed my initial expectations. The experience of conducting PhD research has profoundly influenced my worldview, my understanding of how things works, and has had an impact on my personal and professional identity.

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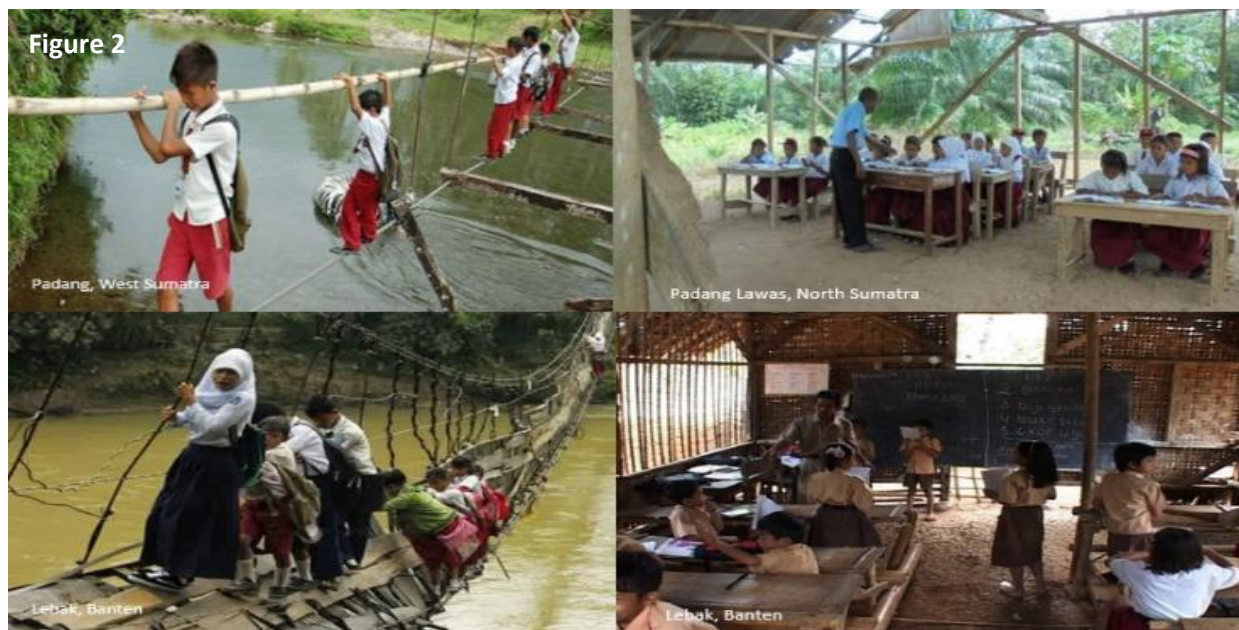
Appendix A. Indonesia as a Country

Indonesia, the world's largest archipelago, consists of 13,466 islands, of which 922 are inhabited (Central Intelligence Agency, 2021). Located in Southeast Asia, Indonesia is a tropical country known for its rich cultural diversity, with more than 1,300 ethnic groups and 700 languages and dialects (Central Bureau on Statistics, 2021). While the national language is Indonesian, primarily used in formal settings and urban areas, local languages are more prevalent in rural regions. Interestingly, English, despite being the most widely taught foreign language, is seldom used in everyday communication. With a population of over 278 million as of 2022, Indonesia is the fourth most populous country in the world, spread across 34 provinces (Worldometer, 2022). These geographic and demographic factors pose significant challenges for Indonesia in achieving educational equity and providing quality education, as people are dispersed across urban, rural, and remote areas. Figure 1 provides the map of Indonesia and distribution of islands in Indonesia.



The availability of quality education is more concentrated in urban areas compared to rural or remote regions, primarily due to inadequate infrastructure in those areas (Harits et al., 2016). Educated individuals often choose to work in developed areas with better facilities and living

conditions, rather than teaching in rural or remote areas. This has led to a lower quality of teachers in these regions, as some lack the necessary expertise in specific subjects. Furthermore, the poor infrastructure also affects access to education. In some areas, students face long and challenging journeys, such as crossing damaged bridges, to reach school. Moreover, classrooms in these regions often lack basic facilities. These factors contribute to the difficulties to receive education faced by students in rural and remote areas of Indonesia, as illustrated in Figure 2 (Asli Indonesia, 2018; Herry, 2012; Jawa Pos, 2015; Wiyanti, 2015).

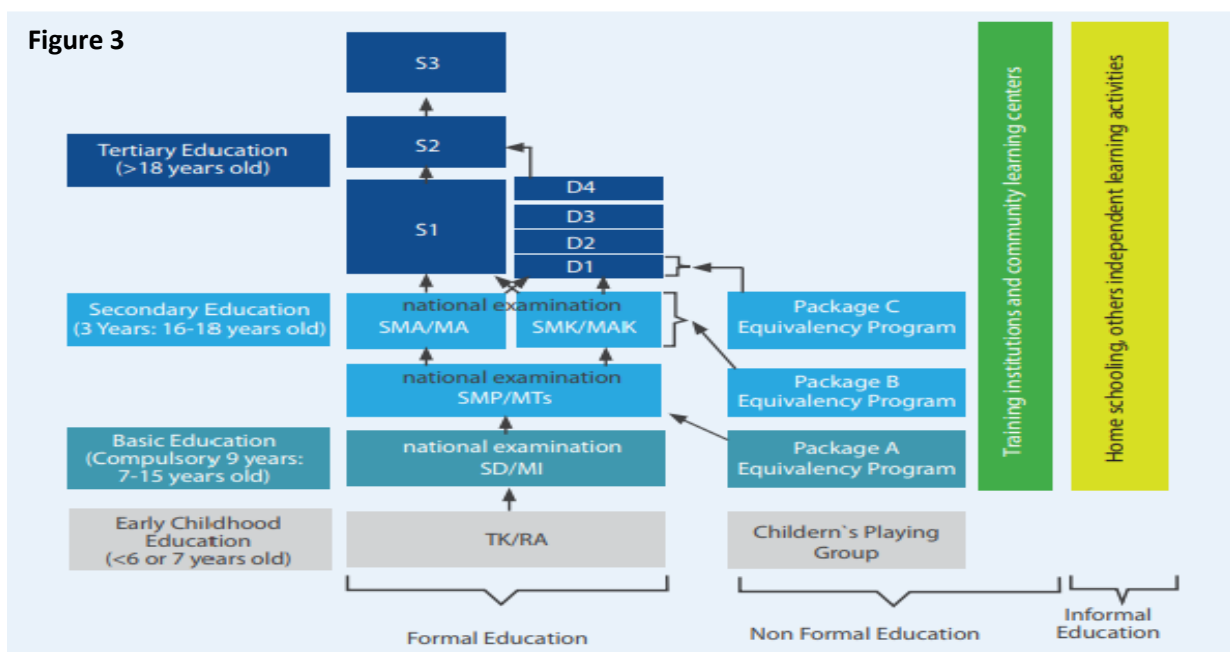


In addition to the infrastructure challenges, Indonesia's unique geographical landscape poses societal difference as another challenge. As a result, Indonesian teachers face difficulties in educating the younger generation, primarily due to the diverse learners from various socioeconomic and cultural backgrounds.

Educational System

The Indonesian government has demonstrated a strong commitment to education due to its vital role in improving the quality of human resources within the country. As part of this effort, the government has allocated 20% of its expenditure specifically for education and has undertaken significant reforms at all levels of the education system (OECD, 2015). In 2013, Indonesia implemented a compulsory 12-year education policy that encompasses primary, junior high, and senior high schools (Negara & Benveniste, 2014a). At the senior high school level, students

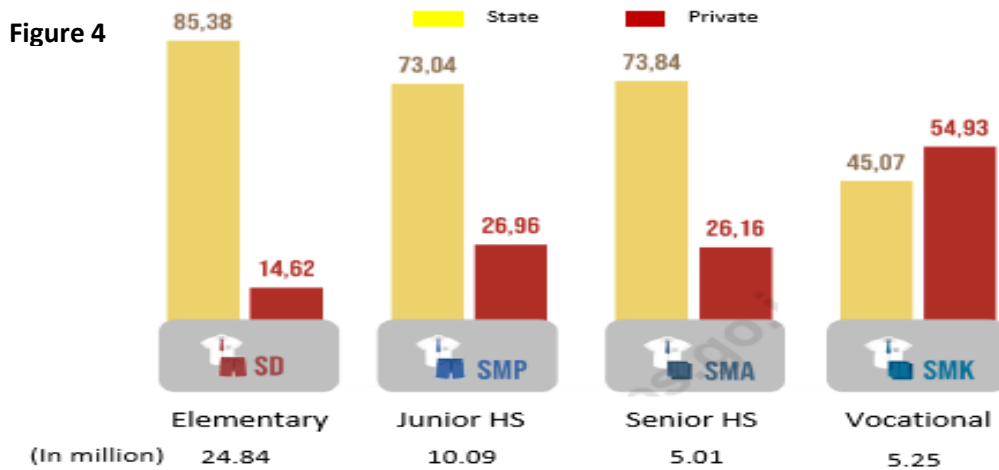
have the option to choose between a general academic stream (SMA) or a vocational stream (SMK), both of which last three years but have different curricula. Graduates from both types of senior high schools, whether general or vocational, have the opportunity to pursue higher education, either by staying in their chosen stream or switching to a different one. At the tertiary education level, students have a wider range of institutions to choose from. Those who opt for the academic stream can pursue a four-year bachelor's degree (S1), which focuses on science and technology, whereas those in the vocational stream receive specialized preparation for specific technical and vocational fields (Law 12/2012). Upon completion of a bachelor's degree, students can further their studies by pursuing a master's degree (S2) and a doctoral degree (S3). Figure 3 illustrates the educational system in Indonesia (Negara & Benveniste, 2014a p. 9).



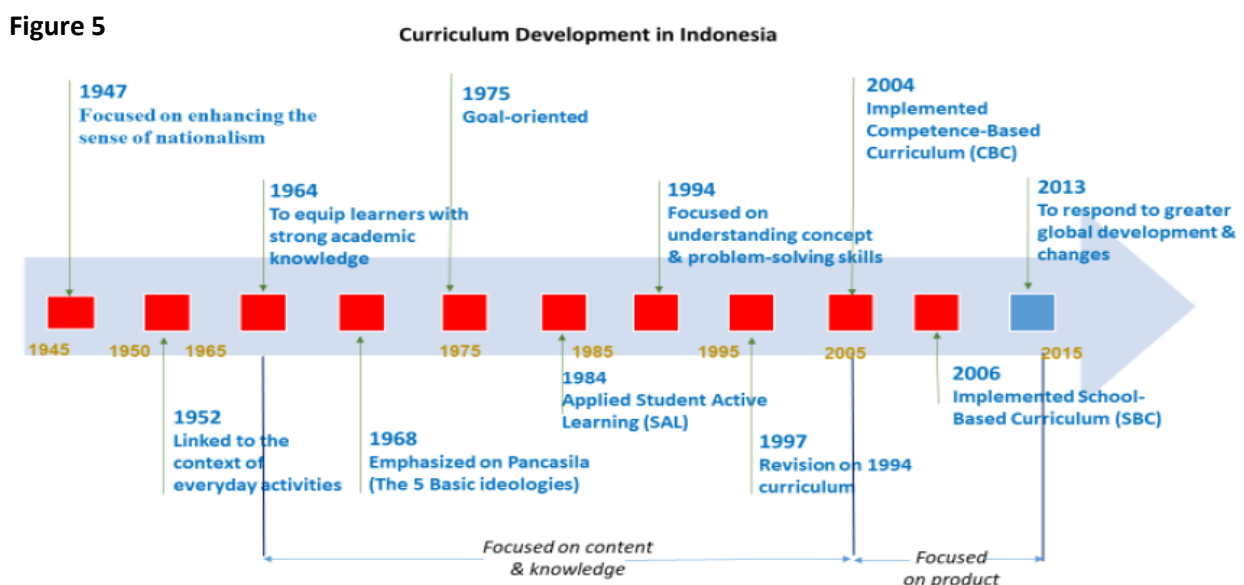
Source: Elaboration based on Law 20/2003 and the Southeast Asian Ministers of Education Organization (2006)

Education in Indonesia spans from early childhood education to tertiary education, which can be categorized into three types: formal, non-formal, and informal. Formal education is regulated by the national education system and is provided by both public and private institutions. On the other hand, informal and non-formal education do not follow a rigid curriculum with predefined educational objectives. State junior and senior high schools are funded by the government, while private schools are typically supported by foundations and rely on students' tuition fees for funding. It is widely known that students who attend state schools are often considered more

competitive because admission is highly selective due to limited available spaces and absence of tuition fees. This selection process can influence the characteristics of students in both private and state schools, resulting in different challenges for teachers. The distribution of students in state and private schools is presented in Figure 4 (Badan Pusat Statistik, 2021, p. 14).



The curriculum in both private and state schools primarily follows the National Standards, which are regulated by Law No. 20/2003. Additionally, some private schools may choose to adopt international-based curricula, such as the Cambridge curriculum. Since Independence Day in 1945, the National Standard Curriculum has undergone 11 revisions to align with global development demands (Ilma & Pratama, 2015). These curriculum transformations are typically driven by political changes, leading to a popular saying in society, "change the minister, change the curriculum." The evolution of the curriculum throughout the years is displayed in Figure 5 (Prihantoro, 2014; Susanti, 2021).



Teachers in service have expressed concerns about the constant changes in the national curriculum, feeling overwhelmed and unprepared to teach the revised materials. These changes can be substantial and have significant implications, especially for teachers working in rural and remote areas who face challenges in understanding and implementing the new curriculum due to limited information and resources. Additionally, the curriculum changes have created a discrepancy between what is taught in ITE and the actual requirements in schools, leading to a misalignment for teacher graduates in their practical teaching experiences (Gultom, 2015; Lengkanawati, 2005). This gap between theory and practice may also hinder the achievement of quality in teacher education.

English Language Teaching

English language is a compulsory part of the secondary school curriculum in Indonesia. English is considered a highly important subject and the most valued foreign language due to its economic significance as a global language. Proficiency in English is often associated with success in job opportunities, as employers typically require oral and written English communication skills from candidates (Kubota, 2011; Price, 2014). The perception of English as a valuable asset also influences individuals' interest in teaching the language (Heller, 2003, 2010). However, English language teaching faces challenges in Indonesia due to various factors, including the school system, policies, and socio-cultural context. Constraints such as limited weekly study hours (90 minutes) and a curriculum that primarily emphasizes reading and grammar restrict students' exposure to English (Mbato, 2013). Moreover, many teachers have low proficiency in English and tend to use the Indonesian language during lessons, adjusting to their students' level (Marcellino, 2008). In many areas of Indonesia, the national language, Indonesian, is not commonly spoken daily as people prefer to use local languages, while using English, as a foreign language in the country, can sometimes be seen as a Westernized behaviour (Hutabarat, 2021). This cultural context contributes to Indonesian students feeling reluctant to practice and use English outside of the school context.

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Most importantly, the proficiency levels of English teachers in different regions of Indonesia vary, with some regions experiencing relatively low and diverse levels of proficiency (Renandya et al., 2018; Sulistiyo, 2016). For instance, a study conducted among 149 secondary teachers in five regions revealed that novice teachers (with less than five years of experience) and senior teachers (with more than 15 years of experience) had the lowest average scores compared to apprentices and practitioners with teaching experience ranging from 5 to 15 years (Lie et al., 2019). Another study by Febrianto (2021) expressed concern about the pronunciation skills of 20 primary English teachers, as this issue could potentially lead to misunderstandings in their teaching. Additionally, a study by Wati (2011) found that the English language teacher education in Riau was ineffective in preparing EFL teachers' proficiency in English. These pieces of evidence raise concerns about the quality of English teacher graduates from ITE programs. Consequently, this study aims to examine English teacher education programs to address this issue. While this study does not explore the disciplinary aspects of English ITE quality, its findings will provide valuable insights for improving the program and, ultimately, enhancing the quality of English teachers who graduate from ITE. Before delving into the issues within ITE, it is essential to understand the historical background of teacher education in Indonesia, as past policies in ITE have an impact on the present-day quality of teachers.

Appendix B. Historical Background of ITE before the Teacher Law

Before Indonesia declared Independence Day on August 17, 1945, education was primarily reserved for the aristocracy and Dutch colonials during the colonial era. The education system operated under a stratified structure. The European School catered to the Dutch, Europeans, and Indonesian aristocrats, while the Dutch Native School served the children of government officials. The Village School and Continuing School were intended for indigenous commoners. Teacher education followed a similar stratification. Courses for People Education (CVO) provided a two-year program for teachers at village schools, focusing on local language, Javanese writing, and culture. The regular school offered a four-year program for teachers at continuing schools, extending the village school education by incorporating Latin characters and the Indonesian language. However, the stratified system of education was abolished during the Japanese occupation. Since gaining independence in 1945, Indonesia has adopted a democratic educational system that is accessible to all citizens, resulting in changes to the teacher education system as well.

During this period, Ki Hajar Dewantara, a pioneer in education for native Indonesians, established Taman Siswa in 1922 as a school for indigenous commoners (Ferary, 2021; Soeratman, 1985). The name "Taman Siswa" translates to "Garden of Students" in English, symbolizing a place of learning. Ki Hajar Dewantara, a renowned figure for his educational ideals, was not only a political leader but also believed that mass education was crucial for national development and integral to the vision for independence. He was recognized as a National Hero and is considered the founding father of education in Indonesia. His ideas have greatly influenced the perception of teachers and education in the country today (Pakaya & Damopolii, 2022). One of his famous sayings, expressed in Javanese, captures the essence of an ideal teacher who serves as a role model, provides support and encouragement, and fosters a conducive learning environment. The saying goes, "Ing ngarso sung tulodo, ing madyo mangun karso, tut wuri handayani," which can be translated as "(for those) in front should set an example, (for those) in the middle should raise the spirit, and (for those) behind should give

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encouragement." This saying, known as "Tut Wuri Handayani," is now the motto of the Indonesian Ministry of Education. Additionally, Ki Hajar Dewantara advocated for education that incorporates local and regional cultures while promoting national identity (Nurdin, 2019). His approach suggests that global education can be achieved while embracing and preserving national characteristics. This emphasis on national culture aligns with Indonesia's official national motto, "Bhinneka Tunggal Ika," meaning "Unity in Diversity." It reflects the aspiration to cultivate a cohesive culture where regional and local cultures coexist harmoniously, both within the nation and in the context of globalization.

Over the course of seven decades since Indonesia's declaration of Independence in 1945, teacher education has undergone various transformations, which have had an impact on the quality of both the teacher education system and its graduates. In 1954, the country established its first formal teacher education system for tertiary education with the creation of Teacher College, offering a three-year bachelor's degree program to train junior and secondary school teachers. However, in 1963, the name was changed to the Institutes of Teacher Education. Unfortunately, this change resulted in high-achieving students losing interest in pursuing education at the Institutes of Teacher Education since funding was no longer provided, and there was no guarantee of becoming civil servants upon graduation.

In the 1970s, as Indonesia experienced an increase in oil revenue, there was a rapid expansion of education access, leading to the construction of over sixty-one thousand schools across the country. To meet the demand, the government implemented a crash program called Teacher Training High School, which recruited thousands of primary teachers without proper selection processes. This shortcut approach compromised teacher competency as quality control was lacking. A study conducted by the Ministry of Education revealed alarming results, showing that less than half of a random sample of trained teachers were able to pass a science test given to primary school graduates (Nielsen, 1998). During this period, the expansion of teacher education institutions and teachers raised concerns about the overall quality of the system (Kelabora, 1975).

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In the 1980s, instead of focusing on improving the Institutes of Teacher Education to produce competent teachers, the government introduced another crash program called the three-year university education (Diploma III) to address the increased demand for primary schools resulting from the expansion in the 1970s. In 1999, a two-year university education (Diploma II) became mandatory for primary teachers graduating from Teacher Training High Schools. However, this upgrade proved to be ineffective as teachers focused more on fulfilling the qualification requirements rather than improving their quality. In the same year, Presidential Decree 93/1999 transformed the Institutes of Teacher Education into Universities of Education, attracting more students due to the perceived prestige of studying at universities. Unfortunately, no studies have been found to confirm that the increase in enrolment has improved the quality of graduates.

Appendix C. Teacher Recruitment

Teacher recruitment in Indonesia varies based on different categories of teachers. There are three main categories: civil servants, private school teachers, and part-time teachers (for statistics details refer to Badan Pusat Statistik, 2021). Civil servant teachers hold permanent positions in state schools and enjoy benefits such as job security, shorter work hours (24 hours per week), and the opportunity to work until the age of 60 with a government pension (Bjork, 2005). However, the secure nature of their position may lead to a lack of motivation for professional development, and they are sometimes seen as less innovative compared to their counterparts in private schools. Private school teachers, who are non-civil servants, have permanent positions in fee-paying private schools. They receive better pay and facilities, particularly in prestigious private schools. The demand for quality and performance is higher in private schools as students pay high fees. Private school teachers are often more motivated for professional development due to regular supervision and periodic evaluations. However, they also face challenges in dealing with students who have different characteristics compared to those in state schools that have a strict selection process.

The third category consists of part-time teachers, also known as casual or honorary teachers. They hold non-permanent positions and often have limited job security, low pay, and fewer benefits. Part-time teachers usually teach only a few hours or slots each week. This position is commonly filled by fresh graduates seeking teaching experience or teachers who have not yet obtained a permanent position. They hope that by working as part-time teachers, they may eventually secure a permanent position in the school or have an opportunity to become civil servants in the future. Part-time teaching may also be chosen by individuals who view it as a steppingstone or a secondary job with flexible hours. Teaching positions are perceived as unattractive due to the limited availability of secure positions, such as civil servant roles or positions in highly reputable private schools in major cities. As a result, a significant number of in-service teachers hold part-time positions. According to data from the Ministry of Education in 2020, out of 937,228 non-civil servant teachers, 728,461 are part-time teachers who are

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qualified but have not yet secured permanent positions (Ministry of Education, 2021). Many of these teachers face financial difficulties and uncertainty about their future.

The recruitment procedures for civil servants and private teachers/non-civil servants differ from each other. The government has centralized the recruitment process for civil servants. There are four categories of individuals eligible to participate in civil servant recruitment: non-civil servant teachers in state and private schools, certified PPG (Teacher Professional Education) graduates, and non-civil servant employees in government institutions. Recruitment procedures for private schools are managed by the school foundation and are open to candidates who meet the requirements. Since religion holds significant importance in Indonesia, religion-based schools often have specific criteria related to candidates' religious values as part of the recruitment process. The typical steps involved in private school recruitment include documentation submission, academic or subject-related tests, micro-teaching demonstrations, and interviews. Schools have the freedom to recruit non-civil servant teachers to fulfil their teaching positions, but they are responsible for the teachers' salaries. In rural and remote areas with infrastructure challenges, many recruited teachers may lack the necessary qualifications and competencies. Their selection is often based on availability and salary considerations rather than subject expertise. As a result, there is a significant disparity in the quality of teachers between urban areas and rural or remote areas, including frontier, outermost, and disadvantaged regions.

Teacher recruitment has been a central concern, especially for part-time teachers. Being a civil servant could be seen as their only hope to secure a position and better welfare. To accommodate this, the current policy stopping the centralised civil servant recruitment for teachers in 2021 and change the system with the recruitment of civil servants to government employees with employment agreement (Pangestuti et al., 2021). The government argues that the centralised recruitment, which then places the recruited civil servants in certain areas, is problematic because, after a few years, most of them request relocation to big cities or better areas, leaving some areas with a few teachers. The new recruitment system applies the

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employment agreement, which can be extended based on the needs of teachers and their teaching performances. As a comparison, civil servant teachers receive a pension, teachers' employment with agreement does not have a pension scheme. The applicants have three opportunities to test in the recruitment process, and the syllabus for the test is provided on the Ministry of Education website for the test takers to have a clear picture of what will be tested and prepare well for it. While it is too early to evaluate this new launch policy, the appreciation needs to be addressed for the government initiatives to improve the quality of teachers. After the failure of the certification policy, the government reformation in teacher recruitment is hoped to impact teacher quality in Indonesia significantly.

Appendix D. Subject Distribution in the English Program

SUBJECT DISTRIBUTION BASED ON THE INDONESIAN QUALIFICATION FRAMEWORK*

*A teacher education program at an Islamic university

SEMESTER	NO.	UNIT CODE	UNIT NAME	CREDIT POINTS
			Mandatory subjects	
I 19 CREDIT POINTS	1.	SAG 310001	Islamic studies	4
	2.	BHS 340001	Basic Grammar	3
	3.	PKN 350001	Pancasila (Five Principles)	2
	4.	BHS4109	Vocabulary I	2
	5.	BHS3079	Reading Comprehension 1	2
	6.	TBE2125	Listening I	2
	7.	UIN1102	Speaking I	2
	8.	TBE1107	Pronunciation I	2
TOTAL CREDIT POINTS				19
II 23 CREDIT POINTS	1.	BHS 330001	Bahasa Indonesia	3
	2.	PKN 350002	Civic Education	2
	3.	SAG410002	Exegesis of Quran dan Hadiths	2
	4.	BHS6206	Intermediate Grammar	3
	5.	BHS4109	Vocabulary II	2
	6.	BHS4072	Pronunciation II	2
	7.	TBE1212	Reading Comprehension II	2
	8.	TBE1214	Listening II	2
	9.	TBE1211	Speaking II	2
	10.	AKH6020	Moral Education	3
TOTAL CREDIT POINTS				23
III 23 CREDIT POINTS	1.	BHS6003	Arabic Language	3
	2.	DIK4097	Psychology in Education	3
	3.	BHS4025	History of English	2
	4.	BHS5069	Phonology	2
	5.	TBE2122	Reading III	2
	6.	TBE2124	Listening III	2
	7.	TBE2235	Writing I	2
	8.	BHS5088	Speaking III	2
	9.	BHS4032	Introduction to Linguistics	2
	10.	BHS3035	Advance Grammar	3
TOTAL CREDIT POINTS				23

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IV 22 CREDIT POINTS	1.	TBE2232	Reading IV	2
	2.		Educational Management	2
	3.	TAR4162	Listening IV	2
	4.	BHS4110	Writing II	2
	5.	TBE2231	Speaking IV	2
	6.	BHS4033	Introduction to Literature	2
	7.	TAR3248	Morphology	2
	8.	DIK3049	English Teaching Methodology I	2
	9.	MAT3028	Basic Mathematics	2
	10.	DIK4046	Media and Language Learning	2
	11.	DIK2026	Philosophy of Education	2
	TOTAL CREDIT POINTS			
V 24 CREDIT POINTS	1.		Educational Psychology	3
	2.	SAG 410001	Islamic practices	1
	3.	SAG 410001	Qur'an Studies	1
	4.	DIK3076	Introduction to Curriculum	2
	5.	TBE4174	Cross-Cultural Understanding (CCU)	2
	6.	BHS7133	Public Speaking	2
	7.	TBE3150	Writing III	2
	8.	BHS3106	Translation	2
	9.	DIK4036	Lesson Planning	2
	10.	DIK3150	Syntax	2
	11.	DIK3049	English Teaching Methodology II	2
	12.	BHS7137	Extensive Reading	3
TOTAL CREDIT POINTS				24
VI 21 CREDIT POINTS	1.	TBE3239	Research Methodology in Lang. Education	3
	2.	BHS5028	Test and Evaluation	3
	3.	BHS6110	Writing IV	2
	4.	SAG 2002	Islam and Science	3
	5.	EKO3031	Entrepreneurship	2
	6.	DIK6059	Micro-teaching	3
	7.	STA4019	Statistics in Education	3
	8.	BHS6501	Interpreting	2
TOTAL CREDIT POINTS				21
VII 7 CREDIT POINTS	1.	DIK 770008	Education in Practice	4
	2.	BHS7134	Academic Writing	3
	TOTAL CREDIT POINTS			7
VIII 6 CREDIT POINTS	1.	ABI 770015	Mini thesis	6
	TOTAL CREDIT POINTS			6
TOTAL CREDIT POINTS				145
Optional Subjects				
	1.		Teaching English for Young Learners	0
	2.		Editing	0
	3.		Error and Contrastive Analysis	0

Appendix E. Survey Instrument

This survey is being conducted to better understand the nature of your preparation for teaching, and your experiences as prospective teachers. This survey is conducted to identify what features of your teacher education program experiences might be most effective in improving your learning about teaching. Additionally, this survey also explores the profession you are interested in after graduating from teacher education. Your participation is important to understand better the features that prepare teachers to teach well.

Your participation in this research study is voluntary. If you decide not to participate or withdraw from participating at any time before April 2020, you will not be penalized. Your answers are much appreciated and will be kept confidential and anonymous.

If you have questions at any time about the study or the procedures, You can reach me via phone at +44 7447 481844 or via email at pn17176@bristol.ac.uk or my supervisors Prof. Sally Thomas at s.thomas@bristol.ac.uk and Dr Angeline Barrett at angeline.barrett@bristol.ac.uk . Put a tick on the box below to indicate that you have read the above information and give your consent for responses to this survey.

I Agree to proceed

This survey will take about 15 minutes.

THANK YOU VERY MUCH FOR TAKING THE TIME TO COMPLETE THIS SURVEY!

1. Male

2. Female

My age is Years

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In your Curriculum and Instruction courses, how much *opportunity* did you have to do the following?

Please mark one answer on each row

Opportunities to enact practice	None	Touched on it briefly	Explored in some depth	Extensive opportunity
1. Plan for teaching (develop unit plans, or lesson plans, develop instructional materials)	1	2	3	4
2. Practice or rehearse something you planned to do in your K-12 classroom, in this course (i.e. role play or practice an introduction to a lesson you plan to teach; practice giving feedback to a student)	1	2	3	4
3. Examine samples of K-12 student work	1	2	3	4
4. Examine samples of your own students' work	1	2	3	4
5. Examine actual teaching materials (sample curriculum, units, lessons, from real teachers)	1	2	3	4
6. Examine national/state/local/professional curriculum/standards/guidelines	1	2	3	4
7. Examine transcripts of real K-12 classroom talk or student discussions	1	2	3	4
8. Watch or analyze videos of classroom teaching	1	2	3	4
9. Discuss experiences from your own student teaching (field work) in your university classes	1	2	3	4
10. Experience your teacher educator modeling/demonstrating effective teaching practices	1	2	3	4
11. Solve problems, read texts, or do actual work that your own pupils will do	1	2	3	4
12. Learn about general research methods (how to conduct educational research, about qualitative or quantitative research, about survey or case study methods, etc.)	1	2	3	4
13. Learn about research methods you can use in investigating student learning or other questions in your own classroom (how to do 'action research' or 'inquiry' in your classroom)	1	2	3	4

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During your entire experience with the teacher education program, how much opportunity did you have to do the following? *Please mark one answer on each row*

Opportunities to connect various parts of the program	None	Touched on it briefly	Explored in some depth	Extensive Opportunity
14. Learn about the vision of good teaching that your teacher education program promotes	1	2	3	4
15. Connect ideas from one class to another in the same course	1	2	3	4
16. Connect ideas from one course to those in another	1	2	3	4
17. Trace your own trajectory of learning—reflect upon the ways your own understanding of teaching and learning was developing	1	2	3	4
18. Make connections between educational theory and the actual classroom teaching you were engaged in	1	2	3	4

In thinking about your teacher education program *so far*, how much do you agree or disagree with the following statements? *Please mark one answer on each row*

Perceived coherence between courses	Strongly Disagree	Disagree	Agree	Strongly Agree
19. The program articulated a clear vision of teaching and learning	1	2	3	4
20. I heard similar views about teaching and learning across the program courses	1	2	3	4
21. The faculty knew what was happening in my other courses (i.e. assignments, readings, key ideas)	1	2	3	4
22. My courses within the teacher education program seemed to be intended to build an understanding over time	1	2	3	4
23. When ideas or readings were repeated in my courses, they were elaborated / treated more deeply	1	2	3	4
24. I saw connections among ideas, and concepts across program courses	1	2	3	4
25. What I learned in my fieldwork conflicted with what I learned in my coursework	1	2	3	4
26. My student teaching experience allowed me to try out the theories, strategies and techniques I was learning in my classes at the teacher education program	1	2	3	4
27. What I learned in my courses reflects what I observed in field experiences	1	2	3	4
28. The faculty was knowledgeable about the program as a whole	1	2	3	4

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Please mark one answer on each row

Perceived coherence between courses and field work	Strongly Disagree	Disagree	Agree	Strongly Agree
29. In my fieldwork I observed teachers using the same theories, strategies and techniques I was learning about in my courses at the teacher education program	1	2	3	4
30. The faculty made explicit references to other courses	1	2	3	4
31. The faculty was knowledgeable about what I was required to do in my field teaching experience	1	2	3	4
32. The faculty was knowledgeable about the <i>quality and nature</i> of my field teaching experiences	1	2	3	4

In thinking about your career intention after graduating from ITE, what kind of profession are you interested in? Please mark one answer on the option or if you have other career intention, please specify the job in the box.

Profession I am interested in is:

1. Teacher
 2. Researcher
 3. Entrepreneur
 4. Practitioner
 5. Other
- Please specify

Appendix F. Interview Guideline

Research Question 1 for Student Teachers
Motivation
RQ 1a. What are the perceptions of student teachers regarding their motivation entering teacher education?
Why did you join teacher education in the first place? Is this your first choice? If not, what did you choose before?
Quality of Educators
RQ 1b. What are the perceptions of student teachers regarding the quality of educators?
What are the characteristics of good and bad educators? Did you find those characteristics in your educators in this English Department? Can you give example? Please mention three educators that you like or don't like and the reason why (Your answers will remain confidential)
Vision, Coherence and Opportunities to Enact practice
RQ 1c. What are student teachers' perceptions regarding vision, coherence and opportunities to enact practice?
Did you practice something you planned to do in the practicum teaching in this course? How often do you examine samples of school student work or your own student's work? What are the teaching materials used by school teachers when you had an observation? Did you observe the teachers using the same theories, strategies or techniques you learned in the course? What do you know about Indonesian national curriculum? How often do you watch or analyse videos of classroom teaching? Can you give me one example of how your educators demonstrating effective teaching practices? What do you have to do if you want to conduct educational research? What is the vision of good teaching that your teacher education program promotes? Did you hear similar views of good teaching across the program courses? Can you give me one example of how ideas between one class to another class connected? Can you mention one interrelated concept across program courses? What is your opinion about the development of your understanding of teaching and learning so far? How did your courses build your understanding over time? Can you give me one example of educational theory that you know? Do you find the connection of this educational theory in your actual classroom teaching? What did the educators do when students had difficulty in understanding the concepts? Did you find the consistency or the conflict between what you saw in the classroom with what you learned in the coursework? How often do you have a chance to try out the theories, strategies or techniques you learned in the teacher education program? Did the educators know what you learned in another course or the program as a whole? What was required to do in the practicum teaching? What did your educator tell you about the quality and nature of your practicum teaching?
Career Intention
RQ 1d. What are the perceptions of student teachers regarding their career intention?
What profession are you interested in after graduating from teacher education? Why do you choose that profession? What make you interested?

Research Question 2 for Deans of Faculty of Education and Heads of English Department

Admission Process

RQ 2a. What are the perceptions of the Deans and Heads of English Department regarding the admission process?

What is the procedure to recruit student candidate here?
How do you vet the quality of entrants to teacher education courses?
What is your view about the present admission process?
Do you have any suggestion regarding the admission process in ITE?

Monitoring and Evaluation

2b. What are the perceptions of the Deans and Heads of the English Department regarding monitoring and evaluation strategies to maintain the quality?

Dean of Faculty of Education

What is the vision and mission of this Faculty of Education?
What has been done to integrate that vision and mission into programs in this Faculty?
What kind of teacher that is prepared by this Faculty?
How are the assessment standards set and maintained?
What kind of impact do you expect this Faculty to have on its graduates?
What internal provision do you have for evaluating quality?
What is the result and recommendation of the internal and external assessment?
What has been done to support the continuing professional development in this Faculty?
What are the indicators of good quality of teacher education?
What are the challenges of this Faculty of Education and what have you done to overcome those challenges?

Head of English Department

What is the vision and mission of this English Department?
Can you give me examples of the coherence between your department's vision and how the curriculum designed and delivered?
How do you ensure your curriculum is up to date and fit for purpose?
How do you connect theory into practice in your programme?
How are the assessment standards set and maintained?
What internal provision do you have for evaluating quality?
What policies have been successfully implemented to improve and sustain quality?
How is student progress measured?
What actions do you take when the expectations are not met?
How do you support continuing professional development for your educators?
What is the result and recommendation of the internal and external assessment?
What are the challenges of this Faculty of Education and what have you done to overcome those challenges?

Research Question 3 for Educators
The Quality of Educator
RQ 3a. What are educators' perceptions regarding a) the vision of good teaching b) What are the perceptions of educators regarding the vision of good teaching?
<p>Good teaching</p> <p>How do you define or describe good teaching?</p> <p>How do you define or describe good learning?</p> <p>How do students learn about good teaching?</p> <p>How do you make sure the students are exposed to good teaching?</p>
RQ 3b. What are educators' perceptions regarding teaching practices to prepare student teachers in the dynamic of the teaching profession?
<p>Teacher preparation</p> <p>What should the educators know and be able to do to prepare student teachers?</p> <p>How do you connect theory into practice?</p> <p>To what extent does student teacher have a chance to try out the concept, theories, and technique learned in the classroom?</p> <p>How do you assess the student's achievement?</p> <p>What are your challenges as an educator and how do you overcome those challenges?</p> <p>What should the student-teacher know and be able to do to join the teaching profession?</p> <p>What are your thoughts about the dynamic in the teaching profession in relation to teacher preparation?</p> <p>How do you prepare students to face global challenges and meet the expectation of teacher education?</p>

Research Question 4 for Teacher Graduates
Teacher Competency
RQ 4a. What are the perceptions of teacher graduates regarding their teacher competencies?
<p>Follow up question</p> <p>What do you think about your competence as a teacher? (This general question is paraphrased and explored in varied ways depending from the student teacher' answer in the prompt question)</p> <p>If you could choose from four teacher competencies (professional, pedagogical, social and personal) Which do you feel the most competent? Why? Can you give an example?</p> <p>Which do you feel the least competence? Why? Can you give an example?</p> <p>Can you give one or two example from your learning experience in ITE regarding the content, context or process that help you most to be well prepared in your job?</p> <p>What are the most effective features of your program which influence your teaching profession?</p> <p>To what extent does ITE have an impact on your teaching performance?</p>
Teacher Challenges
RQ 4b. What are teacher graduates' perceptions regarding their challenges in teaching?
<p>What were the difficulties that you had when you started teaching?</p> <p>What are difficulties that you are still struggling? How do you usually overcome that problem?</p> <p>How did ITE prepare you to handle these problems?</p> <p>Is there any working experience or you may call 'surprise moment' in your profession that affects/change your opinion about teacher education?</p> <p>What are your perceptions of your teacher education? Is it fit for purpose? Does it meet your expectation?</p>

Teacher Competencies																			
Prompt Questions 1: Effective feature of ITE																			
<p>What are the three most effective features of your pre-service teacher education in helping you to become well prepared English teachers? For other than the components in the box, please specify in the space provided</p>																			
<p>1. _____</p> <p>2. _____</p> <p>3. _____</p>	<p>Practical application of professional knowledge National/school curriculum knowledge University teaching staff Practicum teaching experiences Learners and learning knowledge Technology pedagogy content knowledge (ICT) Subject knowledge (English) Model of teaching (real/artefacts) Coaching and mentoring Classroom management</p>																		
Prompts questions 2: Perspectives on Teacher Competency																			
<p>Below are statements about your competency as an English teacher. Indicate to what extent of your agreement with the statement by marking one choice. Please be open and honest in your response</p>																			
<p>1. I am capable of applying knowledge and skills from teacher education within my expertise as an English teacher</p>	<table style="width: 100%; text-align: center;"> <tr> <td></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td></td> </tr> <tr> <td>Very incompetent</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Very competent</td> </tr> </table>		1	2	3	4	5	6	7		Very incompetent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very competent
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<p>2. I am adaptable to various situations while solving a problem in my teaching profession</p>	<table style="width: 100%; text-align: center;"> <tr> <td></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td></td> </tr> <tr> <td>Very incompetent</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Very competent</td> </tr> </table>		1	2	3	4	5	6	7		Very incompetent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very competent
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Very incompetent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very competent											
<p>3. I am mastering in-depth general and specific theoretical knowledge of teaching and learning</p>	<table style="width: 100%; text-align: center;"> <tr> <td></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td></td> </tr> <tr> <td>Very incompetent</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Very competent</td> </tr> </table>		1	2	3	4	5	6	7		Very incompetent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very competent
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<p>4. I am capable of formulating related problem-solving procedure in my teaching profession</p>	<table style="width: 100%; text-align: center;"> <tr> <td></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td></td> </tr> <tr> <td>Very incompetent</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Very competent</td> </tr> </table>		1	2	3	4	5	6	7		Very incompetent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very competent
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Very incompetent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very competent											
<p>5. I am capable of taking a strategic decision based on the information and data analysis and provide direction in choosing several alternative solutions</p>	<table style="width: 100%; text-align: center;"> <tr> <td></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td></td> </tr> <tr> <td>Very incompetent</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Very competent</td> </tr> </table>		1	2	3	4	5	6	7		Very incompetent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very competent
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<p>6. I am responsible for my own job as an English teacher</p>	<table style="width: 100%; text-align: center;"> <tr> <td></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td></td> </tr> <tr> <td>Very incompetent</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Very competent</td> </tr> </table>		1	2	3	4	5	6	7		Very incompetent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very competent
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<p>7. I can be assigned to take the responsibility of the attainment of school goals in my job</p>	<table style="width: 100%; text-align: center;"> <tr> <td></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td></td> </tr> <tr> <td>Very incompetent</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td>Very competent</td> </tr> </table>		1	2	3	4	5	6	7		Very incompetent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very competent
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Research Question 5 for Principals

Teacher Preparedness

RQ 5a. What are the perceptions of principals regarding teacher preparedness?

What characteristics that influence your decision to hire English teacher graduates?
How do you assess that candidates' preparedness to teach at school?
Can you give me examples of the challenges of new teachers in the first year of teaching?
What is teacher education supposed to do to prepare candidates better regarding those challenges?
What kind of support do you provide for new teachers?
What should the teacher candidate know and be able to do to meet the school demand and dynamic of teaching profession?
If you could say something to the future teachers in ITE, what advice would you give?
What do you recommend for better improvement in ITE for preparing students better in the teaching profession?

Professional Satisfaction of Employers

RQ 5b. What are the perceptions of principals regarding their professional satisfaction to the competencies of teacher graduates?

Professional judgment on the English teacher/ITE graduate

Overall, how is his/her teaching performance?
What is her/his strength and weaknesses?
What do you think need to be improved from him/her?

View on the particular aspect by assessing if it is very good, good, average, insufficient or poor and explain

What are your perspectives about these following aspects of your English teacher?
1) professional or subject content knowledge 2) pedagogical knowledge 3) classroom management 4) knowledge about curriculum 5) social and personal competence

Appendix G. Background Information of Interview Participants

Student teacher

Participant	Gender	Semester	Motivation entering ITE	Profession interest
Student teacher Private 1	Female	6	English skill is transferrable to any profession. She likes English	Lecturer
Student teacher Private2	Female	6	Not accepted at state university. She has English speaking family background. She likes English.	Lecturer
Student teacher Private 3	Male	6	He is interested in science but parents are teachers and asked him to become a teacher	Journalist
Student teacher Private 4	Female	6	She has family background as teachers. She is not interested in teaching. She is bad at math and prefer to choose language	Lecturer
Student teacher Private 5	Female	6	Mom asked her to join ITE not allowing her to choose politics or law. She chose English because she is bad at math	Ministry staff
Student teacher Private 6	Female	8	Not accepted at International relation school.	Curriculum developer
Student teacher Private 7	Female	8	Not accepted at faculty of social science and law	Employee
Student teacher Private 8	Male	8	He likes English because he likes watching movies and he has disappointment with the quality of English teachers when he was at school.	Lecturer
Student teacher State 1	Female	6	Parents are teachers and they suggested her to go to ITE. She likes English	Lecturer
Student teacher State 2	Female	6	Not accepted at architecture. She likes English	Lecturer
Student teacher State 3	Female	6	Not accepted at accountant school, dad suggested to continue at ITE	Lecturer
Student teacher State 4	Female	8	Not accepted at medical school. She thinks she has ability to explain things well	Researcher
Student teacher State 5	Female	8	Family has background as teachers, not interested in teaching but interest in English skill as it is transferrable to other professions	Teacher
Student teacher State 6	Female	8	Parents are teachers and they suggested her to go to ITE	Teacher

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Educators

No	Case	Gender	University Graduate	Degree
1	Educator Private 1	Female	Overseas	Doctoral
2	Educator Private 2	Female	Overseas	Master
3	Educator Private 3	Female	Indonesia	Master
4	Educator Private 4	Female	Overseas	Master
5	Educator State 1	Female	Indonesia	Doctoral
6	Educator State 2	Female	Indonesia	Doctoral
7	Educator State 3	Male	Indonesia	Master
8	Educator State 4	Male	Indonesia	Master

Teacher Graduates

No.	Participant	Gender	Year of graduate	School of teaching
1	Teacher graduate Private 1	Female	2017	Elementary School
2	Teacher graduate Private 2	Female	2015	Elementary School
3	Teacher graduate Private 3	Male	2015	Senior High School
4	Teacher graduate Private 4	Female	2016	Elementary School
5	Teacher graduate State 1	Female	2013	Elementary School
6	Teacher graduate State 2	Female	2017	Junior High School
7	Teacher graduate State 3	Male	2016	Senior High School
8	Teacher graduate State 4	Male	2013	Senior High School

Principals

No.	Participant	Gender	School	Years of experience working at school
1	Principal Private 1	Female	Elementary school	16 years
2	Principal Private 2	Male	Elementary school	12 years
3	Principal Private 3	Female	Senior high school	9 years
4	Principal Private 4	Male	Elementary school	22 years
5	Principal State 1	Female	Elementary school	10 years
6	Principal State 2	Male	Junior high school	18 years
7	Principal State 3	Male	Senior high school	14 years
8	Principal State 4	Male	Senior high school	18 years

Head of English Department

No.	Case	Gender	University Graduate	Degree
1	Head of Department Private	Female	Overseas	Doctoral
2	Head of Department State	Male	Overseas	Doctoral

Dean of Faculty of Education

No.	Case	Gender	University Graduate	Degree
1	Dean Private	Male	Overseas	Doctoral
2	Dean State	Female	Indonesia	Doctoral

Appendix H. Piloting the Instrument

A pilot study was conducted to ensure the effectiveness of the research design. The survey instrument and interview guidelines were tested prior to the main data collection phase. The survey instruments underwent two rounds of testing. Initially, they were tested with ten Indonesian students at the School of Education in Bristol to gather feedback on design, clarity, length, structure, instructions, and content. This feedback was used to improve the survey before conducting the pilot study in Indonesia. Subsequently, the survey instruments were tested with student teachers who graduated in 2018 from an ITE in Indonesia. Feedback from this group was collected and analysed to further refine the survey.

Piloting Survey

During the first pilot test, Indonesian students at the School of Education participated in an online survey comprising two parts: 1) CATE survey, which explored vision coherence and opportunities to enact practice (32 items), and 2) open-ended questions (8 items) exploring learning content, context, and process in teacher education. Based on the feedback from the first pilot respondents, several suggestions were made. Firstly, participants preferred shorter sentences as longer statements took longer to comprehend. Secondly, the section on vision, coherence, and opportunities to enact practice needed to be separated to avoid respondents forgetting the scale midway through the survey if presented as a single long section. Thirdly, the survey required larger fonts, as participants found it challenging to read the statements within the small space of the table. Lastly, it was recommended to place the open-ended questions section at the end of the survey since it was longer and more demanding to answer. Considering the respondents' busy schedules, it was important to acknowledge that they might have limited time available to fill out the questionnaire, potentially resulting in shorter and more straightforward responses. Thus, respondents needed to allocate sufficient time, focus, and concentration to complete the survey accurately. It was crucial for respondents to reflect on their experiences and provide thoughtful explanations of their answers instead of rushing

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through the survey to simply finish it. Finally, the survey needed to be translated into Indonesian for better comprehension. Accordingly, the survey was revised based on the first phase of pilot feedback.

The second pilot test was conducted in Jakarta, Indonesia, with teacher graduates from one ITE. The survey was translated into Indonesian and reviewed by language experts for accuracy and comprehension (Harkness et al., 2004). However, only 32 out of 120 students (25%) responded to the online survey, which was distributed in WhatsApp group by the educator, indicating a need for further improvements. Based on the second pilot study, changes were made for the main data collection. The open-ended questions were removed to shorten the survey as the respondents complained that it was too long. To avoid the survey fatigue, these questions were planned to be explored through interviews instead. Thus, the main data collection focused on two areas: vision, coherence, and opportunities to enact practice using the CATE survey (32 items), and student teachers' interest in the teaching profession (1 item). In addition, to improve response rates, student teachers were included as participants and paper-based surveys were preferred whenever feasible.

Piloting Interviews

Interview schedules were tested during the pilot study to anticipate any potential issues that may arise in the main research. Initially, focus groups were planned as part of the study, but based on the pilot feedback, it was considered impractical and ineffective. The interviews with student teachers and other stakeholders were conducted, and their feedback led to the revision and clarification of the interview questions. The pilot study revealed that scheduling the focus groups was challenging due to participants' availability, and when conducted it took a lot of time and participants felt uncomfortable discussing specific issues in front of their peers. Therefore, focus groups were eliminated from the main data collection.

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A pilot study is crucial step in research to avoid assumptions and prevent misguided directions. The feedback received from the pilot study played an important role in refining the research instruments and anticipating potential problems in the main data collection phase. It is worth noting the case of Treiman (2020) who regretted not conducting a pilot study due to excitement to collect data, leading to an oversight in the preformed letter task she used with children, otherwise she would have only used handwriting instead. Taking the time for a pilot study before proceeding with the full-scale research helps minimize uncertainties in data collection. As Lackey & Wingate (1998) emphasized, "Behind every successful piece of completed research stands a pilot study" (p. 375). The pilot study took place in Indonesia between June and July 2019. Following that, the researcher returned to the UK to refine the instruments and make necessary preparations. Three months later, in late October 2019, the researcher returned to Indonesia to commence the main data collection, starting with quantitative data collection.

Appendix I. School of Education Ethics Form

Name : Pipit Novita
Proposed research project : What makes Initial Teacher Education Effective?
 A study of English Departments in Urban Areas in Indonesia
Proposed Funder : Indonesia Endowment Fund for Education
Discussant for the ethics meeting : Friz Hutabarat and Jeongeun Janey Park (fellow UOB PhD students)
Name of supervisor : Prof. Sally Thomas and Dr. Angeline Barret
Has your supervisor seen this submitted draft of your ethics application? : Y

Summary of Research Project

The aim of the study is to investigate the perceptions of newly qualified English teachers, head of English departments and school principals regarding the strengths, weaknesses, and possibilities for improving Initial Teacher Education and teaching practices in urban areas in Indonesia using mixed-methods methodology.

Mixed method explanatory sequential design is adopted because it is in line with the purpose of the study. Survey data will be collected and used to explore the perceptions of teacher graduates towards 1) learning experience during their study, the impact of ITE to their teaching performance in the present and ITE future improvement 2) qualification of English teacher graduates and 3) qualities in teacher education. The survey data is further explored using descriptive statistics. The semi structured interview and focus group for teacher graduates are utilized to explain the survey findings. The data integration will be done for the analysis. The study also explores the link of teacher education to professional development by conducting semi structured interview to head of English departments and school principals. The qualitative data collected from the interviews will be analysed using thematic analysis.

Participants include 1) English teachers graduating 2016-2018 from four universities (N= the number of students from four universities). All English graduates will be invited to join the research, those who are willing to participate will fill in the survey, and those who are interested in further study (interview (N=8 from four universities) and focus group (N= 4 focus groups consisting of six graduates from four universities) will leave the contact details for the researcher to contact them. 2) Head of English Departments from four universities (N=4) 3) School Principals from four junior and senior high schools (N=8). Head of English departments and school principals are selected using purposive sampling.

The findings of the study are expected to have implication for practice, policy and further research in teacher education. or assist ITE institutions and program directors in making better informed decisions about how to make effective programs to prepare teachers.

3. Participants right of withdrawal

The rights to withdrawal from participating in this study will be made very clear in the information sheet and prior to assigning the consent form. By owing this right, interview participants are allowed to withdraw their participations in this research at any time before 1 January 2020 without having to provide any reasons for it. As the survey participants will be anonymous, they cannot withdraw their participation.

4. Informed consent

The information sheet assures the participants of the confidentiality of any information given within the confines of the study. The consent form is used to confirm that the participants have read and understood their participation in the research project.

5. Complaints procedure

Participants are allowed to complaint about any negative aspects, experiences or feelings they undergo during the research. Any complaints can be reported to the researcher and to the researcher's supervisor with the contact details attached in the information sheet. They will be informed if any action is taken to address the issue. However, the researcher will always do her best to avoid the necessity for complaints by providing clear and transparent information and behaving in a responsible and respectful manner.

6. Safety and well-being of participants/ researchers

Safety and well-being covered in this research are related to participants' data protection. Special considerations with respect to the wellbeing of newly qualified teachers, head of departments and school principals as well as the wellbeing of the researcher. Regarding data protection, this will be assured as all research data will be stored in the researcher's private offline storage which requires a password to open its file and folders.

The place of the research will also be taken into serious consideration. The participants are allowed to choose the place they feel safe and comfortable. However, the researcher would suggest the supportive place such as a quiet place to guarantee the quality of recording produced during the interview and focus groups. The focus group will be conducted at the conveniences of all the participants (date, time, venue etc.) to ensure their comfort and safety.

7. Anonymity/confidentiality

Since this research focuses on the perceptions of teacher graduates towards their initial teacher education, all personal data will remain anonymous as far as is possible within the control or actions of the researcher and the UOB. Any quotes presented in the research findings will only be identified using an anonymous ID code (e.g., Teacher A1, Head of Department B2). By that, each participant would be freely expressing their perception towards their ITE because they and their

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ITE would not be identified in any published findings. There will be no participant's names on all data and final research report since the researcher uses pseudonyms. All participants' perceptions as the primary data of this research will remain confidential. In addition, the participants will be made aware of the confidentiality and anonymity of the data prior to consent signing.

8. Data collection

The data will be collected through the survey, interview and focus groups. The survey will use the Indonesian language to avoid misunderstanding. In the survey, interview and focus groups, the participants can use English or Indonesian to be freely in expressing their ideas. Semi structured form is used to guide the researcher in gathering interview and focus group data. The interview session will take about one hour, and the focus group will take about one and a half hours. All the interview and focus group sessions will be recorded and transcribed. In addition, non-sensitive information about participants' background (e., g. age, location, gender, teaching and working experience) will also be asked as demography and complementary data.

9. Data analysis

The survey will be analysed using descriptive statistics and the transcribed interview and focus groups will be analysed using thematic content analysis.

10. Data storage

The data records including those associated with participant's personal attributes (age, gender, location, teaching and working experience) will be treated strictly confidential. All research data will be stored in a researcher's private offline storage, backed up on Bristol server, and the folders containing data file will be password-protected.

11. Data Protection Act

All data collected will be held securely in compliance with the current United Kingdom Data Protection Act (2018), upholding the right of participation, including their right to be informed, the secure storage of their data, the right of access and process of limited purpose as outlined and not kept any longer than necessary.

12. Feedback

The research participants may give feedback on this research using provided contact details. After the interview session, the transcription will be given to the participants so that the participants can give feedback to correct any errors in transcription. All the feedback will be treated thoroughly. Furthermore, summary information about research and its findings or copies of publications will be provided to the participants involved if its requested. Researcher ensure that the participants involved in the research without any concerns or issues.

13. Responsibilities to colleagues and academic community

Researcher adheres to University of Bristol ethical regulation and hold to ethical standards of professional integrity through all points of research. This research will be a true reflection of the research, unbiased, without discrimination, and not distorted or sensationalized in any way. This study will utilise best practices for valid and reliable results, and equal respect for all persons. Additionally, besides storing report of this research in the university library, feedback on the research outcome will possibly be gathered from presenting in conferences and public talks in the related academic field.

14. Reporting of research

The researcher will not bring research into disrepute by falsifying, distorting, suppressing, selectively reporting or sensationalising their search evidence or findings. The report of this research will be stored in the University of Bristol library. Researcher have a responsibility to make the results of the research public for the benefit of educational professionals, policy makers and the wider public. The researcher will communicate the findings and the practical significance of the research by publishing or presenting in conferences and public talks in the academic field.

Researcher

Signed: PIPIT NOVITA

Discussant

Signed:

FRIZ HUTABARAT

JEONGEUN JANEY PARK

Date: March 2019

Appendix J. School of Education Ethical Approval

Ethics Online Tool: application signed off



Research Governance and Ethics Officer <Liam.McKervey@bristol.ac.uk>



Reply all | v

Yesterday, 11:21

Pipit Novita v

Your online ethics application for your research project "What Makes Initial Teacher Education Effective? A Study of English Departments in Urban Areas in Indonesia" has been granted ethical approval. Please ensure that any additional required approvals are in place before you undertake data collection, for example NHS R&D Trust approval, Research Governance Registration or Site Approval.

For your reference, details of your online ethics application can be found online here:

<http://www.bristol.ac.uk/red/ethics-online-tool/applications/82324>

Appendix K. Consent Form



Research topic : What makes Initial Teacher Education in Indonesia effective?
 A study of English teacher education departments in urban areas in Indonesia

Researcher : Pipit Novita

Supervisors : Professor Sally Thomas and Dr. Angeline Barret
 Graduate School of Education, University of Bristol UK

Research aim : To investigate the perceptions stakeholders on the quality of teacher education regarding the strenght, weakness and possibilities for improving Initial Teacher Education in Indonesia

Research use: Improvement in Initial Teacher Education

Please, confirm the following statements by marking (√) in the spaces provided

I, the undersigned, do hereby certify that:

I have been informed and have understood the purpose of this research	
I have been given the opportunity to ask a question and seek further clarification when necessary	
Audio recordings and notes may be made during the interview	
Any information that might identify me may not be used in any report or published work	
I understand that participation in this study is entirely voluntary	
I understand that I can withdraw my participation in this research at any point before 1 December 2019 without prejudice	
Based on the information given, I agree to participate in the research	

Name of Participants: _____

Date _____

(signature)

Researcher

Pipit Novita

Appendix L. Permission Letter to Undertake Research



Graduate Schools of Education
35 Berkeley Square, B58 1JA
University of Bristol
Bristol, United Kingdom
Supervisors: Professor Sally Thomas and Dr Angeline Barret

Dear Sir/Madam,

REQUEST FOR PERMISSION TO UNDERTAKE RESEARCH ON THE TOPIC: WHAT MAKES INITIAL TEACHER EDUCATION EFFECTIVE: EXPLORING STAKEHOLDERS' VIEWS ON THE QUALITY OF PRE-SERVICE ENGLISH TEACHER EDUCATION IN URBAN AREAS IN INDONESIA

As part of pursuing a PhD research degree at the Graduate School of Education, University of Bristol, United Kingdom. I am required to undertake research that will form my final PhD thesis. The purpose of this letter, therefore, is to seek your permission to conduct the above research. The aim of this study is to explore the perceptions of stakeholders (student teachers, teacher educators, Head of English Departments, Dean of Faculty of Education, English teacher graduates and their school principals) on the quality of Initial Teacher Education in urban areas in Indonesia regarding the influential aspects, strengths, weaknesses, and possibilities for improving Initial Teacher Education.

This study will employ mixed methods methodology. The first phase of the research will involve the collection data of student teachers using a survey exploring their perception concerning vision, coherence and the opportunities to enact practise in teacher education. The second phase of the research will take interviews of student teachers to elaborate the findings of the survey and their learning experience in ITE. Later on, the interviews will also take the views of educators, Head of English department, Dean of Faculty of Education, English teacher graduates and their school principals on the quality of teacher education and possibilities for improving Initial Teacher Education.

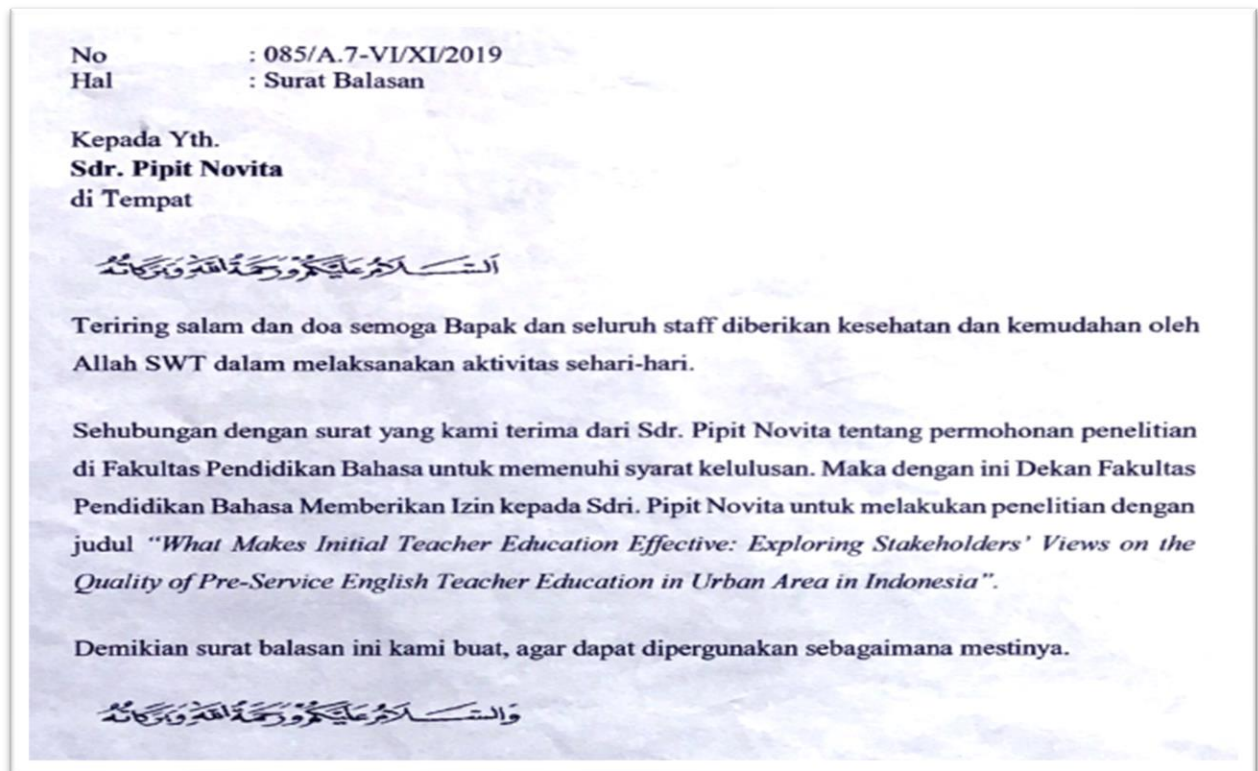
It is hoped that the study findings will assist the stakeholders of Initial Teacher Education in making informed decisions to improve the quality of Initial Teacher Education and prepare teachers better in their teaching field. Thank you in advance as I anticipate your kind consideration and support.

Yours faithfully,

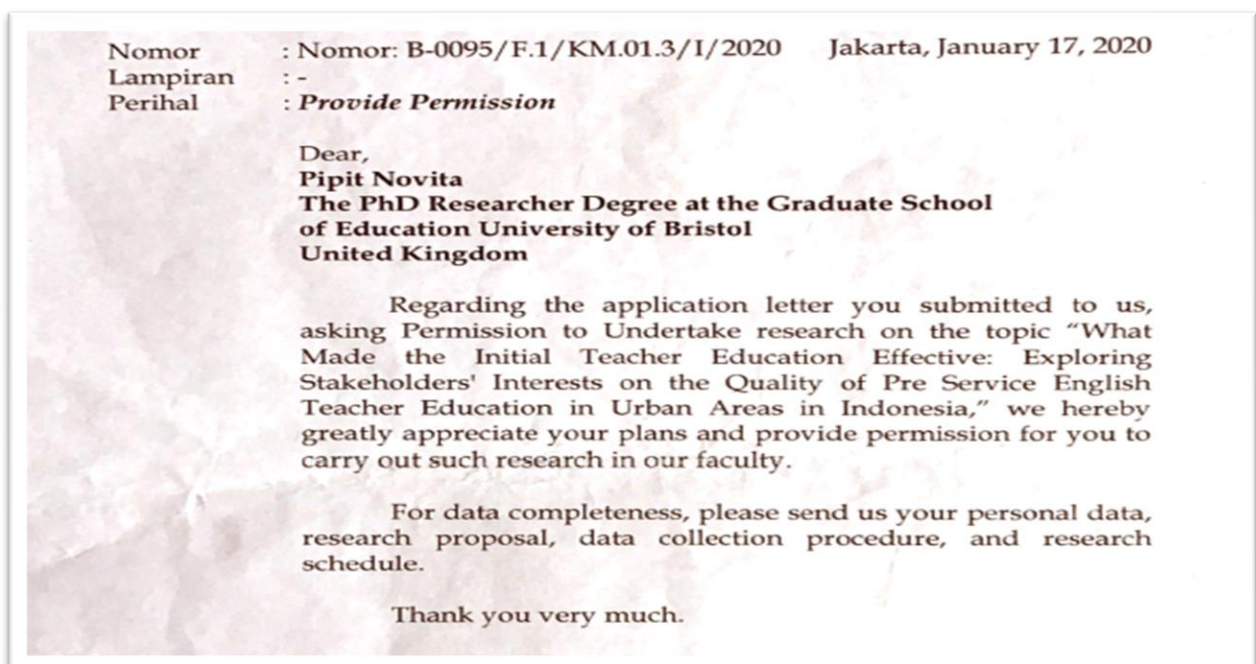
Pipit Novita

Appendix M. Permission Letter from University Participants

Private University



State University



Appendix N. Other kinds of Career Intention

Private ITE

1 Artist	14 Filmmaker	27 Lecturer	40 Master Degree
2 Astronaut	15 Football Manager	28 Lecturer	41 Ministry officer in curriculum
3 Cameraman	16 Graphic designer	29 Lecturer	42 Office employee
4 Chef	17 Hotel receptionist	30 Lecturer	43 Proof reader
5 Civil servant	18 Hotel worker	31 Lecturer	44 Public relation officer
6 Civil servant	19 Hotelier	32 Lecturer	45 Rector
7 Content creator	20 International relation officer	33 Lecturer	46 Reporter
8 Copywriter	21 Journalist	34 Make-up artist	47 Restaurant owner
9 Custom automotive builder	22 Lecturer	35 Makeup artist	48 Sports journalist
10 Editor	23 Lecturer	36 Manager	49 Tour guide
11 Expert in education	24 Lecturer	37 Master Degree	50 Traveller
12 Expert in parenting	25 Lecturer	38 Master Degree	51 Writer
13 Fashion designer	26 Lecturer	39 Master Degree	

State ITE

1 Attaché	11 Event organiser	21 Event organizer
2 Designer	12 Flight attendant	22 Event organizer
3 Diplomat	13 Content creator	23 Editor
4 Diplomat	14 Translator	24 Writer
5 Lecturer	15 Culinary business	25 Editor
6 Lecturer	16 Interpreter	26 Farmer
7 Lecturer	17 Linguist	27 Civil servant
8 Lecturer	18 Master Degree	28 Policeman
9 Lecturer	19 Employee	29 Radio announcer
10 Entertainer	20 Flight attendant	30 Reporter

Appendix O. Item Means Responses of the Survey

Opportunities to enact practice	University		
	Scale 1	Private	State
1. Plan for teaching		2.89 (0.75)	2.91 (0.79)
2. Practice or rehearse something you planned to do in your K-12 classroom		2.92 (0.75)	2.87 (0.87)
3. Examine samples of K-12 student work		2.59 (0.84)	2.78 (0.88)
4. Examine samples of your own students' work		2.73 (0.86)	2.84 (0.89)
5. Examine actual teaching materials		3.05 (0.65)	2.93 (0.83)
6. Examine national curriculum		2.56 (0.75)	2.76 (0.80)
7. Examine transcripts of real K-12 classroom talk or student discussions		2.59 (0.82)	2.93* (0.77)
8. Watch or analyse videos of classroom teaching		2.60 (0.84)	2.59 (0.93)
9. Discuss experiences from your own student teaching (fieldwork) in your university classes		2.33 (0.87)	2.25 (0.98)
10. Experience your teacher educator modelling/demonstrating effective teaching practices		3.23 (0.72)	3.13 (0.73)
11. Solve problems, read texts, or do actual work that your own pupils will do		2.53 (0.90)	2.90* (0.88)
12. Learn about general research methods		2.72 (0.81)	2.60 (0.77)
13. Learn about research methods you can use in investigating student learning in your own classroom		2.79 (0.77)	2.59 (0.79)
Total		2.73 (0.83)	2.78 (0.87)

Note: Mean scores per item per program (standard deviation in brackets).

* = significantly higher score compared to another ($p < 0.05$)

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Opportunities to connect to various part of program	University		
	Scale 2	Private	State
14. Learn about the vision of good teaching that your teacher education program promotes		2.75* (0.77)	2.50 (0.84)
15. Connect ideas from one class to another in the same course		2.55 (0.93)	2.58 (0.96)
16. Connect ideas from one course to those in another		2.86 (0.83)	2.92 (0.85)
17. Trace your own trajectory of learning—reflect upon the ways your own understanding of teaching and learning		2.88 (0.78)	3.08 (0.77)
18. Make connections between educational theory and the actual classroom teaching you were engaged in the classroom		2.89 (0.82)	2.97 (0.77)
Total		2.79 (0.84)	2.81 (0.87)

Perceived coherence between courses	University		
	Scale 3	Private	State
19. The program articulated a clear vision of teaching and learning		3.33* (0.53)	3.05 (0.59)
20. I heard similar views about teaching and learning across the program courses		3.10* (0.57)	2.91 (0.59)
21. The faculty knew what was happening in my other courses		3.20* (0.61)	3.02 (0.56)
22. My courses within the teacher education program seemed to be intended to build an understanding over time		3.37 (0.53)	3.21 (0.55)
23. When ideas or readings were repeated in my courses, they were elaborated / treated more deeply		3.25* (0.57)	2.98 (0.70)
24. I saw connections among ideas, and concepts across program courses		3.05 (0.56)	3.01 (0.60)
25. What I learned in my fieldwork consistent with what I learned in my coursework		3.32* (0.55)	3.05 (0.60)
26. My student teaching experience allowed me to try out the theories, strategies and techniques		3.26 (0.55)	3.12 (0.58)
27. What I learned in my courses reflects what I observed in field experiences		3.05* (0.58)	2.84 (0.61)
28. The faculty was knowledgeable about the program as a whole		3.40* (0.56)	3.04 (0.60)
Total		3.23 (0.57)	3.02 (0.61)

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Perceived coherence between field experiences and courses Scale 4	University	
	Private	State
29. In my fieldwork I observed teachers using the same theories, strategies and techniques I was learning in my courses	2.98 (0.65)	2.85 (0.68)
30. The faculty made explicit references to other courses	3.09* (0.59)	2.90 (0.60)
31. The faculty was knowledgeable about what I was required to do in my field teaching experience	3.24 (0.54)	3.13 (0.59)
32. The faculty was knowledgeable about the quality and nature of my field teaching experiences	3.23 (0.56)	3.17 (0.54)
Total	3.13 (0.59)	3.01 (0.62)

Means of All Scales

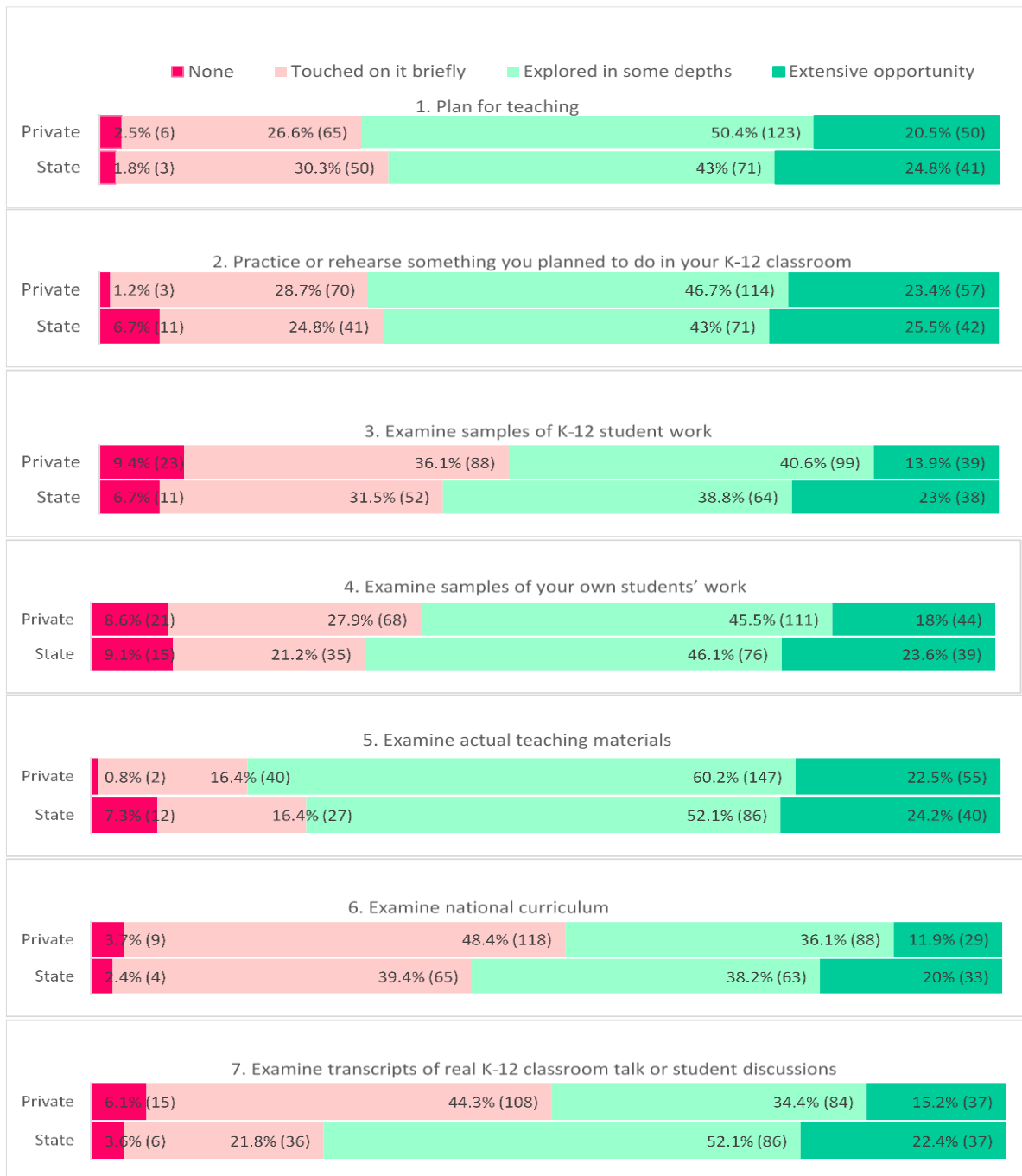
All Scales	University	
	Private	State
1. Opportunities to enact practice	2.73 (0.83)	2.78 (0.87)
2. Opportunities to connect various parts of program	2.79 (0.84)	2.81 (0.87)
3. Perceived coherence across programs	3.23 (0.57)	3.02 (0.61)
4. Perceived coherence between fieldwork and courses	3.13 (0.59)	3.01 (0.62)

Significant Difference Items in the Scale

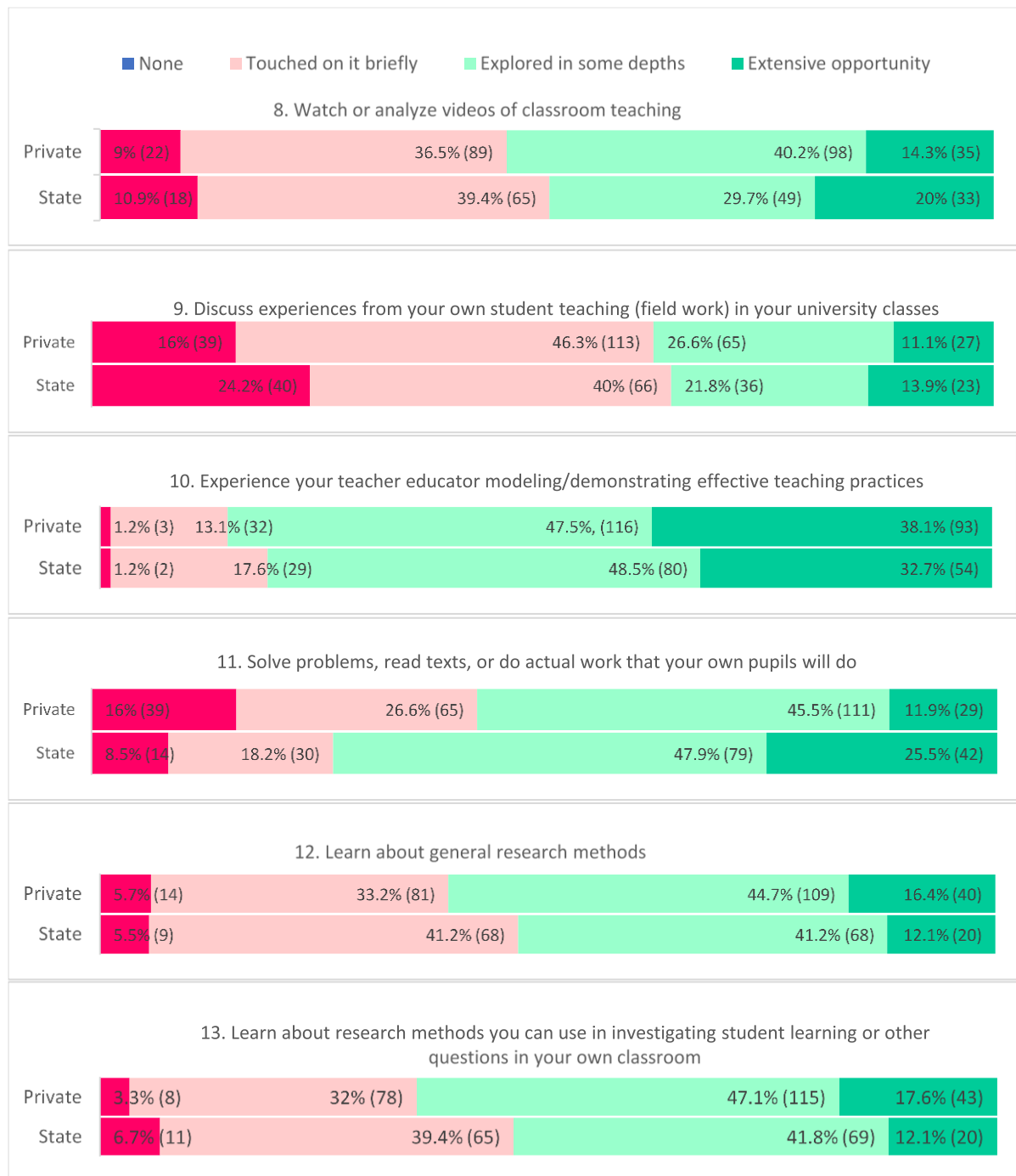
Item Number	Median		Mann Whitney U	Z	p value	r
	Private	State				
7. Examine transcripts of real K-12 classroom talk or student discussions	3	3	15197.500	-4.487	0.000	0.22
11. Solve problems, read texts, or do actual work that your own pupils will do	3	3	15602.500	-4.116	0.000	0.20
14. Learn about the vision of good teaching that your teacher education program promotes	3	2	16554	-3.263	0.001	0.16
19. The program articulated a clear vision of teaching and learning	3	3	15463.500	-4.722	0.000	0.23
20. I heard similar views about teaching and learning across the program courses	3	3	16923.000	-3.329	0.001	0.16
21. The faculty knew what was happening in my other courses	3	3	17107.000	-3.048	0.002	0.15
23. When ideas or readings were repeated in my courses, they were elaborated / treated more deeply	3	3	15968.500	-4.016	0.000	0.20
25. What I learned in my fieldwork consistent what I observed in field experiences	3	3	15828.000	-4.296	0.000	0.21
27. What I learned in my courses reflects what I observed in field experiences	3	3	16849.000	-3.316	0.001	0.16
28. The faculty was knowledgeable about the program as a whole	3	3	14190.000	-5.836	0.000	0.29
30. The faculty made explicit references to other courses	3	3	17169.500	-2.993	0.003	0.15

Appendix P. Response Percentage of CATE Survey

Opportunities to Enact Practice

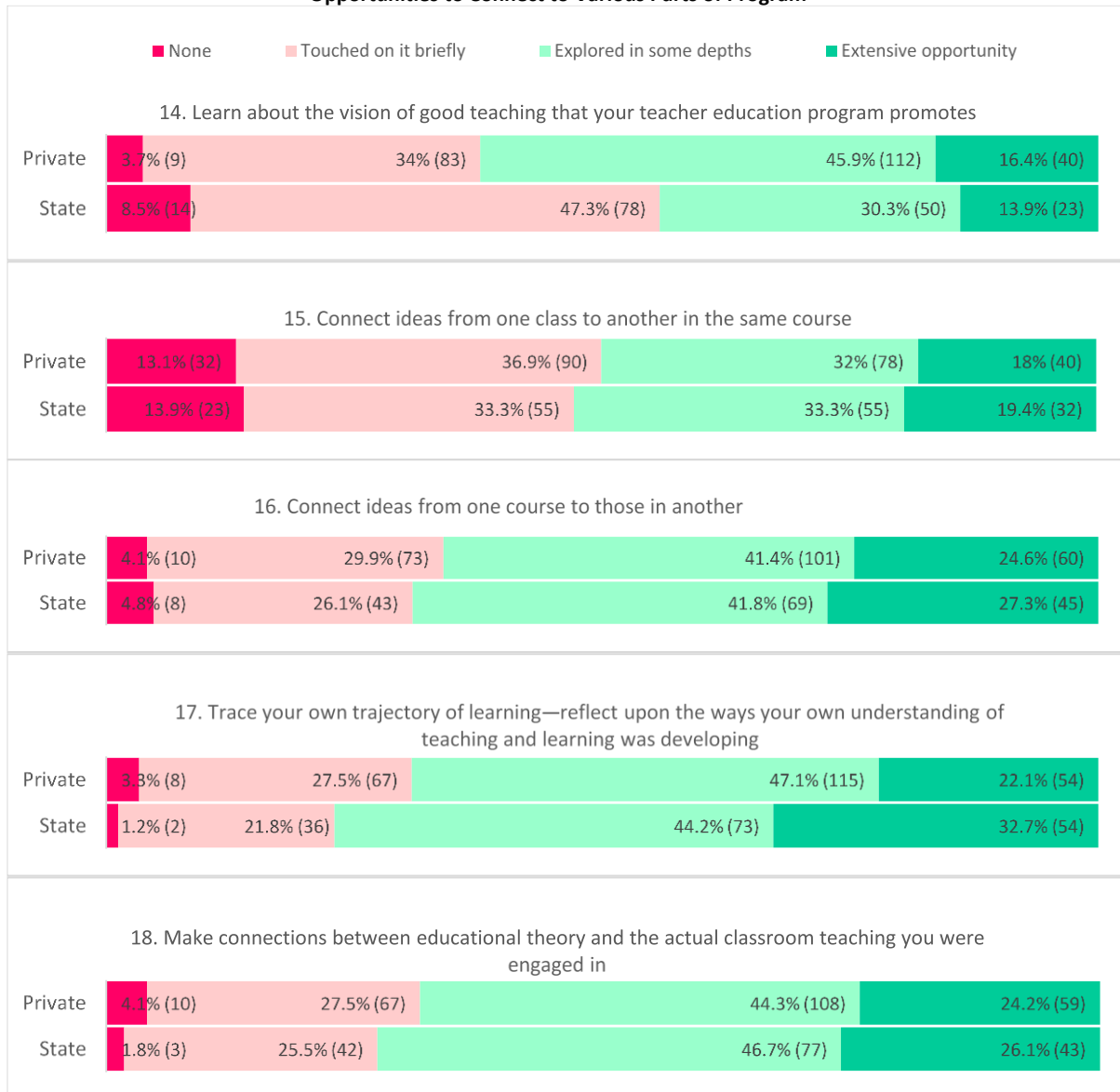


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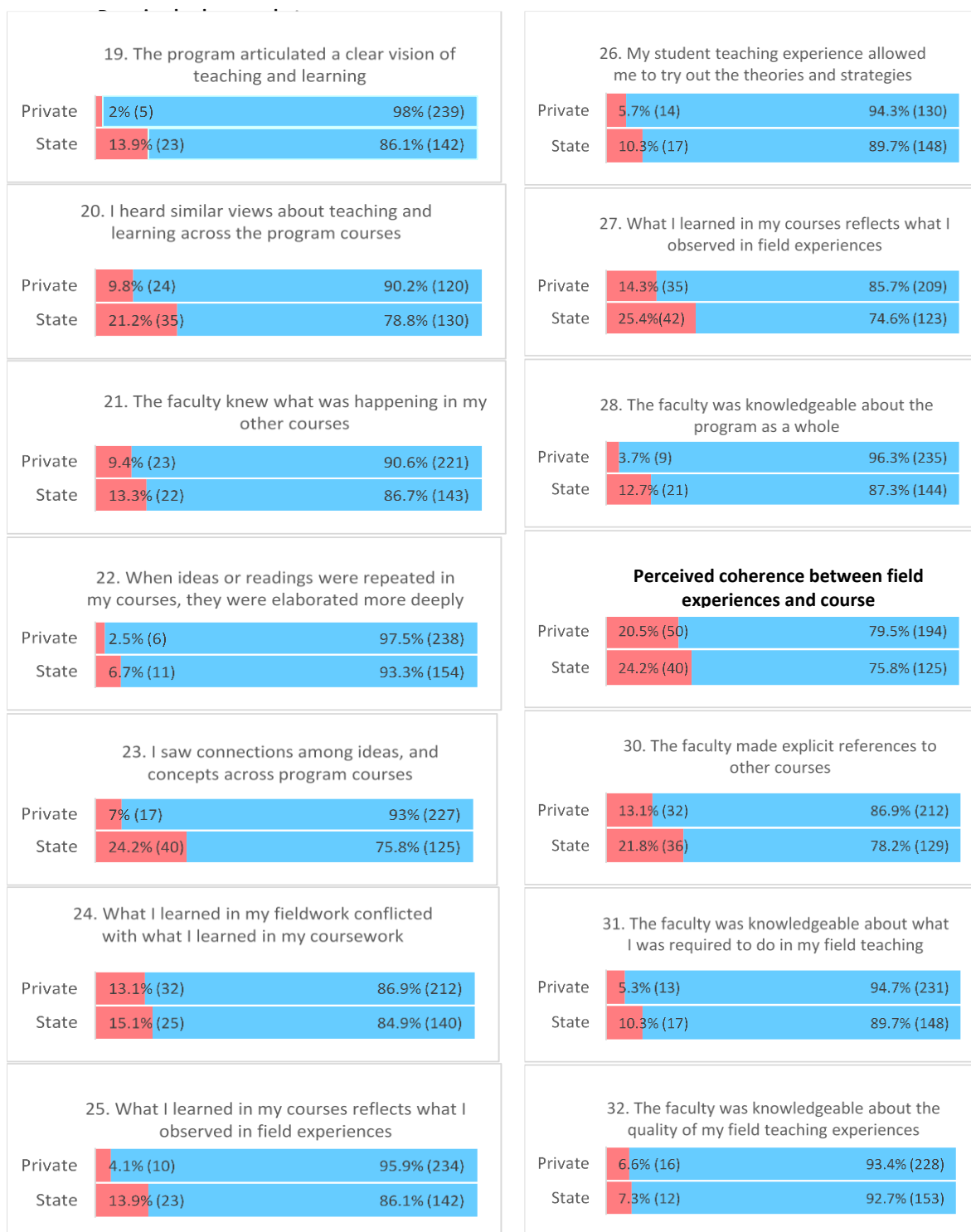
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Opportunities to Connect to Various Parts of Program



Appendices

■ Disagree/Strongly disagree ■ Agree/Strongly agree

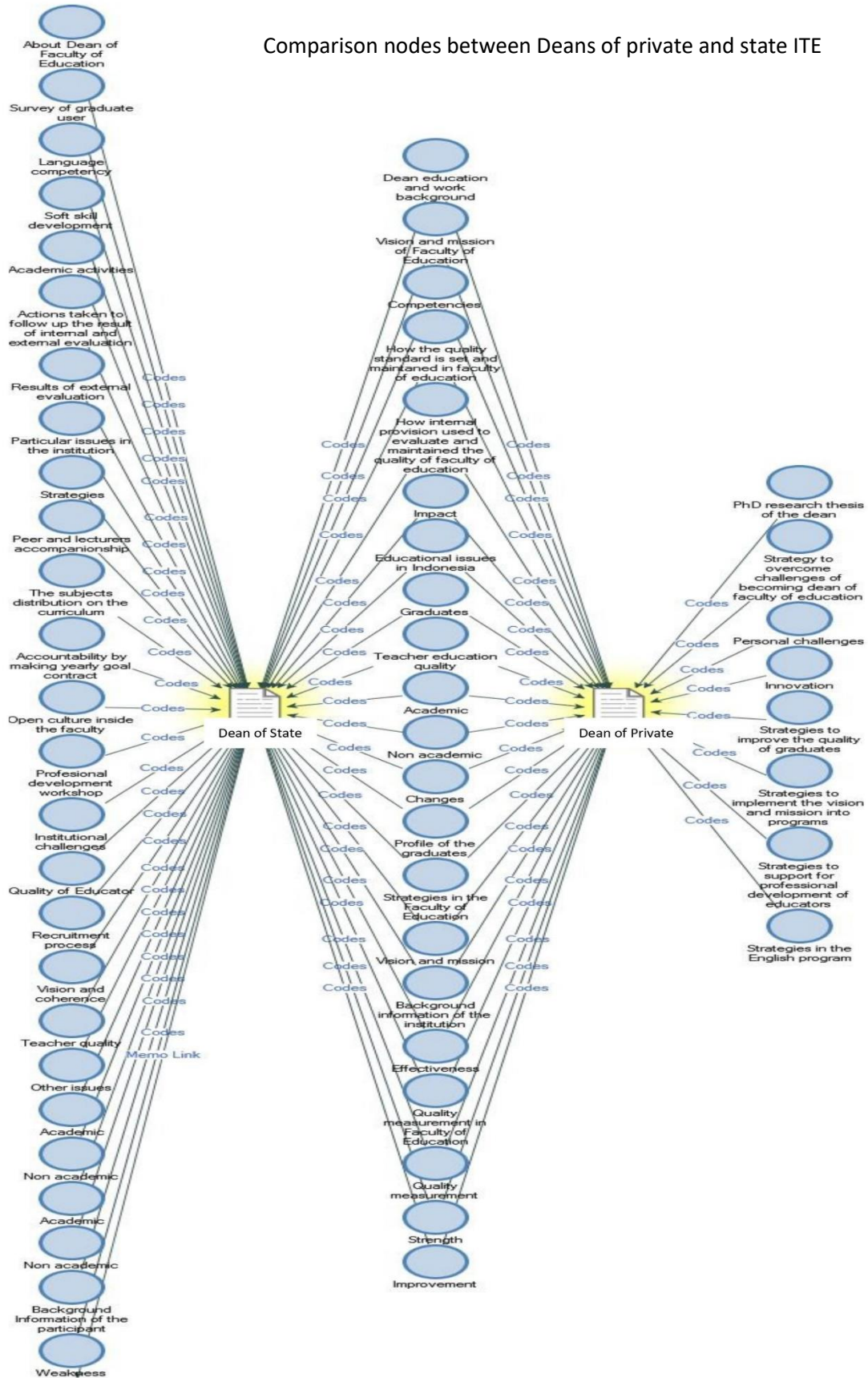


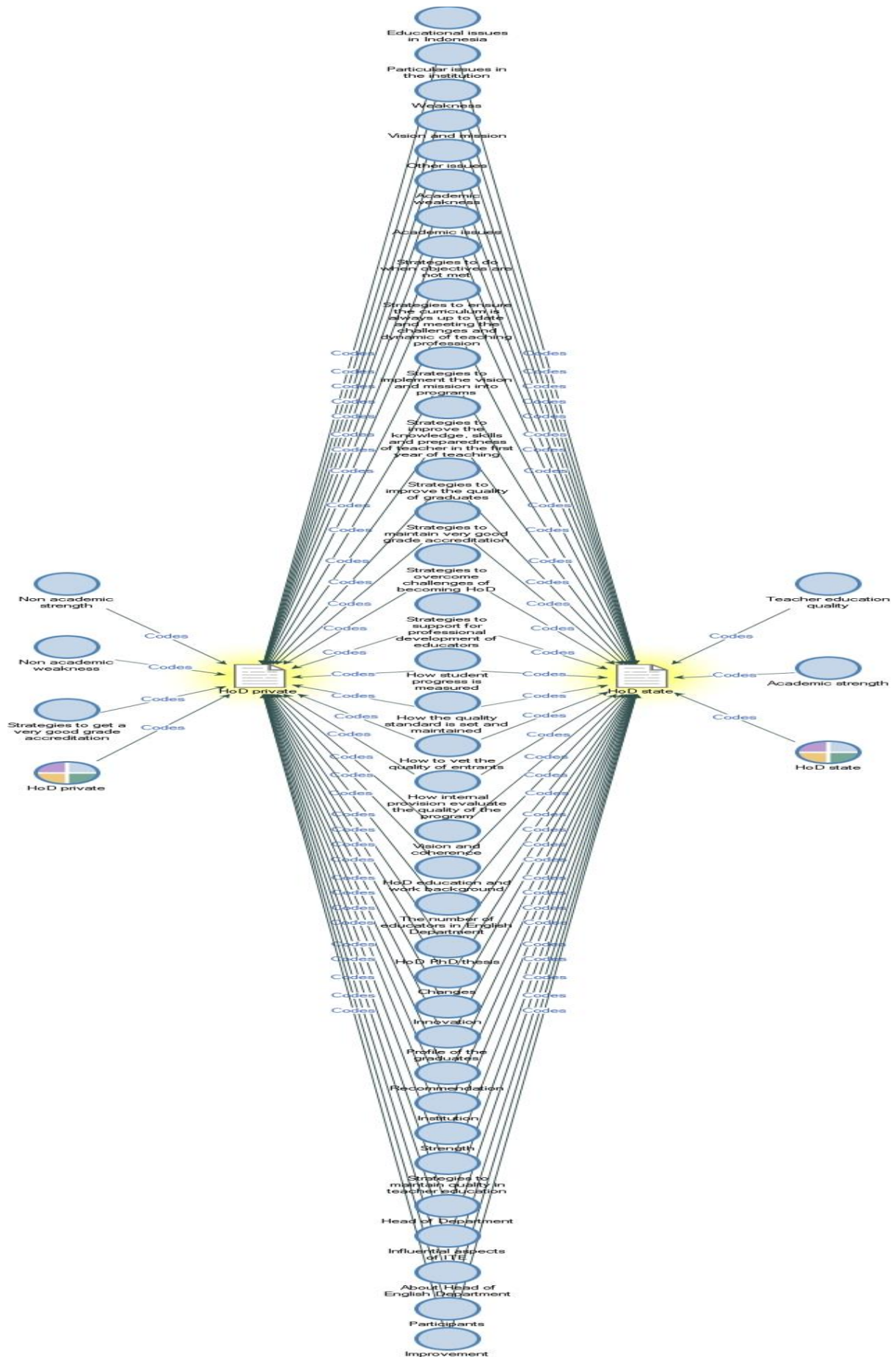
Appendix Q. Qualitative Analysis Example in NVivo

Coding of student teachers

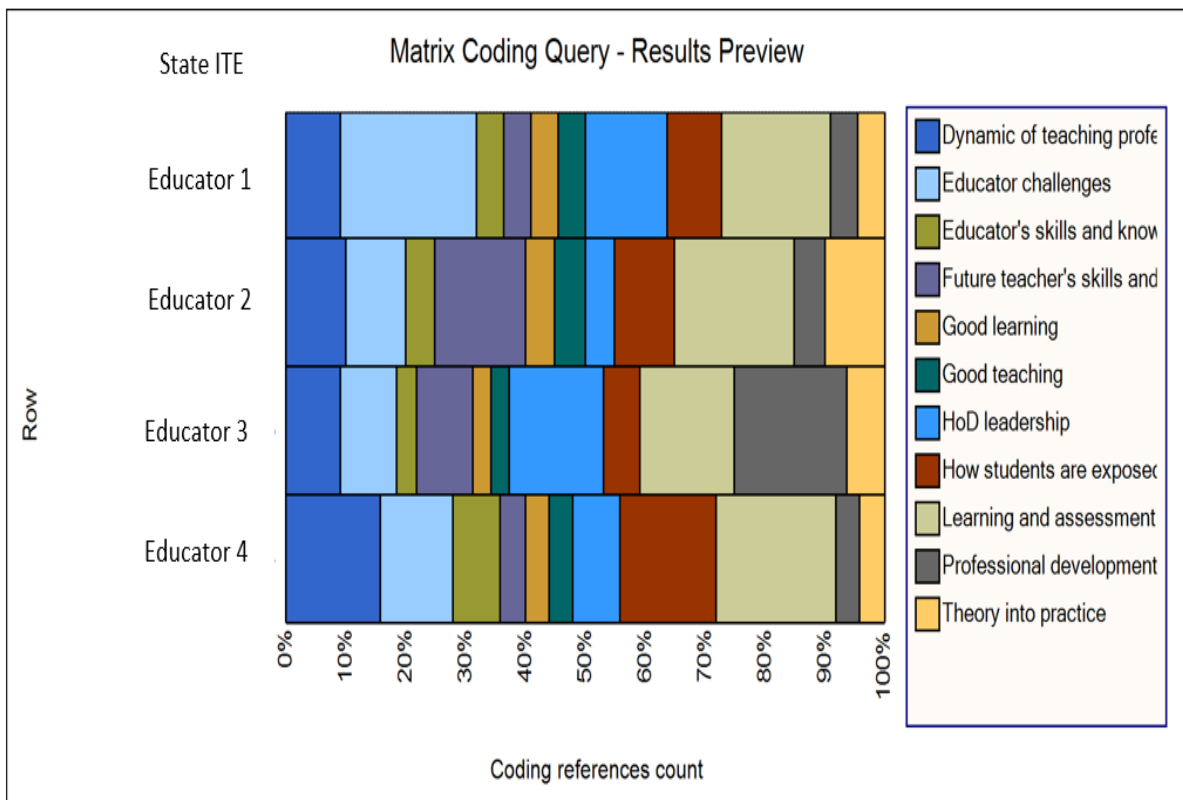
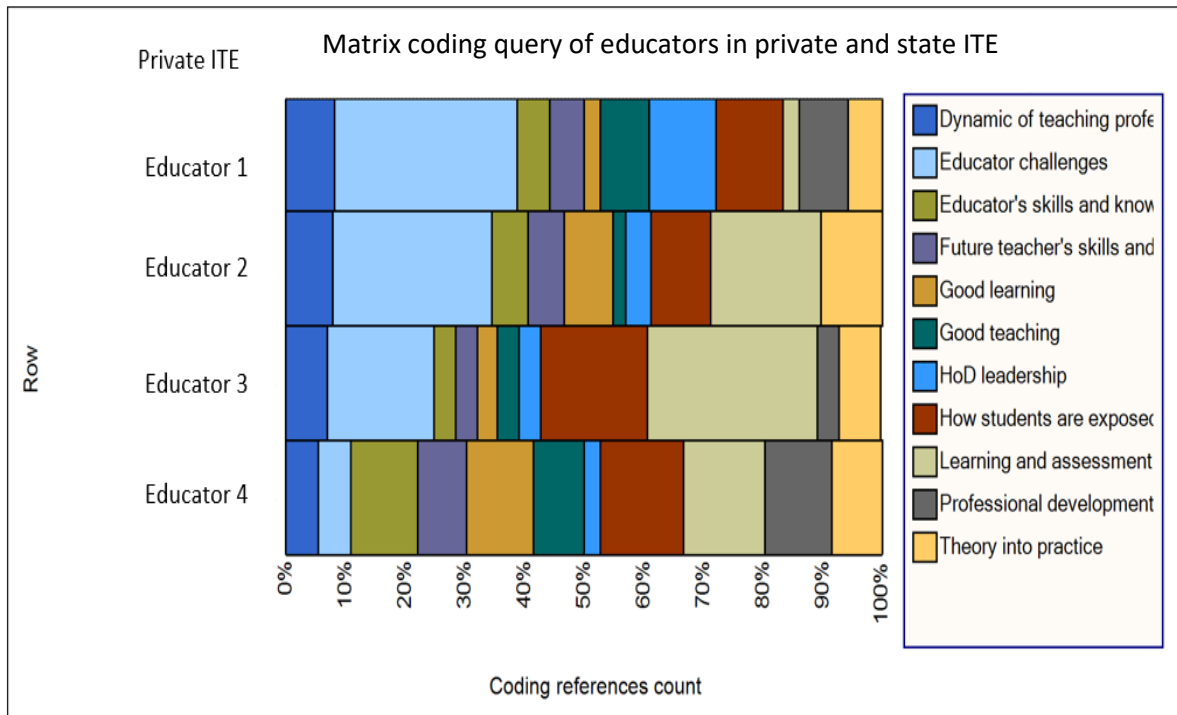
Name	Files	References
Student teacher	14	854
Recruitment process	2	2
Motivation entering teacher education	14	21
Learning process	14	29
Learning context	13	31
Profession after graduation	14	32
Learning content	14	38
Good quality of educators	14	43
Opportunities to connect various parts of the program	14	84
Learn vision of good teaching	14	16
Connect ideas from one course to another course	12	16
Make connections between educational theory and actual classroom	13	16
Reflect upon the ways of understanding of teaching and learning	13	17
Connect ideas from one class to another in the same course	13	19
Coherence	14	261
Similar views about teaching and learning across the program courses	12	14
The faculty made explicit references to other courses	11	14
Concept and ideas connected across program courses	14	16
The courses seemed to be intended to build an understanding over ti	14	16
What I learned in my fieldwork conflicted with what I learned at ITE	11	16
The faculty was knowledgeable about the program as a whole	14	17
A clear vision of teaching and learning	13	19
Observing teachers using the same theories from ITE	14	19
The faculty was knowledgeable about the quality and nature of practi	12	19
Teaching experience allow me to try out the theories learned in ITE	13	20
What I learned in my courses reflect what I observed in the field	14	21
What lecturer does when student does not understand the lesson	14	22
The faculty knew what was happening in my other course	14	23
The faculty was knowledgeable about what to do in practicum	14	25
Opportunities to enact practice	14	313
Ways to investigate problem in classroom	12	15
Watch or analyze videos of classroom teaching	14	18
Practice what students learned in the real class	14	20
Experience educator modeling effective teaching practices	14	24
Learn about research methods to conduct research	14	24
Preparation before practicum such as trying out the actual work that	13	26
Examine teaching material	14	28
Examine curriculum	14	29
Plan for teaching	14	39
Examine sample work	14	40
Discuss field work experience in campus	14	50

Comparison nodes between Deans of private and state ITE



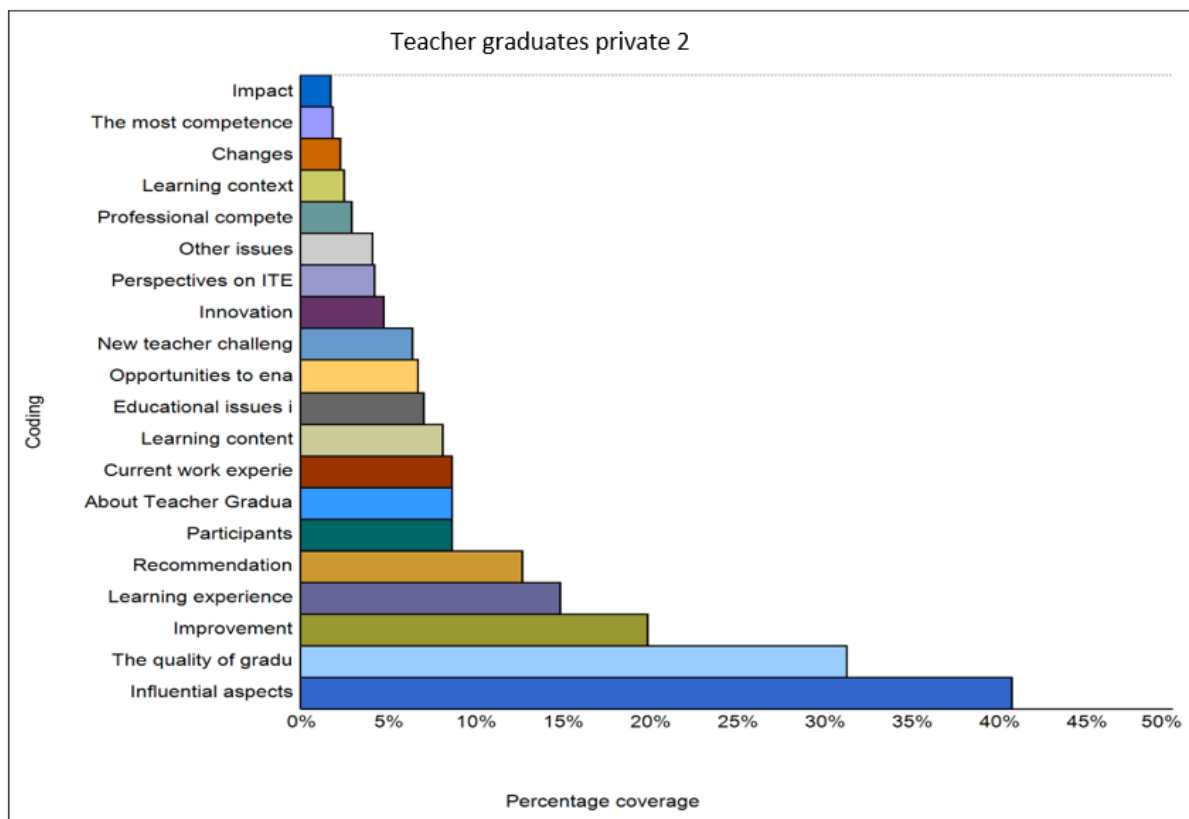
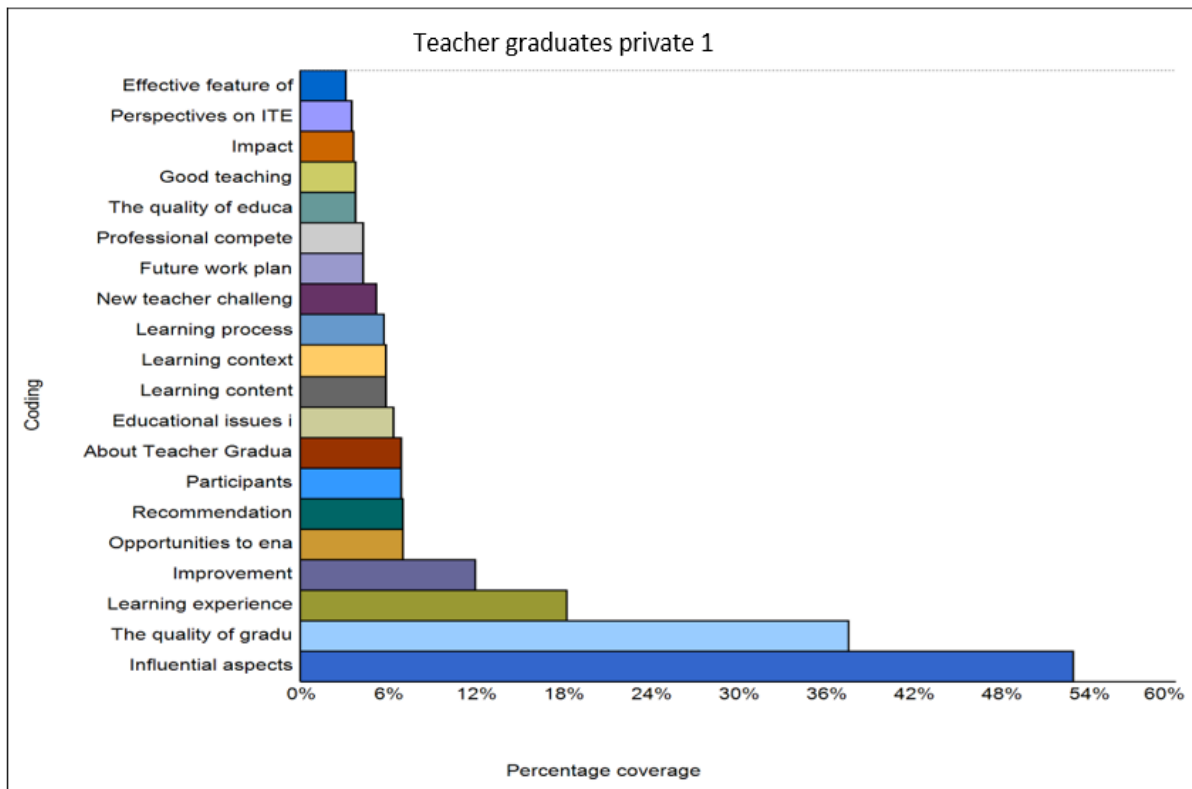


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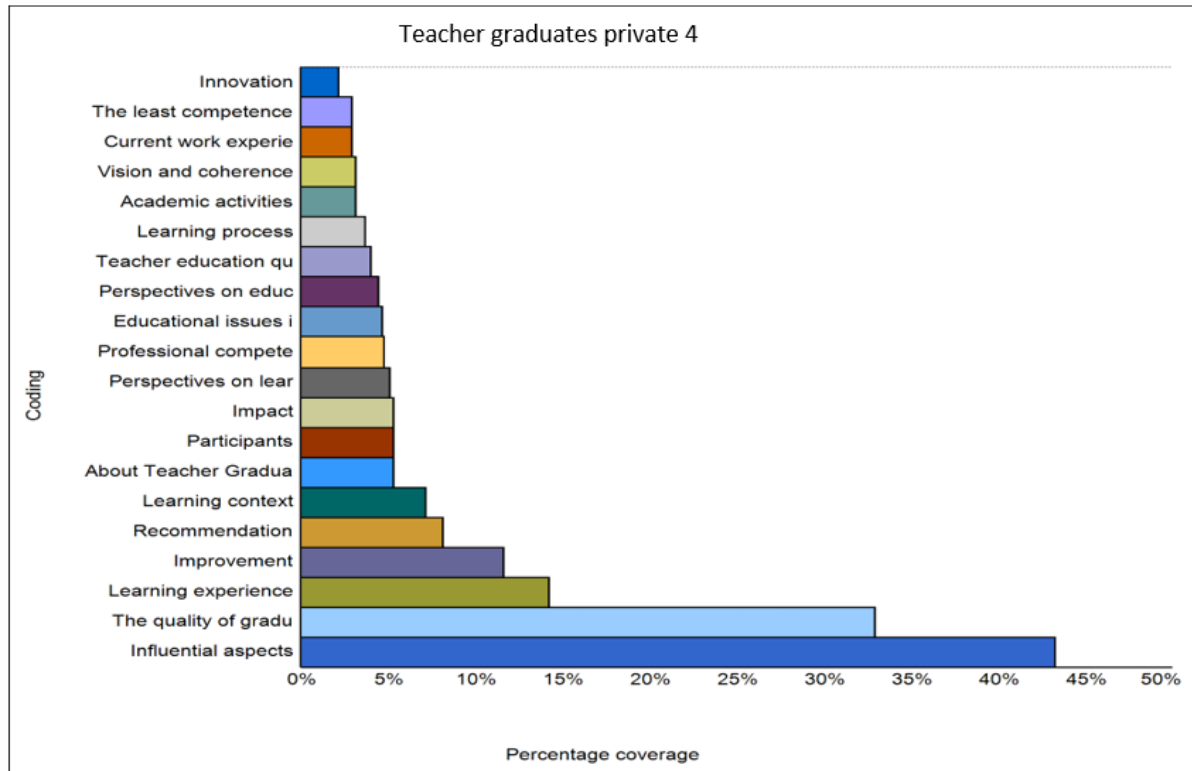
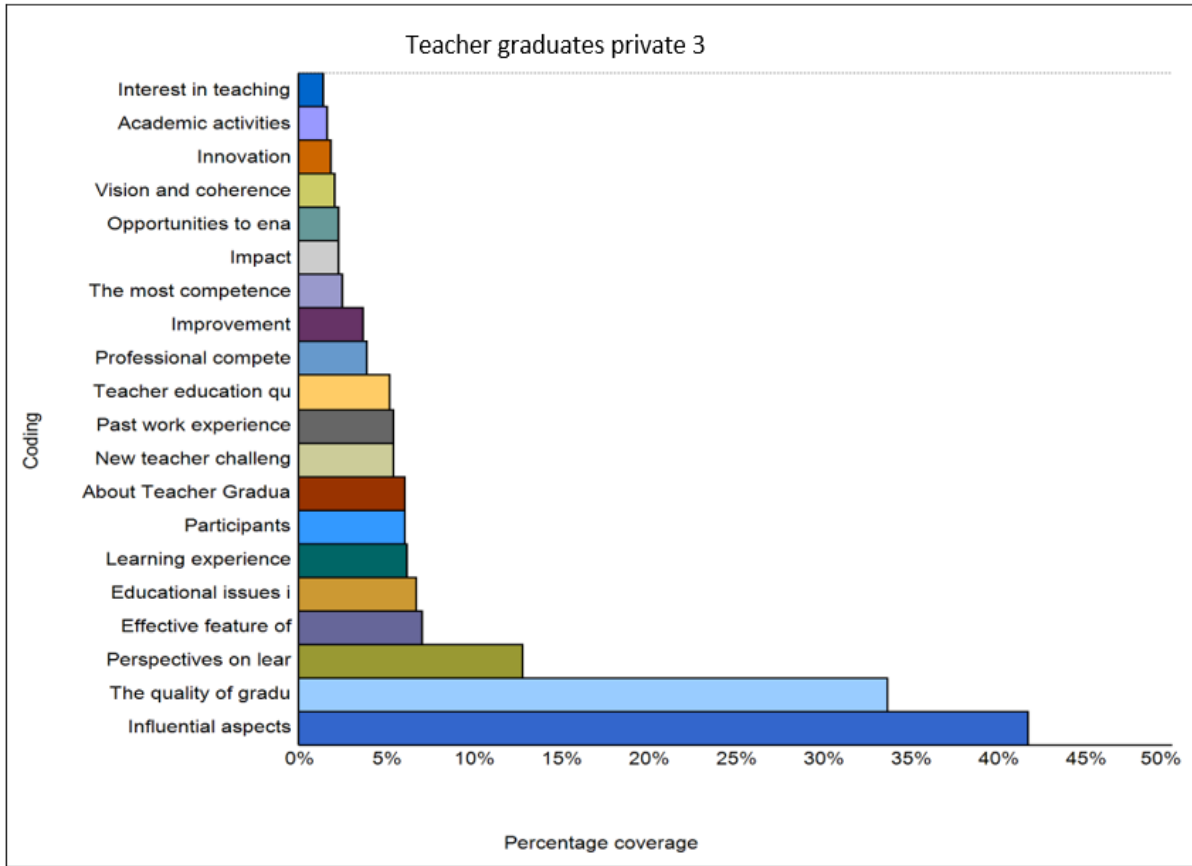


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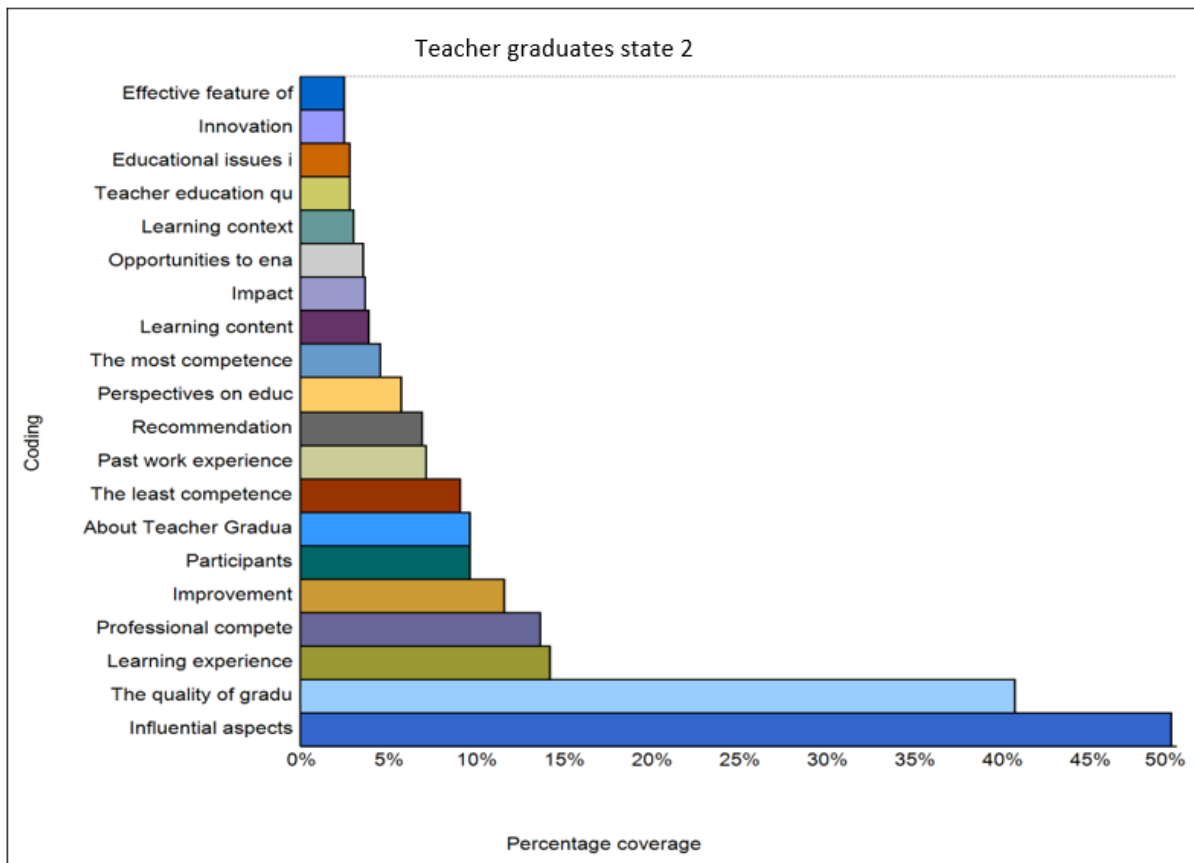
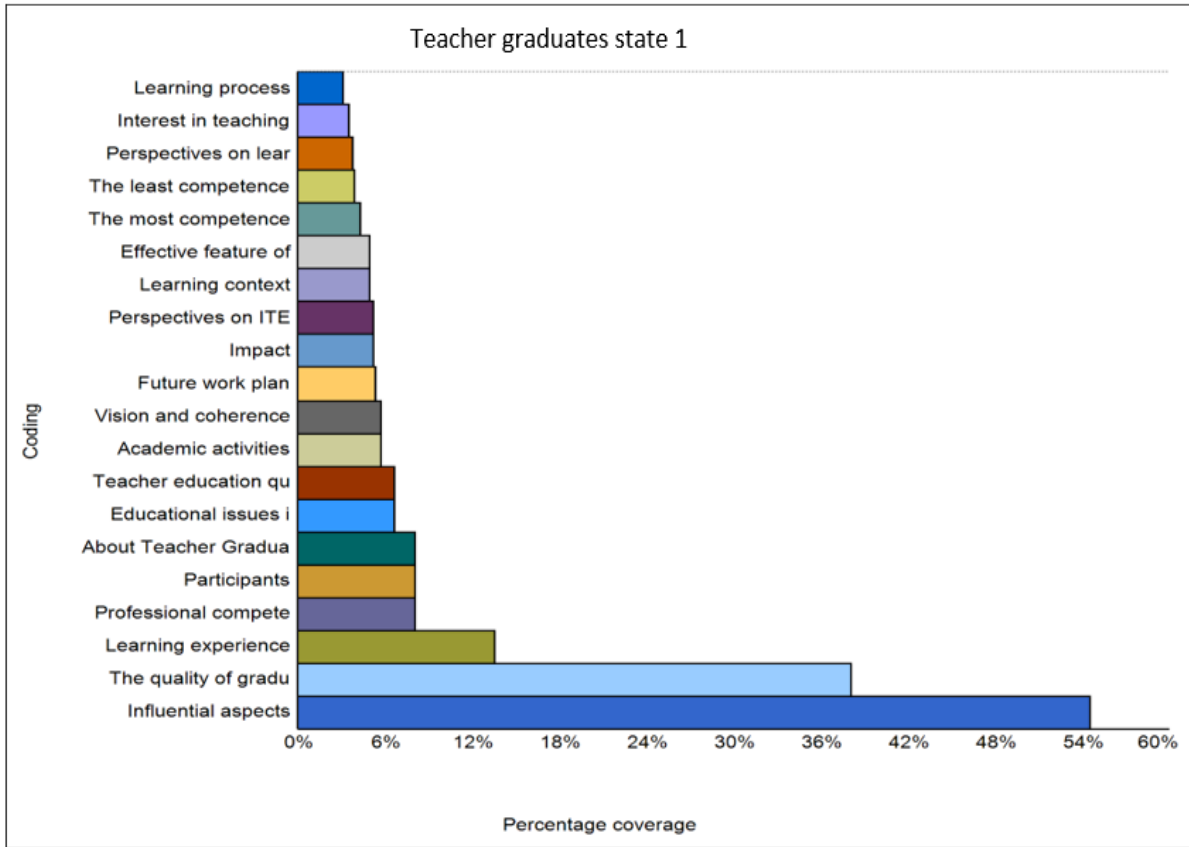
Coding diagram of teacher graduates in private and state ITE



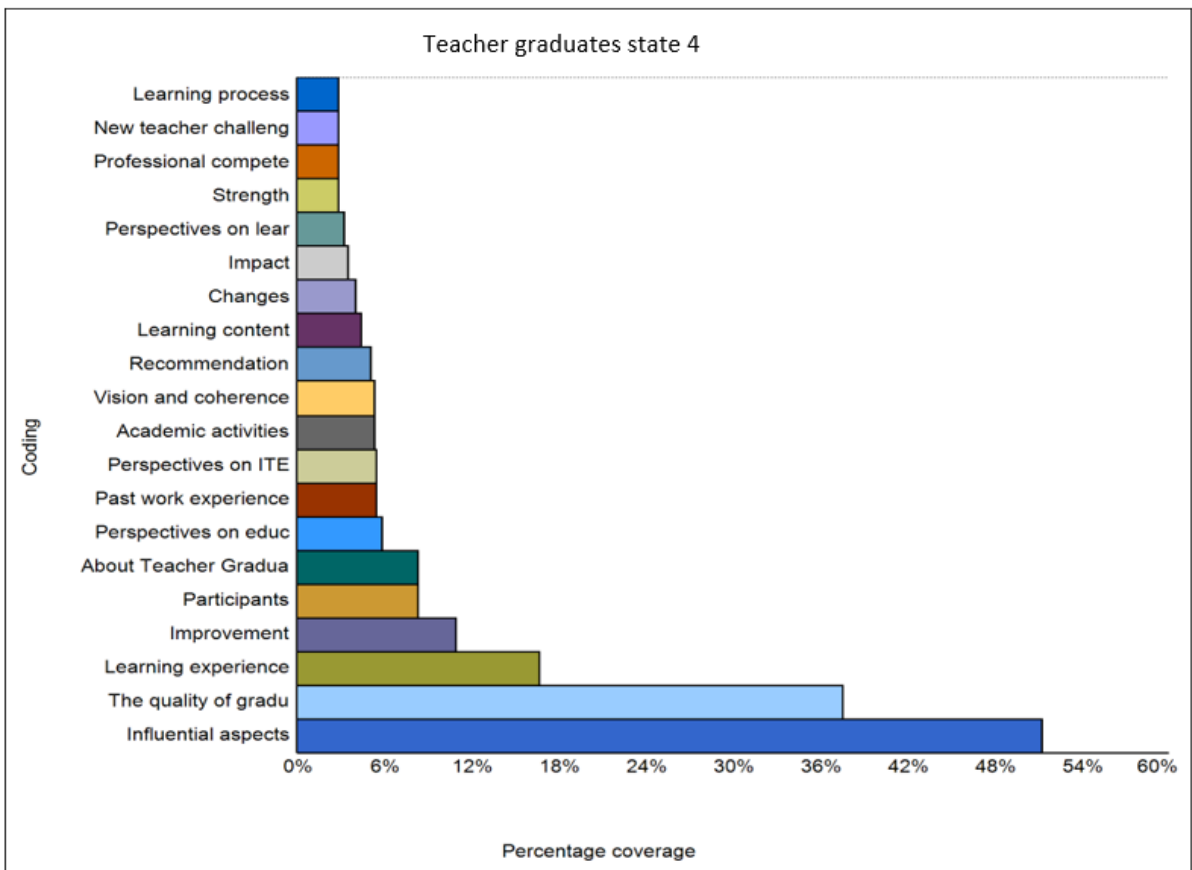
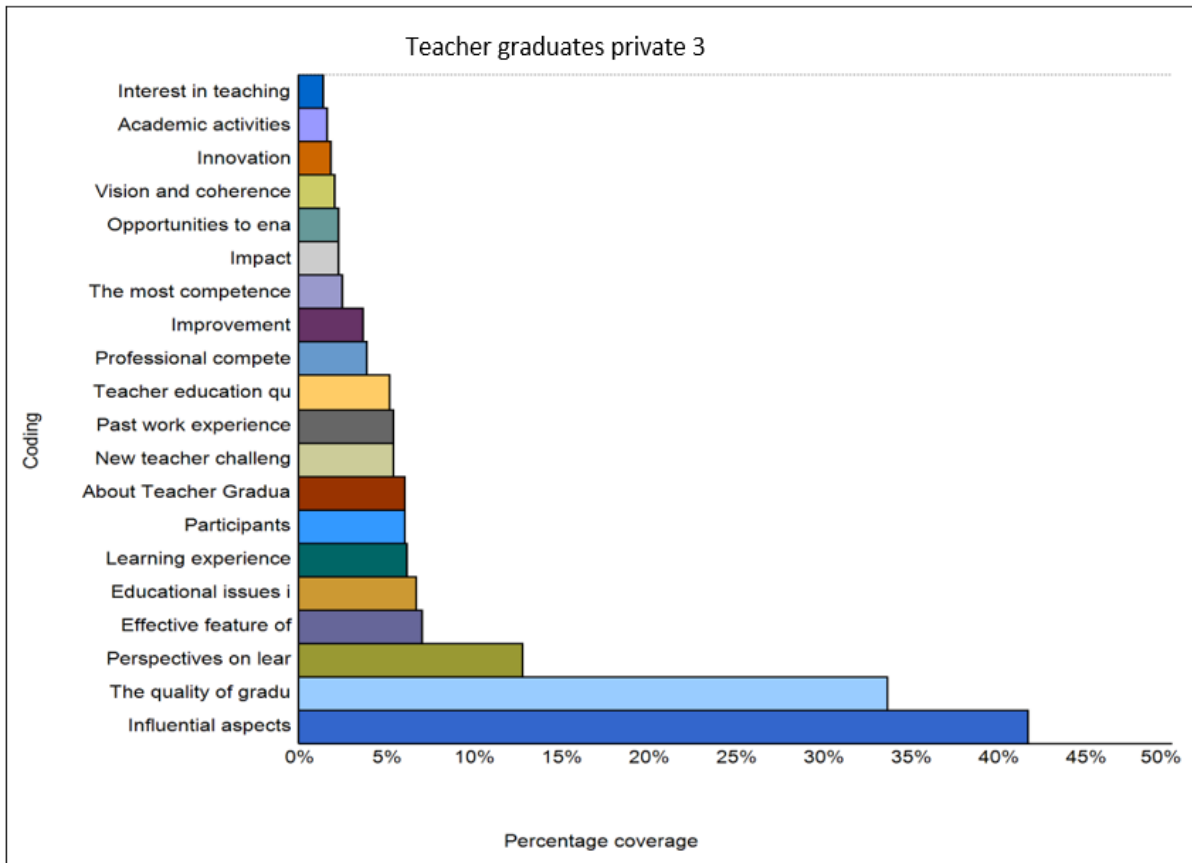
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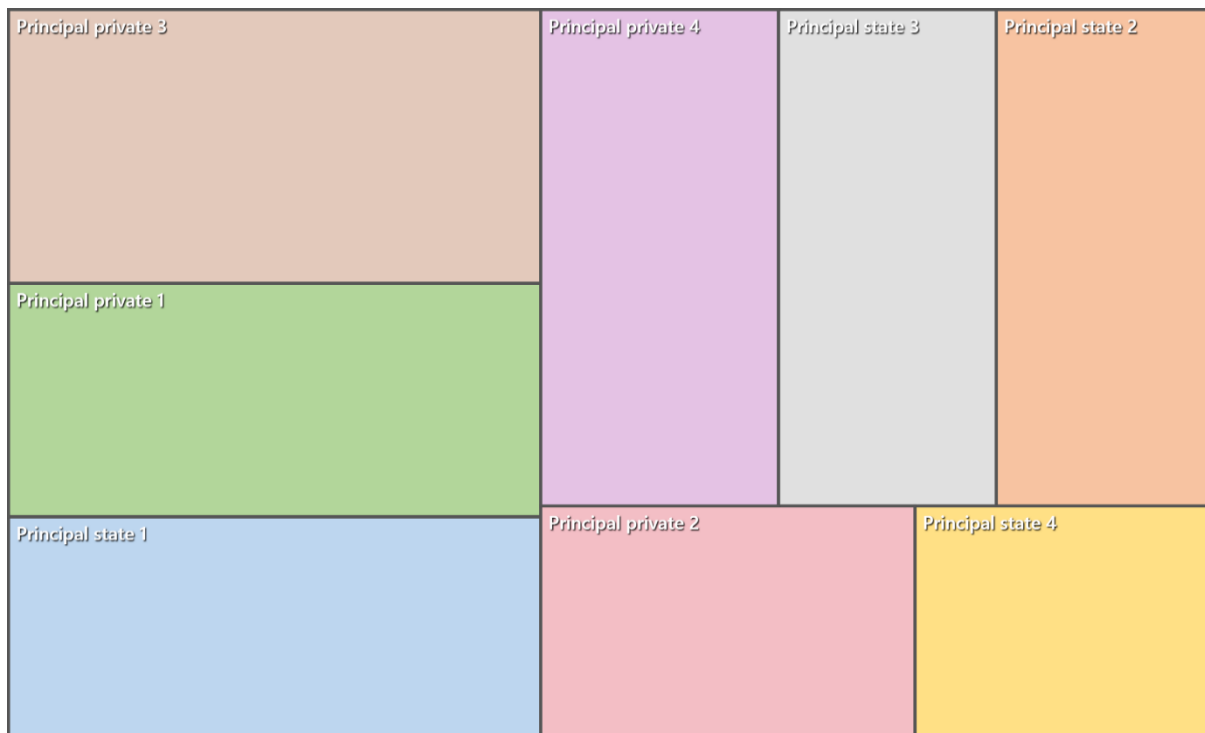


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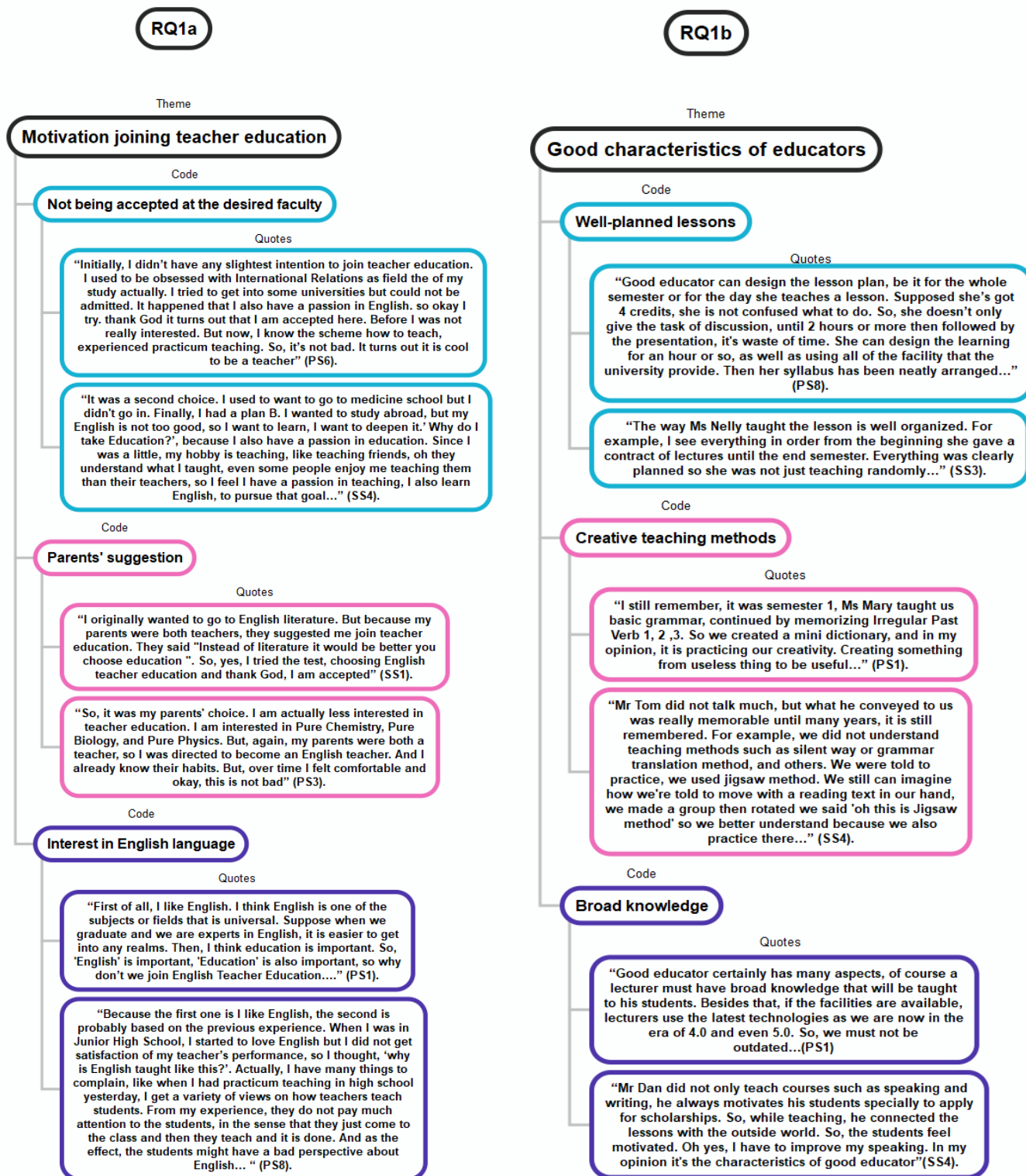
Hierarchy of nodes compared by numbers of coding references for principals



Cases compared by number of coding references for principals



Appendix R. Coding Framework Example



Appendix S. Other Concerns from Stakeholders¹⁶

No	Dean of Faculty of Education
1	Teachers who inspire and become an example, our hope, having characteristics to be able to exist, survive anywhere, giving meaning, wherever they are, giving blessings (State)
2	Soft skills and hard skills must be emphasised as the outcome or output provided by students. There is a process that refers to be qualified teachers who have skills and integrity (Private)
Head of English Department	
1	Sometimes the role of teacher education is overlooked even though it is one of ‘the spearheads’ of education. Teachers educate all successful people, and teachers are trained primarily from teacher education (State)
2	Online learning is good, but tools cannot replace human education. Technology cannot replace you as a teacher. It is different from other majors. In education, human education is important (Private)
Educators	
State	
1	I don’t understand what PPG is doing. Why don’t we just improve the quality of teacher education? I’ve been sceptical about this policy issue because not all student teachers go to PPG
2	Many teacher education graduates are not good at content knowledge and even teaching skills. Their positions are threatened because of PPG. When graduates from the mathematics department join PPG, we are lost in terms of content knowledge. Then where are our teacher graduates going?
3	I happen to teach at in-service PPG for certification. The quality of teachers who join the training is very worrying, in my opinion. They never get training. They have been busy struggling with their minimum welfare. Even to use a laptop, only a few can do, they are even struggling to make PPT, how can they study in this poor condition?
4	With the PPG program, we can’t prepare them to become teachers but only prospective teachers. Well, that leaves the students feeling confused. I think the government is not ready with the PPG program. I have also taught PPG. Even if they pass, because of what grades? I just let them pass
Private	
5	I think it’s a complex issue. First, in terms of those who want to be teachers, maybe they do not want to be teachers. So, teacher or teacher education becomes the last option. If we ask students why they join teacher education, the answer probably majority because they are not accepted anywhere
6	We have many rules to be a teacher. We must go through PPG. That’s what might make the interest is decreased. We are still proud of adopting education from other countries, but we have not thought about how our students’ character is like, education that works for us. And that’s compounded by the ever-changing policies
7	In my class, less than 30% out of 75 students wanted to be teachers. That’s why I said I’m not sure there are many potentials, just how we make sure they are interested. Because a lot of them still haven’t decided yet. We just need to convince them that being a teacher is a great idea
8	We still need to match what is needed in school with our curriculum. For example, one thing we still lack, in my opinion, is from the side of our students’ skills in making a lesson plan, it is not very good, and it is a very practical, much-needed ability as a teacher

¹⁶ The finding from the stakeholders’ concern in ITE is published in Novita, P. (2022). The quest for teacher education quality in Indonesia: The long and winding road. In M. S. Khine & Y. Liu (Eds.), *Handbook of Research on Teacher Education* (pp. 651–673). Springer Singapore. https://doi.org/10.1007/978-981-16-9785-2_32

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No	Student teachers
State	
1	People sometimes underestimate the profession of a teacher because people think it is easy. A teacher should not be underestimated because a teacher has a big responsibility
2	Educators should have more insightful knowledge. They do not only study in Indonesia, so they have a richer experience. The feedback to the students will make them more curious to learn and motivated
3	I have not seen the welfare of the teachers yet. Education has not been evenly distributed in Indonesia. Teachers in the village are not the same as teachers in Jakarta. The government should prioritise teacher preparation
4	PPG allows everybody to teach, then why does teacher education exist? I don't worry. It's just a little bit strange. Many student teachers don't realise that they will be educators who teach humans. They are not serious to study
5	We need to be prepared for the real context so that we won't be surprised. When there is no preparation, we only know theories. When we go to the field, we question many things. I feel burdened because I don't understand
6	In general, teachers lack in the curriculum, as it is often changed. We have not understood it yet. It is replaced again. I saw confusion in teaching, the demands of the curriculum, the other deadlines and so forth
Private	
7	I think Indonesian education is good. The problem lies in control. Perhaps due to some aspects such as large areas, thousands of islands, so the central government is a bit difficult to control some remote parts of our country
8	It is a challenge for teachers to manage students with different characters. Teachers need to be more creative and adjust and update the teaching. It is not fair for students if they are taught in the old ways
9	Why is an education major always considered less prestigious? Behind people majoring in engineering, there is a teacher's contribution there. Why don't they appreciate that?
10	Student teachers should not feel down so quickly. Many students initially want to be teachers but, in the process, feeling down when facing the children. Teaching is not difficult but also not that simple
11	Student teachers would be better having more practice than theory. Suppose we learn a theory, but we will just practice it in the sixth semester. We feel ambiguous if the theory is valid
12	Teacher education should emphasise more in practice. The longer and the more we get a lot of exposure from the field, the different characters of students, the better I think
13	Low payment factor limits our intention to become a teacher. Sometimes teachers are busy with administration. They just want to finish the syllabus without caring whether the students understand or not, remember or not
14	I don't know why civil servant registration for teacher has the same exam as others, no micro-teaching, no PPG, just two-year teaching experience. We don't know about the quality, whether for two years they perform well or not

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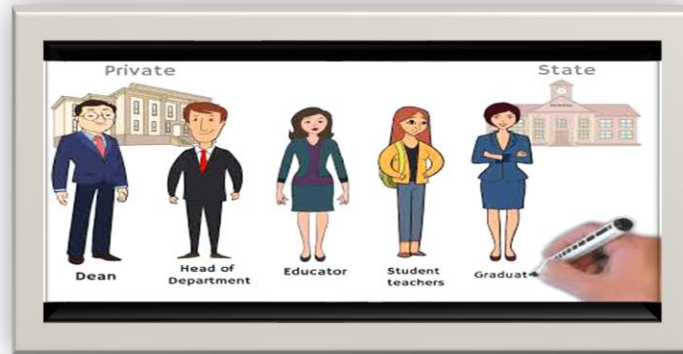
No	Teacher Graduates
State	
1	Teachers are educators, we not only transfer knowledge but also educate children to have good behaviour and morals. Also, we teach humans that sometimes students don't pay attention, but if the teacher has empathy and knows the children's needs, it is likely that the children will also want to 'tune in' to the teacher
2	New teachers should be developed in terms of the use of technology, keep updated. Because technology has also been developed a lot, like the use of tablets and mobile in the classroom, so teachers also need to use more technology in the classroom
3	I think that it should be a concern of our government that many graduates from teacher education become the other employees rather than being a teacher, I think it isn't good. They need to get enlightenment that being a teacher is good. The one that I didn't get, after graduation, whatever you want to do is up to you
4	The teacher must be equipped with knowledge about humans, not just administrative stuff but intensively studying human psychology. Secondly, teacher education should be aligned equally with the faculty currently considered the best, Faculty of medicine. Because both faculties deal with humans
Private	
5	Many teachers are not aware of the material delivery, only by the book. Some may understand the theory, but they don't want to make bigger efforts when faced with challenging students. They need to update about learning, become creative, innovative, have a spirit and try to shape critical thinking among students
6	Other jobs are more promising, with a better income. Some students who don't want to become a teacher only focus on the lessons they like. They only care about being present, not what is learned after the practicum. Moreover, there is no feedback about your performance. Just making reflection in the report, but it is different
7	The willingness to teach in the rural area is not that good. The concept of service, of dedication, is not well cultivated in university. People tend to think about their need first, yeah, that is the problem. So, what university should do is preparing more awareness of the students about dedication
8	I disagree with PPG because it means I go to university again, and it is costly. Being a teacher is challenging because I'm dealing with humans with different characters, the problems are unpredictable. Practice is important. If it is gone, where do we learn from? if we do it, we know what it is like, it will train our skills

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No	Principals
State	
1	Teacher education is supposed to become a place to develop comprehensive quality teacher, not just excellent at learning materials but also professional. They have good behaviour, personality and social competence. So, they are a complete educator who can transfer good values to future
2	Indonesia is not only Jakarta but also spread to remote areas. Not all teachers feel supported of being teachers because of condition factors such as poor infrastructure, inadequate access to information, not to mention issues such as welfare, appreciation and attention from the government
3	Before policymakers change the curriculum, people in education, users like principals and teachers, need to be invited. Because it could be okay in theory but not in practice. For example, practicum teaching is only done twice, they think that is enough. But in practice, what can you learn from teaching twice? It is not effective
4	Teachers are required to be professional at work, apart from that, they are just humans. There is an instilled stigma that teachers are poor. People become teachers to make money, not always because they want to. Being a teacher is perceived easier than other jobs such as doctors or engineers, but it has the highest turnover
Private	
5	Many students want to become teachers because of certification, higher salary. But the soul of a teacher needs to be instilled. Student teachers need not only theory but also practice, so the graduates are prepared to face challenges. It is important for ITE to improve the quality of graduates and get recognition
6	The quality of teacher education in Indonesia is not as expected yet as the other countries. The curriculum needs adjustment. It should focus on the job world, such as the school curriculum. Perhaps it needs simplification so it is not overlapping with what has been taught. It is not maximum yet
7	Some teachers from teacher education could not perform better than the non-teacher education graduates. They may not get much exposure to English. I think they need to master the content first. Also, if teaching practicum is only for a month, it is not enough, they do not know the real conditions in school
8	I am more into innovation and creativity, making students interested. Most ways of teaching are still conventional, still classical. The learning media is important. Teachers are only as facilitators but it needs creativity. Need a good plan. Teachers should not talk more than students. Students need to practice English

Appendix T. Research Video, Poster and PPT for Presentation

A research animation video for online gallery at the 2021 School of Education University of Bristol Doctoral Conference.



<https://www.youtube.com/watch?v=Ocgm3-LrTDU>

A poster submission with an accompanying audio research explanation for the 2021 13th Annual Manchester Metropolitan University Postgraduate Conference



<https://issuu.com/manmetconference/docs/posters2.pptx>

https://www.scribd.com/document/559709459/The-quality-of-ITE?secret_password=3EfvXs4NsyWBALYwYJQw

<https://www.slideshare.net/secret/4QgtqXYQIbwFUf>

“It always seems impossible until it is done”.

- Nelson Mandela