The Dispositions of Student-Teachers in Developing Competencies through Written Self-reflection Practice

by Rahayu Apriliaswati
The Dispositions of Student-Teachers in Developing Competencies through Written Self-reflection Practice

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Abstract:
This study aimed at investigating how student-teachers develop their competencies through written self-reflection. It is a case study of descriptive research that investigates how student teachers develop their dispositions through self-reflection practice in the classroom. The data were collected through written self-reflection made by the student-teachers. There were 40 English student-teachers at English Education Study Program were taken as the subject. Results show that written self-reflection has assessed English student-teachers’ dispositions towards developing competencies. For Professional Competence, all English student teachers practice their language skills by doing the assignments given by lecturers regularly, seriously, collaboratively, and proudly. For Pedagogical Competence, all student teachers practice creative lesson plans, develop interesting teaching materials through peer teaching; whereas for Personality Competence all student teachers are aware of 18 indicators of personality and apply them in their daily activities by studying harder, respecting others, preparing for class, accepting to different opinions, being more patient and helpful. Similar to Personality Competence, English student teachers demonstrate positive dispositions towards social skills by doing real actions of 21 indicators of social skills such as greeting, speaking more politely, addressing lecturers/friends appropriately, engaging in a friendly dialogue in their daily activities. By written self-reflection, the student teachers have shown their performance of their dispositions and been aware of developing teacher competencies.

Keywords: Keywords: Reflective journal writing; Teacher Competencies; Teacher Disposition

I. INTRODUCTION

The role of Teacher Training and Education Faculty is to prepare student teachers to be professional teachers who have competencies namely the competence of professional, pedagogy, personality, and social skills as stated in Regulation of the Minister of National Education of the Republic of Indonesia Number 16, 2007. The institution is also responsible to produce qualified student teachers as educators who not only have knowledge and skills but also have dispositions.

In the past, Dewey has defined teacher dispositions as teacher moral exemplars. At present, teacher dispositions have been defined by several experts. Dispositions, according to Cline & Necochea (2006) are attitudes and perceptions of others that play a vital role in determining success in teaching. In addition, Cline and Necochea (2006:1) stated that teacher disposition is needed by the teachers have to adapt to the student contexts such as student diversity and cultural differences. Furthermore, the National Council for Accreditation of Teacher Education (NCATE) in the United States defines teacher disposition as professional teacher attitudes, values, and beliefs expressed through both verbal and nonverbal behaviors as educators when interacting with students, student families, colleagues, and communities, all of which influence student learning and development (NCATE, 2000). They demonstrate open-mindedness, flexibility; ongoing professional development; cultural sensitivity; empathy, attitudes, insights, and pedagogical strategies (Major and Brock, 2003). Therefore, Teacher Education Program is expected to develop and assess professional dispositions based on observable behaviors in educational settings. Therefore, the identification of student-teacher positive dispositions is critical to the preparation of successful student teachers and should be considered a must in the teacher education program.

Several studies have proved that teacher dispositions have impacted student performance. Talbert-Johnson (2006) reports that student-teachers or teacher candidates without dispositions would be unacceptable, problematic. They may lack content knowledge or teaching skills but they lack adequate preparation to become teachers. According to Phelps, (2006) a teacher college is not only responsible for giving knowledge and skills to student teachers but also responsible for guiding student teachers to be prospective teachers who are right to be teachers. Teacher dispositions are not brought from born (Ron Ritchhart, 2002), they must be trained, developed, and assessed. Student teachers’ positive dispositions are needed to build teacher competencies which have been stated in Law Number 14 the Year 2005 regarding Teachers and Lecturers in Article 10 paragraph (1): "Teacher competence as referred to Article 8 covers pedagogic competence, personality competence, social competence, and professional competence gained through professional education. In other words, The graduates from Teacher College have to be trained not only academic qualifications but also their positive behavior and ethics which are always reflected in the professionalism of teachers so that it can be a professional teacher model."
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